



Buckinghamshire County Council
Select Committee
Children's Social Care and Learning

Date: Tuesday 6 December 2016
Time: 2.00 pm
Venue: Mezzanine Room 2, County Hall, Aylesbury

AGENDA

1.30 pm Pre-meeting Discussion

This session is for members of the Committee only. It is to allow the members time to discuss lines of questioning, areas for discussion and what needs to be achieved during the meeting.

2.00 pm Formal Meeting Begins

Agenda Item	Time	Page No
1 APOLOGIES FOR ABSENCE	2:00	
2 DECLARATIONS OF INTEREST To declare any Personal or Disclosable Pecuniary Interests.		
3 MINUTES To agree the Minutes of the meeting held on 20 th September 2016		7 - 12
4 PUBLIC QUESTIONS	2:10	13 - 14



There have been public questions from Mr P Miller and Ms J Creasy. The Cabinet Member for Education and Skills will be invited to respond in the meeting.

Public Questions is an opportunity for people who live, work or study in the county to put a question to a Scrutiny Committee about any issue that has an impact on their local community or the county as a whole.

Members of the public, who have given prior notice, will be invited to put their question in person.

The Cabinet Member and responsible officers will then be invited to respond.

Further information and details on how to register can be found through the following link and by then clicking on 'Public Questions'.

<http://democracy.buckscc.gov.uk/mgCommitteeDetails.aspx?ID=788>

- | | | | |
|----------|---|-------------|----------------|
| 5 | CHAIRMAN'S REPORT
For the Chairman of the Committee to provide an update on recent scrutiny related activity. | 2:15 | |
| 6 | COMMITTEE MEMBER UPDATES
For members to update on any issue they are investigating on behalf of the Committee. | 2:20 | |
| 7 | CABINET MEMBER UPDATES
i) Cabinet Member for Education and Skills
Including an update on the drafting of the new SEND strategy

ii) Cabinet Member for Children's Services | 2:30 | |
| 8 | NARROWING THE GAP INQUIRY.
RECOMMENDATIONS UPDATE
For the Committee to understand how the recommendations from their Narrowing the Gap Inquiry 2014 have been implemented and look at whether outcomes sought have been achieved. | 2:40 | 15 - 60 |

Contributors

Mr Z Mohammed – Cabinet Member for Education and Skills

Mr K Burrell – Head of Schools (Primary) – Bucks Learning Trust

Ms S Sewell – Senior Information Officer

9	EDUCATIONAL PSYCHOLOGY SERVICE For the Committee to look at progress in maximising income generation within the Educational Psychology Service.	3:05	61 - 72
	Contributors Mr Z Mohammed – Cabinet Member for Education and Skills Mr C Tribe – Principal Educational Psychologist		
10	QUARTER 2 2016/17 CHILDREN'S SERVICES PERFORMANCE - EXCEPTION REPORTING For Members to scrutinise Children's Services performance for quarter 2 2016/17.	3:25	73 - 82
	Contributors Lin Hazell, Cabinet Member for Children's Services Mr D Johnston, Managing Director, Children's Social Care and Learning Business Unit		
11	PREVENTING CHILD SEXUAL EXPLOITATION INQUIRY 12 MONTH UPDATE To receive a report on the implementation of the CSE Inquiry agreed recommendations, 12 months on.	3:45	83 - 88
	Contributors Lin Hazell, Cabinet Member for Children's Services Mr D Johnston, Managing Director, Children's Social Care and Learning Business Unit.		
12	COMMITTEE WORK PROGRAMME To discuss and note the Committee work programme.	3:55	89 - 92
13	DATE OF NEXT MEETING To note the next meeting of the Children's Social Care and Learning Select Committee on 31 st January 2016 10.30am in Large Dining Room, Judges Lodgings, Aylesbury.	4:00	

Purpose of the committee

The role of the Children's Social Care and Learning Select Committee is to hold decision-makers to account for improving outcomes and services for Buckinghamshire.

The Children's Social Care and Learning Select Committee shall have the power to scrutinise all issues in relation to the remit of the Children's Social Care and Learning Business Unit. This will include, but not exclusively, responsibility for scrutinising issues in relation to:

- Nurseries and early years education

- Schools and further education
- The Bucks Learning Trust
- Quality standards and performance in education
- Special Educational Needs (SEN)
- Learning and skills
- Adult learning
- Children and family services
- Early intervention
- Child protection, safeguarding and prevention
- Children in care (looked after children)
- Children's psychology
- Children's partnerships
- Youth provision
- The Youth Offending Service

** In accordance with the BCC Constitution, this Committee shall act as the designated Committee responsible for the scrutiny of Education matters.*

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For further information please contact: Kevin Wright on 01296 387832, email: kwright@buckscc.gov.uk

Members

Mrs M Aston	Mrs V Letheren
Mrs P Birchley	Mrs W Mallen
Ms J Blake	Mr R Stuchbury
Mr D Dhillon (C)	Vacancy
Mr P Gomm	Ms K Wood
Mr P Irwin	

Co-opted Members

Mr D Babb, Church of England Representative
Mr M Moore, Roman Catholic Church
Ms M Nowers, Primary School Sector





Buckinghamshire County Council
Select Committee
Children's Social Care and Learning

Minutes

CHILDREN'S SOCIAL CARE AND LEARNING SELECT COMMITTEE

Minutes from the meeting held on Tuesday 20 September 2016, in Mezzanine Room 2, County Hall, Aylesbury, commencing at 10.30 am and concluding at 12.57 pm.

This meeting was webcast. To review the detailed discussions that took place, please see the webcast which can be found at <http://www.buckscc.public-i.tv/>
The webcasts are retained on this website for 6 months. Recordings of any previous meetings beyond this can be requested (contact: democracy@buckscc.gov.uk)

MEMBERS PRESENT

Mrs M Aston, Mrs P Birchley, Ms J Blake, Mr D Dhillon (Chairman), Mr P Gomm, Mr P Irwin, Mrs V Letheren, Mr R Stuchbury and Ms K Wood

CO-OPTED MEMBERS PRESENT

Mr D Babb

GUESTS PRESENT

Mr N Brown and Lin Hazell

OFFICERS PRESENT

Ms K Dolton, Mr D Johnston, Ms G Shurrock and Mr N Wilson

1 APOLOGIES FOR ABSENCE

There were none.

2 DECLARATIONS OF INTEREST

There were none.



3 MINUTES

The minutes of the meeting held on 5th July were confirmed as a correct record. Members noted that the Appointment of Vice-Chairman had been deferred from the 5th July meeting and the Chairman confirmed the appointment of Miss Katrina Wood.

RESOLVED

That Miss K Wood be appointed Vice-Chairman of the Children's Social Care and Learning Select Committee for the ensuing year.

A Member asked that in future any public question submitted to Committee should be included in the minutes of the meeting in full, alongside the Cabinet Member's response, to ensure clarity. This was agreed to be good practice.

4 PUBLIC QUESTIONS

There were none.

5 CHAIRMAN'S REPORT

The Chairman welcomed Mrs Rachael Shimmin, the new Chief Executive of the County Council to the meeting. Mrs Shimmin explained that she was attending as an observer and was interested to gain insight into the work of the Select Committee.

The Chairman reported that he had attended an interesting workshop session on how Children's Services dealt with complaints.

6 COMMITTEE MEMBER UPDATES

Mr R Stuchbury reported that the Buckingham Youth Group had moved to charitable trust status and was continuing to provide a service to young people in the area. Several Members advised that they had visited their local Children Centres and had been impressed with their work, particularly in supporting school readiness in 4 year olds.

Mr P Gomm reported that the issues with communications with his local Children's Centre had now been resolved.

7 CABINET MEMBER UPDATES

Lin Hazell, Cabinet Member for Children Services provided an update on the following:

- A 2 day monitoring visit had been undertaken by OfSTED during August. This had focussed on quality of management decision making, multi-agency safeguarding, missing children and CSE and assessment and planning processes. OfSTED's findings were now published on their website and the Cabinet Member highlighted a number of

improvements that had been recognised, together with some key areas that remained outstanding.

- The Committee welcomed the news of these improvements but the Chairman expressed disappointment that the letter had not been circulated to Select Committee members ahead of the meeting. The Cabinet Member agreed to liaise with her officers to ensure timely communication with Members.

ACTION: Cabinet Member for Children's Services

- The ongoing issue of out of county placements was noted and the Cabinet Member explained that this had been considered as part of the Looked After Children Strategy.
- It was noted that OfSTED had made criticisms around follow up interviews with young people who have been missing from care. Mr D Johnston, Managing Director of the Children's Social Care and Learning Business Unit explained that this service was being recommissioned and the new contract would set out explicit timing standards for return interviews, which would usually be within 24 hours of a young person's return.
- Members were reminded that under the new OfSTED arrangements a further monitoring visit which would focus on Looked After Children was due to take place at the end of November/December 2016, although OfSTED could choose to reinspect at any time.
- A Member raised concerns that the fostering service were providing inadequate support to foster carers and losing a significant number as a result. A specific case had been reported in the media. The Cabinet Member agreed to look in to the particular case, but commented that she was not aware that the number of foster carers had fallen dramatically in recent months. The Committee was advised that during 2015/16, there had been a high number of foster carer resignations. Exit interviews were conducted with these carers and insight gained was used to inform an improved support offer for foster carers, provided by an independent improvement partner.

Mr N Wilson, Service Director Education provided an update on behalf of Mr Z Mohammed, Cabinet Member for Education, in his absence.

- Work was focussing on the changes to the Schools Funding Formula timetable. These proposed changes would have addressed the historical underfunding of Bucks Schools, but had now been delayed by a year, creating uncertainties in the schools budget. The Leader of the Council had lobbied ministers for transitional funding.
- The High Needs funding block, central to SEND had also been delayed. The High Needs block was £74million – modelling based on the first consultation indicated Bucks could lose £5m per year, as it was based on proxy indicators, rather than actual children or schools.
- Currently the High Needs block was forecast to be overspent by £3million. Mr Wilson was having discussions with Schools Forum and School leaders about contingency plans.
- Members were advised that the Government had published a Green Paper on proposals to introduce new Grammar schools and the County Council's response would be shared with the Committee.

8 VOICE OF THE CHILD AND YOUNG PERSON INQUIRY

The Committee agreed the scope for their Inquiry into the Voice of the Child. Mr P Irwin voiced concerns that the Inquiry would focus solely on Looked After Children, as he believed that it was important that Children in Need should also be included. Following discussion, it was agreed that the Inquiry would encompass Children in Need.

9 THE SEND REVIEW AND STRATEGY

The Chairman welcomed

- Mr N Wilson, Service Director Education
- Mrs G Shurrock, Head of Special Educational Needs

Mr Wilson explained that there had been a number of SEND reviews since 2009, with the last resulting in the SEND strategy 2013-2016, which bridged the change from Statements to the new Education, Health and Care Plans (EHCP). Buckinghamshire had some excellent schools and practice but faced real challenges going forward including children being diagnosed with increasingly complex needs, the rising costs of EHCPs and an increasing number of children who required an EHCP. Members considered the SEND strategy consultation document and during the discussion the following points were noted:

- A key area of work was looking at how to improve provision for SEND pupils in mainstream settings. The SENDCO network had grown over the past decade but Bucks lacked a strong support system for SENDCOs, who faced challenges on a daily basis. It would be helpful to have an additional level of support of Educational Psychologists Specialist teachers within mainstream schools to provide more confidence.
- There was a very robust system for allocation of places in special schools. Mrs Shurrock chaired a meeting of professionals and special school representatives to consider all requests individually and this process had led to a reduction in the number of Bucks children going to independent schools outside the county. Children were always allocated to their nearest appropriate school to try and reduce their travelling time.
- The SEN team worked very closely with Health colleagues and a joint strategy on Autistic Spectrum Disorders (ASD), including Aspergers had been developed with Adults Services. This reflected the national year on year increase in the number of people being diagnosed with ASD. An EHCP had to identify a primary need and the number of EHCPs with ASD or Aspergers as the primary need was increasing.
- A Member expressed the view that, whilst he recognised the Council's budget pressures, the word 'cost' should be replaced with the word 'investment' within the SEND strategy. It was vital that money spent on the education of young people was viewed as an investment, when difficult decisions had to be made in order to balance the budget. Other Members agreed with this comment and the Deputy Cabinet Member accepted that this wording might be more appropriate.

- The consultation document would be circulated next week and responses would be invited to be submitted by October half term, to enable the final draft strategy to be developed by December 2016.

10 CHILD SEXUAL EXPLOITATION SERVICE

The Chairman welcomed

- L Hazell, Cabinet Member for Children's Services
- Mr D Johnston, Managing Director of Children's Social Care and Learning (CSCL)
- Ms K Dolton, Service Director, Early Help, Care & Quality Assurance

During the discussion the following points were noted:

- The Swan Unit was a great example of multi-agency collaborative working and feedback from young people and their parents who had received support from the Unit had been very positive.
- It was emphasised that the issue of CSE needed continuous commitment across all agencies involved with children and as awareness of CSE was raised, demand for this service was likely to increase.
- A Member expressed concern at poor attendance at recent events held across the county, highlighting the issue of CSE. The Cabinet Member agreed that this had been disappointing but that it was important to continue to raise awareness.
- Children's Services had delivered training to taxi drivers around CSE which was received very positively. A member welcomed this initiative with local licensing companies but cautioned that taxi drivers could get licensed elsewhere and still operate in Bucks. The Managing Director for CSC&L suggested that the issue should be raised with the government via the Local Government Association and Association of Directors of Children's Services.
- Concerns were also raised about protecting refugees who may come into care in future. The Managing Director advised that such young people would be treated with considerable care and would be assessed by skilled professionals, who would build trust in order to develop a picture of their background and to encourage them to share their experiences.

11 LOOKED AFTER CHILDREN STRATEGY

The Cabinet Member for Children's Services introduced the new Looked After Children Strategy, a document which outlined the service's vision and actions which need to be taken to address ongoing issues.

During the discussion the following main points were noted:

- An issue of prime concern in Buckinghamshire was the high number of children placed out of county. This was not ideal for the children and could also lead to increased care costs. In addition, Bucks had more children in residential care than would be expected for a county of its size.

- Over the past 18 months, there had been a focus on improving outcomes for children placed out of county, which included ensuring that initial health checks were completed within statutory timelines and improving the quality of schools attended by out of county children.
- Early help was a key priority to help to keep families together where it was safe to do so. If children did come into care and remained for the long term, it was vital that a plan was put in place to ensure they received the best possible care to suit their needs.
- Over the past two years, data analysis had developed which would enable better planning for future needs.
- An improvement partnership had been established with Core Asset, a national fostering provider, which had a good reputation for recruiting foster carers and also offered strong support to foster carers on an ongoing basis. An improvement partnership had worked very well in the Adoption service and it was hoped this would be replicated for fostering with Core Asset.
- It was noted that 29% of Looked After Children were from BME backgrounds. Ms Dalton advised the Committee that Corporate Parenting Panel had commissioned a report into this statistic, which was relatively high.
- Concerns were raised about the level of attainment by Looked After Children at Key Stage 2. Members were reminded that the figures included for 2015-16 reflected one particular cohort. The Virtual Headteacher tracked each child and could demonstrate the progress achieved with tailored support. The Cabinet Member also emphasised that for some children, educational achievement was a secondary consideration to their emotional resilience.
- The Cabinet Member advised that a business case was being developed for a new residential facility to be built in Bucks.

12 COMMITTEE WORK PROGRAMME

Members noted the future Work programme.

13 DATE OF NEXT MEETING

Tuesday 6th December 2016 at 1.30pm in Mezzanine Room 2, County Hall, Aylesbury

CHAIRMAN

Bucks County Council Children's Social Care and Learning Select Committee
6th December, 2016

We would like the following questions to be answered at the Select Committee meeting on December 6th.

The following questions relate to the development of a new SEND strategy for BCC:

1. Please provide the data to show how a balanced SEND budget will be achieved resulting from the implementation of the proposed strategy
2. How will the BCC SEND leadership achieve better cross-system collaboration (including Social Services, all SEND providers, the RSC and other local LAs)?
3. Why has BCC failed to respond to the Regional Schools Commissioner's invitation for an Expression of Interest relating to the development of regional special schools?

Mr Peter Miller & Ms Jane Creasy



Buckinghamshire County Council Select Committee

Children's Social Care and Learning Select Committee

Report to the Children's Social Care and Learning Select Committee

Title:	Narrowing the Gap Inquiry. Recommendations Update
Committee date:	Tuesday 6 December 2016
Author:	Nick Wilson, Director of Education
Contact officer:	Atifa Sayani, Education Champion
Cabinet Member sign-off:	Zahir Mohammed, Cabinet Member for Education and Skills

Purpose of Agenda Item

Information: Relating to recommendations contained in the Narrowing the Gap report to the Select Committee, published 14th March 2014.

Background

This report provides an update on actions relating to the twelve recommendations of the 2014 Select Committee report. The Committee had conducted an in-depth enquiry into the gap between economically disadvantaged pupils and others in Buckinghamshire. The report was conducted to support the Council priority to reduce underachievement. *"In the Education and Skills Strategic priorities 2013-17, the Council aims to help children and young people reach their full potential by narrowing the achievement gap between the highest and lowest achieving pupils so that more children have reached a good level of development by the age of five and fewer underperform through their school years. Reflecting this priority, the Education, Skills and Children's Services Select Committee decided to undertake an Inquiry into this issue in 2013..."* Narrowing the Gap report 18 Feb 2014 p.7

Members interviewed a wide range of expert witnesses and local stakeholders, and engaged with all schools through the Bucks Association of Head Teachers (BASH) and the Primary Executive Board (PEB), as well as inviting schools to submit evidence through a questionnaire survey on how schools are narrowing the gap.

Page 1



As described in the introduction to the original report, the 'gap' is that between the educational achievement of pupils eligible for pupil premium and all others. Pupil premium funding is allocated to schools for pupils who have been registered for free school meals at any point in the last six years and those who have been looked after for more than six months. Since the original report, pupils adopted from care have also been included in pupil premium. Children of service personnel are also eligible for pupil premium but are not included in published data.

Summary

The gap is a national issue and an issue in Buckinghamshire too. Data (below), as presented to the Select Committee in the 2015 Education Standards Report, shows gaps have narrowed in the Early Years Foundation Stage Profile (EYFSP), Year 1 Phonics Screening Check and at Key Stage 4. However, at Key Stage 1 and 2, results have been more variable and there is no clear trend of improvement. At all Key Stages, gaps have remained wider than national.

Statistical Neighbours' information is available only at the end of KS2 and KS4.

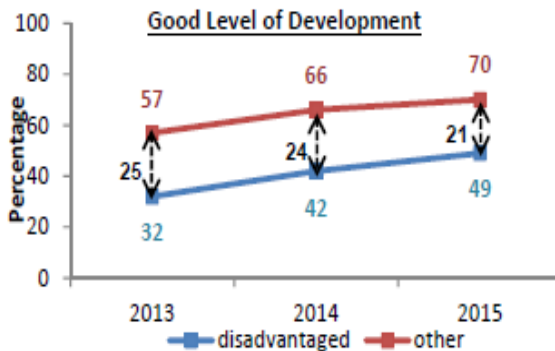
- At the end of KS 2, at level 4+ reading, writing and mathematics in 2015, results of Buckinghamshire disadvantaged pupils were below average (7th out of 11) of the eleven Statistical Neighbours, and the gap was the third widest.
- At the end of KS4, at 5+A*-C inc. English and mathematics, results of disadvantaged pupils in 2015 were above average (4th out of 11) of the Statistical Neighbours group. However, as the results for non-disadvantaged pupils were the highest of the group, the in-county gap was the widest.

The Department of Education has not yet published 2016 data for disadvantaged pupils, so this report considers 2015 data where national comparators are available. 2016 results will be published later in the year in the annual Education Standards Report.

A key strategy to 'narrow the gap' has been on improving disadvantaged pupils' results in the Early Years in keeping with research by the Sutton Trust. For EYFSP and Year 1 Phonics, where trend data is available, internal analysis suggests that the gap between disadvantaged pupils and others within Buckinghamshire has narrowed further in 2016.

Buckinghamshire 2015 Gap Data

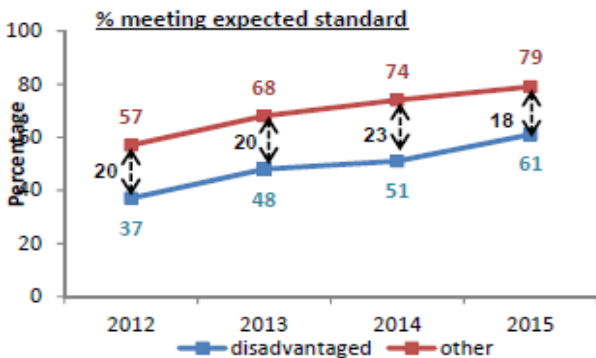
Early Years Foundation Stage Profile



The gap between the percentage of disadvantaged pupils and others in Buckinghamshire reaching a good level of development at the end of the EYFS has narrowed from 24 percentage points in 2014 to 21 percentage points in 2015.

Data is currently not available for the performance of disadvantaged pupils nationally.

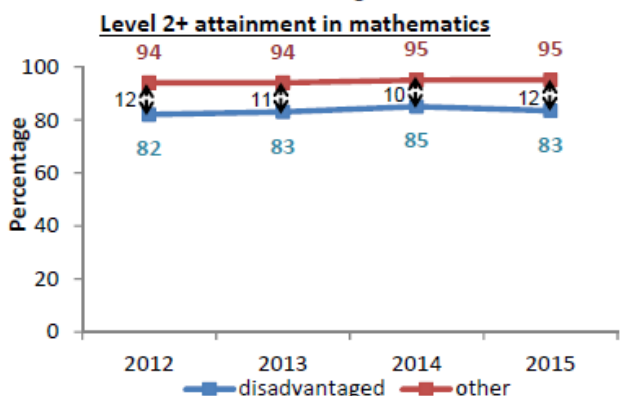
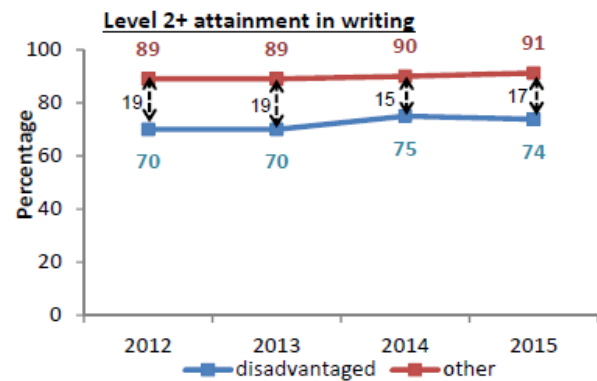
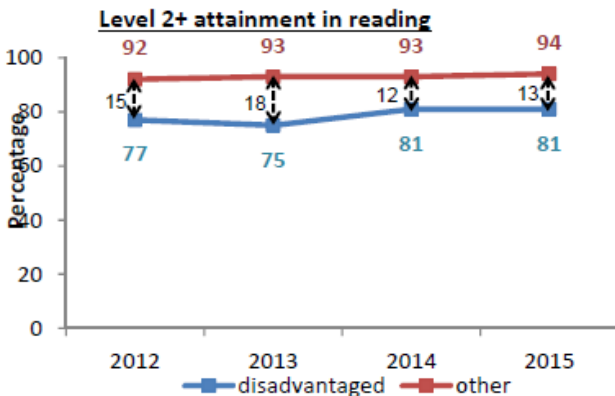
Year One Phonics Screening Check Results



The percentage of all pupils reaching the expected standard has risen and in 2015 was the same as national. The gap between the attainment of disadvantaged pupils and others in Year 1 phonics in Buckinghamshire has narrowed from 23 percentage points in 2014 to 18 percentage points in 2015.

Nationally the gap is smaller than in Buckinghamshire. The current national gap is 14 percentage points.

Key Stage 1 National Curriculum Assessment Results

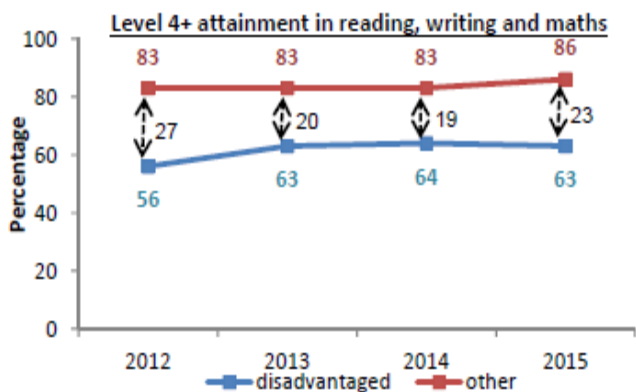


The gap between the attainment at level 2 or above of disadvantaged pupils and others in Buckinghamshire decreased in 2014, but has increased again in 2015. The gap for reading has increased by 1 percentage point to 13 percentage points. The gaps for writing and mathematics have both increased by 2 percentage points, to 17 percentage points and 12 percentage points respectively.



Nationally the gap between the attainment of disadvantaged pupils and others is smaller than in Buckinghamshire for all 3 subjects. There has only been improvement in the reading gap nationally, with the gaps for writing and mathematics staying static. National gaps are 9 percentage points for reading, 12 percentage points for writing and 8 percentage points for mathematics.

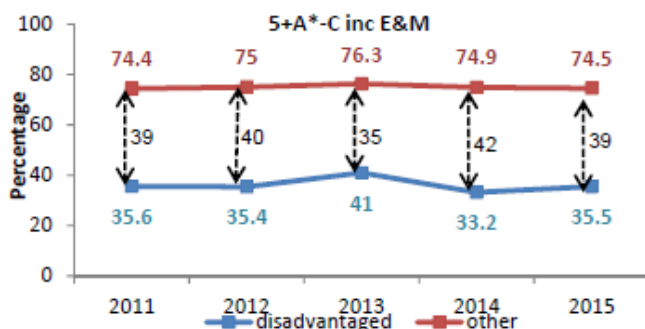
Key Stage 2 National Curriculum Assessment Results



At Key Stage 2, the gap between the attainment of disadvantaged pupils and others in Buckinghamshire decreased each year until 2014, but has increased again in 2015. The gap is 23 percentage points.

Nationally the gap is smaller (15 percentage points in 2015).

Key Stage 4 (GCSE and equivalent) Results



The gap between the attainment of disadvantaged pupils and others in Buckinghamshire at KS4 has narrowed, decreasing from 42 percentage points in 2014 to 39 percentage points in 2015, because of improved results of disadvantaged pupils.

Nationally the gap is smaller than in Buckinghamshire. The current national gap is 28 percentage points, which increased by 1 percentage point this year

Changes to 2016 Measurement

- As reported in the Education Standards Report in May, 2015 was the last year that KS1 and KS2 assessments were reported in levels. Secondary measures will also change. In 2016 we will not be able to report on trends, as 2016 data will not be comparable to 2015.
- The DfE has announced that: "In 2016, the primary/secondary performance tables will not include measures of *in-school performance gaps* between disadvantaged pupils and other pupils at the school. The tables will still include measures that report the difference between *disadvantaged pupils at the school and other pupils nationally* as the most appropriate basis on which to judge schools/ performance. Focusing on in-school gaps risks setting limits on the ability of all pupils to achieve to

their full potential, including those identified as disadvantaged.” (DfE Performance Tables - Statement of Intent)

- It is assumed that the same approach will be taken when national and local authority results are published.
- Ofsted now use the terminology of “**diminishing the difference**” rather than “narrowing the gap.”

Summary of Recommendations, Update and Measurable Impact on the Gap

Progress against each of the recommendations is summarised in the table below. For more information on each of the recommendations and impact, where measurable, please see the detail provided in Appendix 1.

Some of the interventions arising from recommendations in this report have short term measurable outcomes (recommendations 2, 5 and 6). These projects have directly increased results of disadvantaged pupils in participating settings or schools.

Other recommendations relate to changing the broader culture (recommendations 7, 8, 9, 10, 11 and 12). These are essential given the widespread distribution of disadvantaged pupils; many schools have only a small number. Without these changes, extending projects to wider groups of schools would not be possible. However, impact is longer term and more difficult to measure.

Finally, a third group focuses on providing services to support disadvantaged pupils and others in a more challenging economic climate (recommendations 1, 3, and 4). The impact on attainment results is also difficult to measure.

Recommendation and Update	Page (Appendix 1)
1. Learning Development Centres	1
<ul style="list-style-type: none"> • During 2015-6 academic year, 810 students in total accessed a variety of Matrix programmes both at the centre and in schools. • 274 (235 primary students) attended the school study support provision. • 96% of students said they felt more confident as learners. • Impact on the gap – long term and not directly measurable through attainment results 	
2. The Early Years' Curriculum	3
<ul style="list-style-type: none"> • The BLT has supported the Early Years' curriculum for disadvantaged pupils in a range of ways, including the following projects: The Early Language Development Programme (ELDP), Improving outcomes project and the Home Learning Matters project • Impact on the gap - The gap in Early Years reduced from 24% in 2014 to 21% in 2015. 	
3. Children's Centre review	6
<ul style="list-style-type: none"> • From September 2014 six centres were developed into Early Years Excellence Hubs. • The remaining centres were recommissioned to Spurgeons and Action for Children • In the first 10 months (to 30th June 2016) engagement with funded 2 year olds increased from 14% to 38.6% and the number of target families being supported increased from 305 to 452 • Impact on the gap - long term and not directly measurable through attainment results 	

4. An Early Years Pupil Premium	8
<ul style="list-style-type: none"> • Since the implementation of the EYPP in April 2015, there have been approximately 800 successful applications (including Looked After Children) • Payment has been made to the relevant Early Years Providers to enable them to better support the children found to be eligible and applications continue to arrive on a regular basis • Impact on the gap – long term and not directly measurable through attainment results 	
5. Improving literacy	10
<ul style="list-style-type: none"> • The BLT identified schools where gaps between disadvantaged and other pupils were high for the phonics screening check and put in place intervention specifically targeted towards reducing the difference • Impact on the gap - The gap in phonics attainment reduced from 23% in 2014 to 18% in 2015 	
6. The role of parents in education	13
<ul style="list-style-type: none"> • Work in this area has been focused in three key areas; the work of the Family Resilience Service and Early Help panels, the Home Learning Matters project and working in collaboration with the Community Consultative Group which aims to raising the achievement of Black and Minority Ethnic (BME) children and young people who are not reaching their full potential • Impact on the gap - The Home Learning Matters project has a measurable outcome. This project was initiated in 25 schools which saw an average 30% increase in the number of children performing at age expected levels. 	
7. High achieving, economically disadvantaged	18
<ul style="list-style-type: none"> • The BLT has funded a project during 2015/6 entitled “Widening Participation” aimed at encouraging and funding Grammar Schools to support disadvantaged pupils in local Primary schools • Pupil Premium reviews and Pupil Premium Network Meetings, established by the BLT, have provided opportunities to consider provision for the full range of disadvantaged learners in the county, including the most able • Impact on the gap – Widening Participation Project will have a measurable impact, but data is not yet available 	
8. An analysis and challenge toolkit for schools	20
<ul style="list-style-type: none"> • The BLT have promoted and shared existing toolkits from both the Sutton Trust and the Essex Toolkit and have supported schools to analyse interventions and challenge progress • The BLT produced Learning Tracks for English, maths and science to assist schools in assessing pupils against age related expectations within the national curriculum • Impact on the gap –not directly measurable through attainment results 	

9. Researching and evaluating what works	23
<ul style="list-style-type: none"> • Researching what works for disadvantaged pupils in Buckinghamshire is of pivotal importance in all narrowing the gap projects and work, such as the Pupil Premium Action Group and the Wycombe Standards Project • Pupil Premium Reviews, advisory visits and training continue to have a strong focus on development of strategies based on evidence of good practice in other schools and research • Impact on the gap –not directly measurable through attainment results 	
10. Narrowing the gap reports to governing bodies	26
<ul style="list-style-type: none"> • The Governor Services team at the BLT have heavily promoted the use of a narrowing the gap report to governing bodies • Model agendas for committees, terms of reference for committees, reports, guidance for governing bodies and audit toolkits have all been developed and regularly communicated • Impact on the gap - not directly measurable through attainment results 	
11. Lead governor for narrowing the gap	28
<ul style="list-style-type: none"> • The BLT recommends the appointment of a designated NtG/Pupil Premium governor • Records indicate that 102 (44%) governing boards in Buckinghamshire currently have a designated NtG governor with the rest choosing to have the responsibility sitting at committee level • As a result of this increased level of discussion, monitoring and accountability, there is now much more clarity about the way in which PP funding is applied, how effective different strategies may be, and the measurable impact of work • Impact on the gap - not directly measurable through attainment results 	
12. Narrowing the gap training for school leaders	30
<ul style="list-style-type: none"> • Training opportunities for senior and middle leaders are a high priority • Examples of training for school leaders include; a Primary and Secondary Leader Pupil Premium conference, training opportunities for Head teachers, the establishment of Pupil Premium network groups and Governor training • Impact on the gap - not directly measurable through attainment results 	

Next Steps

Diminishing the differences between disadvantaged pupils and all others remains a high priority. In 2016-17, the BLT are increasing the support and challenge to all our schools and taking the necessary steps, based on evidence based practice, to raise expectations and attainment.

Appendix 2 - details how research based initiatives are being taken forward through networking, school to school support, wider training, data analysis and specific projects.



Appendix 3 - details a Multi-Agency Diminishing the Difference Project being implemented by the BLT which will broaden the approach to diminishing the difference outside school, encompassing agencies supporting children and young people.



APPENDIX 1 - Update on the 12 Recommendations

1 Select Committee Recommendation One

Learning Development Centres

We recommend that the Cabinet Member ask the Bucks Learning Trust to explore the feasibility of establishing Learning Development Centres to offer targeted learning opportunities for parents and children. These centres should be located in areas accessible to economically disadvantaged families.

Original Response: Accepted in part - This is a commissioning responsibility which remains with the County Council. The Cabinet Member will explore the approach used at Learning Development Centres and consider how the benefits could be delivered locally within existing resources.

1a Background

- The Matrix Centre, based at Wycombe Wanderers Football Club, works with under achieving students and this includes a percentage of pupil premium pupils and pupils with SEND (an increasing number).
- The Matrix provides a 6-week intervention at the centre in school time or after school. The primary objective is to develop the mind-set of the pupils so that they become more engaged with learning back at school.

1b 2016 Update and Impact Assessment

- During 2015-6 academic year, 810 students in total accessed a variety of Matrix programmes both at the centre and in schools. 274 (235 primary students) attended the school study support provision.
- Of these, during Year 5 in 2014-15 or Year 6 in 2015-16, there were 69 pupil premium pupils in attendance on the programme from 10 schools in the Wycombe area (12 groups).
- At present, due to the changes in assessment, it is difficult to compare year on year impact and the Matrix Centre is working closely with schools on reporting under the new assessment system.

Parental and Pupil Perceptions - All Participating Families (2015-16)

- The Matrix Centre programme is evaluated by all pupils and parents:-
 - **96%** of students said they felt more confident as learners.
 - **98%** of students rate their learning experience as 'brilliant' or 'good'
 - **70%** of students reported that there has been a positive impact on their school work
 - **99%** of parents reported that the confidence of their children has improved
 - **97%** of parents reported that the attitude to learning of their children had noticeably improved
 - **98%** of parents said they were very pleased or pleased with their child's experience at the Centre

Quotes from Participating Schools

“Pupils who excelled at the Matrix gained confidence in their school work; success in something has had a positive impact on their approach to learning.”

“They all responded extremely well to the activities offered. Pupils flourished at school and have a clearer understanding of the maths concepts covered at Matrix.”

1c Future Plans.

- The Matrix Centre is introducing a new course 'More Than Just a Game' aimed at Key Stage 2 students, linked to the new National Curriculum. Subjects include English, Mathematics, Science, Art and Design, Geography and History and are tailored to a chosen year group.
- This will give access for schools outside High Wycombe area who can attend for a day or a number of days in the school year and will give practical accessibility to the centre at a manageable cost particularly for schools north of the county.

2. Select Committee Recommendation Two

The Early Years' Curriculum.

In order to promote the Early Years Curriculum, we recommend that the Council pro-actively supports the implementation of Development Matters, Early Years Outcomes, and the new Early Learning Goals for all Early Years providers in Buckinghamshire.

Original Response: Yes - The Council is committed to promoting the Early Years Curriculum and is already actively involved in supporting its implementation. Progress will be reported in the Annual Standards Report

2a Background

- The amended Early Years Foundation Stage curriculum and assessment was launched nationally in 2012.
- The implementation of the Early Years Curriculum, Development Matters, the Early Years Outcomes and the Early Learning Goals were, and continue to be, supported throughout Buckinghamshire by the Buckinghamshire Learning Trust (BLT).

2b 2016 Update and Impact Assessment

- The BLT has supported the Early Years' curriculum for disadvantaged pupils in a range of ways, including the following projects aimed at narrowing the gap in early years:

The Early Language Development Programme (ELDP)

- The ELDP was an early intervention training programme aimed at creating a better skilled workforce, with the knowledge, confidence and skills to support speech, language and communication development in the early years. The programme has now been completed. It has been provided to children's centres and their reach area settings across the whole of Buckinghamshire.
- By the end of the programme, data indicated an increased number of children working within the level typical for the age and a reduced number of children working below the level typical for their age in each aspect of communication and language development.

- The Early Years' Service is now providing training and support to early years' settings, schools and children's centres to embed the learning from the programme.

Improving outcomes project (January to July 2016).

- This was a two-term project to support the primary schools with the widest gap in achievement at the end of the EYFS between those eligible for Pupil Premium and their peers. The schools which had the highest number of children eligible for Pupil Premium and with the widest gaps in achievement participated in the project. This was nine schools in total (6% of schools which have a reception year).
- The table below demonstrates the progress made by the Pupil Premium children in these schools and how effectively the gap has narrowed. (Provisional data). The gap narrowed from 31.9% in 2014-5 to 10.9% in 2015-6.

EYFSP Good Level of Development in participating schools								
	Pupil Premium Children				Non Pupil Premium Children			% Difference
Academic Year	Total in YR	Total Pupil Premium	Number GLD	Percentage	Total Non-Pupil Premium	Number GLD	Percentage	
2014/2015	524	98	29	29.6%	426	262	61.5%	-31.9%
2015/2016	569	77	40	51.9%	492	309	62.8%	-10.9%

- The gap between the % of Pupil Premium (PP) children in these schools achieving a Good Level of Development (GLD) and their peers narrowed because of the higher achievement of Pupil Premium children.
 - In 2016, 1.3% more non PP children achieved a GLD than in 2015
 - In 2016, 22.3% more PP children achieved a GLD than in 2015.

Home Learning Matters

- This was a project for 25 settings with the greatest number of funded 2 year olds and their locality children's centres (funding is on the basis of household income or SEN)
- Impact of this project is detailed in Recommendation 6, page 22.

2c Future Plans

- During the autumn term 2016-7, EYFSP data will be analysed against national data and further schools who have the highest number of children eligible for Pupil Premium and with the widest gap in achievement, will be invited to join the original schools on this project.
- The Early Years' Service will facilitate peer to peer working where the original schools will share their successes with the newly invited schools, sharing good practice, and motivating them to make a difference.

3. Select Committee Recommendation Three

Children's Centres Review.

We recommend that the planned review of Buckinghamshire Children's Centres focus on a) accessibility and take-up of services by deprived parents and children, b) the location of centres in their role as early intervention hubs, and c) the links between schools and centres.

Original Response: Yes - The review of Children's Centres is currently underway and includes a focus on the three areas suggested. The outcome of the review will be reported by September 2014.

3a Background

- The review had two outcomes:
 1. Transfer centres to the management of schools that met set criteria in order to achieve accessibility and take up, the development of Early Excellence Hubs and improved links with schools. From September 2014 six Centres were developed into Early Years Excellence Hubs and we are monitoring their development and performance. In these the Primary School, Early Years places and Children's Centre are all based at the school. This model was extended to develop collaborations with all local early years' providers, offering greater peer to peer support, consultation and partnership working.
 2. Recommission the remaining centres: A competitive tender process was undertaken and two new providers were awarded contracts: Spurgeons to deliver three centres in Aylesbury and Action for Children to deliver the remaining twenty-five centres

3b 2016 Update and Impact Assessment

- The new contractors commenced delivery of the centres on 1st September 2015. The first six months of the contact were a period of update and change to meet the new contract requirements and to complete the needs analysis. With a higher than expected number of staff not transferring to the new providers the implementation took longer than anticipated.
- In the first 10 months (to 30th June 2016) the new providers:

- increased engagement with funded 2 year olds from 14.% to 38.6%;
- increased the number of target families being supported from 305 to 452. The “steps to effective parenting” star has ten levels, with 1-2 being the lowest (“stuck”) and 9-10 the highest (“effective parenting”). Support to target families in the following categories increased:
 - level 2 from 183 to 242;
 - level 3 from 58 to 113; and
 - level 4 from 64 to 97;
- The average starting point on the star has fallen from 6.07 to 5.85; which indicates greater vulnerability in the families being identified and supported.

3c Future Plans

- A review of family support services is being undertaken in order to improve the outcomes for children and families, reduce demand on statutory services and reduce duplication and gaps in provision.

4. Select Committee Recommendation Four

An Early Years Pupil Premium

We recommend that the Schools Forum review the Funding Formula with the objective of targeting additional funding at the children of families from the most deprived backgrounds, in order to assist early years providers to achieve the Government's Early Years Outcomes and the 17 Early Learning Goals.

Original Response: Yes -The Council has protected funding for early years with the support of the Schools Forum. We have recently agreed a cut to the School's budget to offset cuts from central Government. We already fund for deprivation and we will review, with the Schools' Forum, whether a pupil premium approach will be more effective. The review will take place between September 2014 and April 2015.

4a Background

- The Government consultation on introducing an Early Years Pupil Premium (EYPP) and funding for two-year-olds was published on 25 June 2014. The Early Years Pupil Premium has been implemented nationally from April 2015
- From September 2015, Ofsted began to include checks into how EYPP funding is being used by Early Years providers and whether it improves outcomes for the children in receipt of the payments

4b 2016 Update and Impact Assessment

- All Early Years' providers have been given information on the premium and how to apply. This is regularly updated and communicated to ensure that encouraging parents to apply remains a top priority.
- Since the implementation of the EYPP in April 2015, there have been approximately 800 successful applications (including Looked After Children).
- Payment (£300 per pupil) has been made to the relevant Early Years' Provider to enable them to better support the children found to be eligible. Applications continue to arrive on a regular basis.

- We have introduced an online application process which either parents or Early Years' providers can use to check eligibility. This streamlines the process for both providers and parents and removes any obstacles, whether perceived or actual, which may discourage parents from applying.
- The online solution is provided by the same software provider who manages the application process for 2 year old funding eligibility checks for Buckinghamshire County Council so it will be familiar to those families who have already completed this process.
- The Buckinghamshire Learning Trust support the effective use of EYPP in Early Years Settings through:
 - Discussion on effective use of pupil premium during visits
 - Training on effective use of pupil premium to narrow the gaps in children's outcomes
 - Promotion of the DfE funding 'Learning Together About Learning' project which provides resources to support the roll out of EYPP
 - Promotion of the Education Endowment Foundation website, which contains a toolkit identifying the most effective use of pupil premium in Early Years settings
 - Development of an Early Years Pupil Premium Action Plan pro-forma
 - Where identified as an issue in an Ofsted report, intervention to ensure effective use of the fund

4c Future Plans

- In 2016-17 The BLT will be specifically measured through a KPI requiring that '100% of settings judged by Ofsted to be less than 'good' in using the EY Pupil Premium (EYPP) have been supported to use this funding effectively'

5. Select Committee Recommendation Five

Improving Literacy

We recommend that the Cabinet Member undertake a review on how to improve the performance of phonics and to consider methods to achieve higher levels of literacy for deprived pupils at early years and primary school levels.

Original Response: Accepted in part -The Council is responsible for overall standards in our schools and is committed to ensuring that we maintain and build on our successes. We consider that phonics should be taught as part of a range of strategies to support literacy within our schools in line with the Rose Review findings. The Service Director is already holding discussions with a range of schools on literacy (including the teaching of phonics) to develop the future commissioning of the Buckinghamshire Learning Trust in this area.

5a Driving Improvement in Phonics Project 2014-15

- A data review highlighted 28 schools in 2014 who had not met the expected standard in the Year 1 Phonics Check (74%) by 10% or more.
- The Local Authority wrote to each of these schools informing them that they would be part of a “*Driving Improvement in Phonics Project*” run by the Buckinghamshire Learning Trust. 25 of these schools took part.
- Each school received funding for the Headteacher and one member of staff to attend ‘*The Road to Success with the Phonics Screening Check*’ in November. Following this they received targeted support by BLT Officers who helped to create an action plan with clear outcomes. There was an end of intervention conference to share good practice and celebrate success.
- All bar one intervention school significantly increased their results in the screening check, many by over 20% from 2014. The overall increase was 19%, as against 1.8% for other schools.

% achieving expected standard	2014 results	2015 results	Increase
Schools in project	53.1	72.1	19.0
Schools not in project	76.9	78.7	1.8
County average	72.0	77.4	5.4
National	74	77	3.0

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- Buckinghamshire’s average percentage increased to 77.4% an increase of over 5% from 2014. The national average was 77%. Consequently, Buckinghamshire met/ exceeded national for the first year since the check began.
- Many of the intervention schools were included in the STA monitoring cycle in order to confirm procedural adherence to stipulations; all identified schools were exemplary and some excellent practice was observed in the administration of the check itself.
- Disadvantaged pupils were not specifically targeted in this project. However, overall results in 2014 were low and the support given benefited Pupil Premium children as well as others.
- In 16 out of 25 project schools the percentage of disadvantaged pupils working at the expected standard for the screening check increased.
 - In 3 of the schools there were no disadvantaged pupils with results (no pupils or the small number that were, were disapplied (SEN))
 - So 73% of the 22 project schools with reported results for disadvantaged pupils (16) increased the percentages achieving;
 - In terms of the gap, 14 of the 25 schools reduced their gap from 2014, with several schools having disadvantaged pupils outperforming other pupils

Quotes from Participating Schools

“Her work with the English team in school and KS1 teachers and LSAs has been fantastic, it gave our teachers a clear sense of what was needed, how to teach phonics and working alongside our English leader has rewritten our expectations in phonics”.

“We have used this to ensure that we have consistently taken an approach to phonics that moves the children through the phonics scheme at an appropriate pace and encourages a clear understanding. It has provided confidence for the KS1 team and this has had a positive impact on the learners.”

5b. 2016 Update and Impact Assessment - 2015-16: Pupil Premium Action Group

- In 2015-16, the BLT identified schools where gaps between disadvantaged and other pupils were high for the screening check and put in place intervention specifically targeted towards reducing the difference.

- The Pupil Premium Action Group strategy was an action research based project, targeting primary schools with significant gaps for disadvantaged pupils in Phonics, KS1 outcomes and/or KS2 outcomes. Altogether, 22 schools took part in the project. Head Teachers were invited to attend the launch conference with keynote speaker Daniel Sobel (Inclusion Expert), which showcased innovative practice from a school in Leeds.
- Outcomes from the Pupil Premium Action Group demonstrate that the vast majority of schools taking part made a significant difference to the progress of targeted pupils
 - 13 schools focused on raising attainment in phonics for disadvantaged pupils.
 - 45% of disadvantaged pupils reached the expected standard across the 13 schools in 2015. This figure rose to 70% in 2016.
 - All 13 schools' disadvantaged phonics results were below National disadvantaged in 2015. Only 4 were below National disadvantaged (2015) in 2016. (As yet, data for National disadvantaged 2016 is not available)
- Owing to changes in assessment, it is not possible to draw comparisons between 2015 and 2016 outcomes for KS1 and 2. However, anecdotal evidence from schools' case studies indicates that rates of progress for targeted disadvantaged pupils were accelerated during the course of this project, and that in a number of schools, an increased proportion reached the expected End of KS standard in the context of greater challenge.

5c Future Plans

- The project leads are in the process of drafting a project plan for this year and analysing the available (unverified) data to determine which schools should be targeted for further support.
- Schools with the largest differences between the achievement of disadvantaged pupils and others nationally will be selected, with priority given to schools with larger cohorts.
- Building upon the successes of 2015 and 2016 projects, project leads will propose that support is focused upon pupils eligible for pupil premium funding and address their specific barriers, to enable access to high quality phonics learning, in the targeted schools.

6. Select Committee Recommendation Six

The Role of Parents in Education

We recommend that the Cabinet Member develop a programme to engage and further involve parents in the education of their children, with a particular focus on supporting parents of the most vulnerable children.

Original Response: Accepted in part -The Cabinet Member is committed to ensuring that the Council supports parents in supporting their vulnerable children in education, and funding is already used to support this work in Buckinghamshire. The Cabinet Member will review existing arrangements through its review of the Parenting Strategy.

6a Background

Work on engaging and further involving parents in education has been taking place across both BCC and the BLT and included a focus on closer inter-agency collaboration.

6b 2016 Update and Impact Assessment

The work of the Family Resilience Service

- Referral for parenting courses for school aged children is via the Family Resilience Service and a programme is provided to all agencies including schools on a termly basis. Parents can either refer themselves or be referred by social workers, teachers and other professionals. Where parents are not yet able to access a group for reasons of confidence, ill health or other issues, the Family Resilience Service can deliver a suitable programme on a one to one basis. Referral for this support is via the new Early Help Panels.
- A wide range of parenting programmes continues to be delivered, with 272 parents completing courses in 2015-16. The resources and skills used in these parenting groups are also made available to parents on an individual basis and for 2015-16 the parents of 1,321 children benefited from this.
- In June 2015, Early Help Panels were established across the county, and in the first year of operation 459 different families including 1,113 children were allocated a lead family worker. There were 30 different referral source agencies to the EHP, with schools being the largest single group at 43%, 115 schools in total referring. The most frequent primary reason for referral was behavioural issues of children, with mental health the next most common, particularly when affecting the caring parent.

The third most frequent referral reason was parenting capacity. On average, families had at least 5 problems.

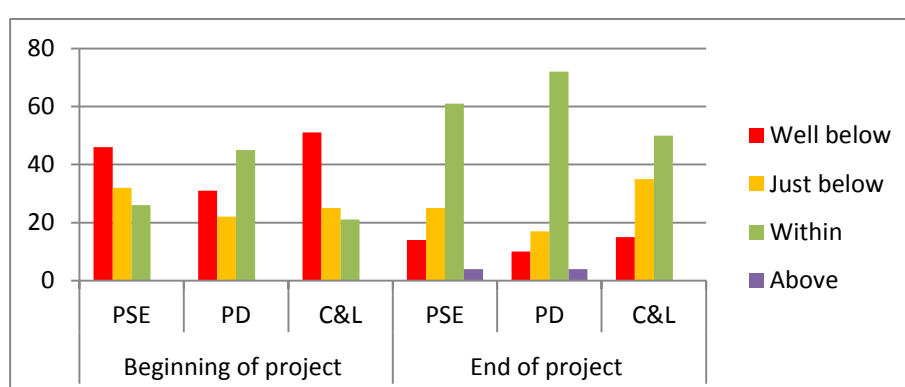
- A case study is attached, demonstrating how solving problems affecting the caring parent creates positive impact on the behaviour of the child.

Home Learning Matters – September 2015 to April 2016 (end of project)

- 25 settings with the greatest number of funded 2 year olds and their locality children’s centres took part in the project. (2-year olds are funded on the basis of household income or special educational needs). A wide range of events have helped to show parents that even the simplest activity can have huge implications for children’s learning.
- Now that the project has ended we have analysed results across the settings, comparing the stage of development for the target group against expected stage for the age group:
 - In all prime areas of learning (personal, social & emotional development [PSED]; physical development [PD] and communication & language [C&L]) there has been a significant shift from the majority of children performing below or significantly below age expected stage of development to the majority performing within or even above expected; an average 30% increase in number of children performing at age expected levels.
 - This demonstrates accelerated progress which has closed the gap between this group of disadvantaged 2 year olds and their peers.

Starting point assessment March 2015	Prime Areas		
	PSED	PD	C&L
Significantly Below Typical Stage of Development	46	31	51
Just below Typical Stage of Development	32	22	25
Within Typical Stage of Development	26	45	21

Ending point assessment March 2016	Prime Areas		
	PSED	PD	C&L
Significantly Below Typical Stage of Development	14	10	15
Just below Typical Stage of Development	25	17	35
Within Typical Stage of Development	61	41	50
Above Typical Stage of Development	4	4	0



Black and Minority Ethnic Families

- The LA works in collaboration with the Community Consultative Group, which was set up in 2008 to support raising the achievement of Black and Minority Ethnic (BME) children and young people who were not reaching their full potential. This fulfilled at the time and continues to fulfil the Government's agenda on diminishing the difference.
- The group is made up of community, faith and supplementary school leaders who were interested in joining the LA's quest to find community solutions to this dilemma.
- Amongst several activities led by the CCG with support from the LA has been the following:
 - Recruitment drive to increase the number of BME parents onto Governing Bodies at school level
 - Annual Parent Conferences which focus on parental support for their child's education

- The CCG who are all volunteers also act as advocates for BME parents requiring support to understand and comply with the education system. They also mediate and support parents at school and LA meetings e.g. Admissions appeals.
- In collaboration with Governor Support Services, a BME Governors' forum has been set up to support recruitment of new BME governors. Part of the role of the new forum is to support understanding of the gap and how the BME community can support their children's education. Their function in part will be to disseminate good practice to schools and parents.

Dialogue with other Agencies

- The Children's Partnership Team (BCC) facilitated networking between themselves, the BLT and a number of teams including:
 - Charitable Provider (Restore Hope)
 - Children's Centre Providers
 - Family Resilience Officers
 - Emotional Wellbeing Group
- The focus of these meetings was on improving outcomes for children of all ages through:
 - Appropriate and relevant use of the Pupil Premium
 - Supporting parents to engage with school and to foster learning outside school
 - Supporting schools to engage with harder to reach parents in a productive fashion
 - Supporting schools to recognise the need for offering emotional support, and to have access to the relevant advice, resources and services.
- Since the deletion of the Children's Partnership Team (April 2016), there have been fewer opportunities for this work to continue. However, a multi-agency project is planned for 2017 (*Appendix 3 - Next Steps*)

6c Future Plans

- A review of family support services is being undertaken in order to improve the outcomes for children and families, reduce demand on statutory services and reduce duplication and gaps in provision.

- Home Learning Matters (HLM) will continue to be provided through the Early Years Training Programme. We intend to work with the practitioners involved in HLM to co-deliver and provide peer to peer support.
- In addition, most of the county Early Years Excellence Hubs (EYEHs) were involved in the project (these are the schools which have early years from aged 2 and children's centre provision on site). As part of our work with the EYEHs, we plan to support the schools with disseminating this good practice throughout the sector and beyond into school.

7. Select Committee Recommendation Seven

High Achieving Economically Disadvantaged.

We recommend that the Cabinet Member encourage Buckinghamshire primary schools to provide targeted learning support in order to enable high achieving pupils from deprived background to access grammar schools.

Original Response: Accepted in part - The Cabinet member is committed to ensuring that high achieving children who are economically disadvantaged perform well in all school settings not just Grammar Schools. The Council has commissioned the Buckinghamshire Learning Trust to pilot targeted learning support for children with high prior attainment to ensure they reach their potential. The pilot project will be in place in September 2014.

7a Background

Primary schools have become increasingly aware of underperformance amongst some Pupil Premium groups, but recognise that within these groups there are some high ability pupils with low expectations who do not access the selective school sector.

7b 2016 Update and Impact Assessment

Widening Participation Project.

- During 2015-16, the BLT undertook a project entitled “Widening Participation” aimed at encouraging and funding Grammar Schools to support disadvantaged pupils in local primary schools.
- The main objective of this work was to identify and target disadvantaged pupils, to provide them with the opportunity to experience what a grammar school may offer and potentially to successfully access places at Grammar Schools.
- In line with BCC policy, the focus of work was on raising aspirations, increasing confidence, and tuition in terms of the National Curriculum rather than on specific coaching for the Transfer Test. As yet, data is not available to evaluate the success of this project, however, Grammar Schools have been able to demonstrate impact in a variety of ways:
 - Primary Head Teachers’ comments on improved progress for Year 5 pupils being tutored by Year 12 pupils

- Letters from pupils
- Pupils' work
- Wider opportunities for pupil engagement / aspiration (e.g. attending drama productions)

Pupil premium reviews

- Schools continue to benefit from BLT led Pupil Premium reviews. Within the reviews, and the resulting action plans, there is a distinct focus on able disadvantaged pupils.
- For example, in one school an agreed action point was to “Forge links with local grammar schools to promote improved aspiration for able PP in Y5 so that an increased proportion of able disadvantaged pupils – and their parents - are encouraged to aspire to better outcomes in learning, and to access places in grammar schools”.

Network meetings

- Network meetings for Pupil Premium coordinators were established and embedded in 2015-16, and have provided opportunities to consider provision for the full range of disadvantaged learners in the county, including the most able.
- Schools are increasingly offering to host and showcase their work; the Autumn 2016 meeting for schools in the north of the county is being hosted by a school who have developed the practice of peer mentoring, using able disadvantaged pupils as mentors as well as mentees. This has inspired confidence and higher aspirations for these pupils.

7c Future Plans

- To analyse the success rate in the Transfer Test of disadvantaged pupils at primary schools participating in the Widening Participation project.
- To increase the number of Pupil Premium reviews, maintaining a distinct focus on able disadvantaged pupils
- To ensure that issues relating to more able disadvantaged pupils are a standing item on all Pupil Premium network meetings and CPD.

8. Select Committee Recommendation Eight

An Analysis and Challenge Toolkit for Schools

We recommend that the Cabinet Member ask the Bucks Learning Trust to develop guidance and online toolkits for schools on:

- project identification and assessment of educational programmes and interventions targeted at the needs of pupils most in need, and
- an evaluation framework template as a practical tool for assessing the impact of narrowing the gap projects.

Original Response: Accepted in part – The Cabinet Member supports the use of evidence bases, although does not consider it appropriate to develop new guidance and online toolkits. We will ask the Learning Trust to enable on-line access to existing tools from the Sutton Trust and other organisations by September 2014

8a Background

- The BLT have promoted and shared existing toolkits from both the Sutton Trust and the Essex Toolkit.

8b 2016 Update and Impact Assessment

- A number of activities to support schools have included information about tools to analyse interventions and challenge progress. These included CPD opportunities for Head Teachers and The Pupil Premium Action Group strategy, which was an action research based project. (Information on this can be found under recommendations 5 and 12 in this report)
- Additionally, governor training and Pupil Premium Networks have a continuous emphasis on research, particularly because of the new requirements for schools to give a rationale on their website for their spending of Pupil Premium money.
- The September update for schools reminds schools of a number of research tools they can use. Additionally, at network meetings the online Essex toolkit for Narrowing the Gap has been shared. Presentations at conferences for RAY (for schools at risk) and GO! (for good and outstanding schools) have also focused on sharing strategies.

Analysing data for disadvantaged pupils

- Levels and Average points scores were removed from the National Curriculum; they were not used for statutory assessment from Sept 2015, and were not an integral part of ongoing assessment the year before this.
- In addition to the development of Learning Tracks to support schools with Assessment Without Levels, (see below) a number of school leaders have been supported by the Educational Excellence Adviser for Vulnerable Groups to develop an analytical data narrative for disadvantaged pupils' outcomes in their schools. This has enabled leaders to identify patterns, examine the contributing factors to underachievement, evaluate the strategies already in place, and use this information to plan next steps with sharply focused intended outcomes.
- All Head Teachers who have been supported in this process have reported that it has been a very valuable experience, helping them to discuss pupil data confidently in focus meetings, governor meetings and inspections.
- Crucially, leaders have reported that the process of writing the narrative has increased dialogue between coordinators, phase leaders, and senior leaders to arrive at a common understanding of the barriers in the school, to embed the process of critical evaluation and to use knowledge of their pupils - together with published research - to select the most relevant and effective strategies for their pupils.

Assessment and tracking systems

- The Assessment Without Levels Commission report, published in September 2015, emphasised the need for schools to develop their own systems to assess pupils' progress and recognised that assessment would not look the same in all schools, as it should reflect the schools' curriculum.
- Within this context the BLT has not asked schools to adopt a single system for assessing pupils without levels, but has emphasised that schools should ensure that systems adopted allow schools to measure progress against the schools' curriculum.
- The BLT produced Learning Tracks for English, maths and science to assist schools in assessing pupils against age related expectations within the national curriculum and advised schools how these documents could link directly to the recording of both attainment and progress data through the commercial system Learning Ladders or through SIMS.

- Schools have been supported through CPD on the principles and purposes of Assessment Without Levels and through subject specific training on the use of the Buckinghamshire Learning Tracks documents.

8c Future Plans

- Pupil Premium Action Groups are based on action research models. There are also plans to collate and share successful strategies among schools. The BLT is also initiating joint work with a number of similar local authorities.
- Schools are supported to evaluate their systems for assessment without levels to ensure that the in-school summative assessment data is in line with nationally standardised summative assessment
- Schools are supported to assess pupils against age-related expectations using Buckinghamshire exemplification material for English, maths and science for each year group. This material would support schools with standardisation and complement end of key stage exemplification materials.
- Schools are supported to present their data narrative for all pupils through the use of a BLT assessment checklist guiding schools how to present in-school summative assessment data to stakeholders.

9. Select Committee Recommendation Nine

Researching and Evaluating What Works

We recommend that the Cabinet Member apply to the Education Endowment Foundation for funding to undertake an independent peer review of narrowing the gap projects in Buckinghamshire and that this report be shared for best practice.

Original Response: Yes -The Cabinet Member will ask Buckinghamshire Learning Trust to apply for the funding.

9a **Background**

- Although this review did not take place, Professor Steve Strand of the University of Oxford had already been commissioned to produce an independent report on FSM gaps, published in 2014.

9b **2016 Update and Impact Assessment**

- Researching what works for disadvantaged pupils in Buckinghamshire is of pivotal importance in all narrowing the gap projects and work

Pupil Premium Action Group (see response to recommendations 5 and 12 for further information and the impact of this work).

- Each school was invited to select a focus group of disadvantaged pupils from a specific year group. They were supported through network meetings and school visits to use available information in order to identify pupil barriers and strategies. Most schools were able to report positive impact by July 2016 (the project was launched in January 2016), however some have requested an extension.
- Each participating school, on completion of their project, has completed a case study which details the specific barriers, strategies and impact. The BLT are in the process of compiling examples of successful strategies to share through Buckinghamshire schools.

Case Study Example

One school in High Wycombe identified social and communication skills as barriers to learning for a specific group of disadvantaged learners in Year 6, particularly when manifested as immature language, behaviour and team working. On surveying these pupils, it was discovered that none of them had regular opportunities for high quality conversation in their homes. The participating staff members decided to address this through a lunch time club.

The intended outcomes included both “hard” measures (i.e. progress data) and “softer” measures (i.e. observation of behaviour). In terms of progress, this group made more than expected progress between Spring 2 (when the club was launched in the school) and Summer 2. They also made faster progress than their non-disadvantaged peers. Incidents of referral to the Head / Deputy Head Teacher for poor behaviour also reduced for this group of pupils, thereby reducing risk of exclusion and enabling them to learn positive learning behaviour to be better prepared for life at secondary school.

Wycombe Standards Project

- Liaison groups in the Wycombe district were given the opportunity to work collaboratively as part of the Wycombe Standards Project to raise pupil attainment, including disadvantaged pupils, through joint project working. This project began in early 2015 and still continues.
- A variety of projects were identified including strengthening parent partnership, developing the growth mind-set, developing literacy and improving outcomes for pupils with SEND and mental health needs. Liaison groups are currently in the process of evaluating the impact of these projects, but early results look positive:
 - Of the schools which took part in the two terms from early 2015, 100% reported positive measurable impacts.
 - Of the 13 schools which had projects involving Year 6 pupils, 76% showed improved outcomes for disadvantaged pupils at level 4+ reading, writing and maths compared to 2014.

Pupil Premium Reviews and advisory visits

- Pupil Premium Reviews and advisory visits continue to have a strong focus on development of strategies based on evidence of good practice in other schools and in research.

Example

The action points below are from a note of visit to an Aylesbury Vale school which took place in July 2016:

- Refer to published research (NFER; Sutton Trust; Greg Brookes) to ensure that strategies being used are the most effective.
- Consider additional resources shown to be effective in research, e.g.:
 - New Reading and Thinking resources
 - Accelerated Accelerate – to be used with Clicker 6
 - Afasic website – look at strategies for language difficulties / disorders
 - Pre-teaching early morning
- Use partnership with [school in same Liaison Group] - Y5 teacher is completing a project on developing peer mentoring

CPD/networks

- The BLT continues to offer CPD with a focus on disadvantaged learners, both in terms of specific training and conferences, governor and school based training, and as a thread woven into wider support for leadership
- Pupil Premium Network meetings were established in 2015-16 and are well attended opportunities for professionals to share helpful strategies which have had impact in their schools.

9c Future Plans

- To complete evaluation of Pupil Premium Action Group project and consider whether and how to develop this programme to increase impact
- To use further opportunities within the Wycombe Standards project to support collaboration and sharing of good practice in terms of improving outcomes for disadvantaged learners
- To further develop CPD opportunities, ensuring that sharing good practice is a standing item in Network Meeting agendas.
- To encourage all CPD facilitators in the Trust to consider whether / how disadvantaged pupils' attainment might be woven into the course objectives and delivery

10. Select Committee Recommendation Ten

Narrowing the Gap Reports to Governing Bodies

We recommend that the Cabinet Member ask the Bucks Learning Trust to develop guidance for schools on the roles of governors in developing and implementing narrowing the gap projects, and evaluation of the effects of the Pupil Premium. This should include quarterly/annual reports on these topics to governing body meetings.

Original Response: Yes - We agree that Governing Bodies have a critical role to play in supporting and challenging schools in the way they tackle this agenda. We have carried out an extensive programme of training for governing bodies on the pupil premium in 2013 – 2014 and will include further dates in our Governor Development Programme for the academic year 2014 – 2015. In addition, model governing body agendas set out an expectation for governors to monitor use of the Pupil Premium on a termly basis through the report of the pupil premium governor or relevant committee.

10a 2016 Update and Impact Assessment

- Governors get regular reports through the BLT Head teacher's Report to Governors and we have also included monitoring the impact of Pupil Premium spend in the Terms of Reference for the Teaching and Learning Committee
- The BLT Head teacher's report to governors has been updated this term to reflect the changes in the September 2016 Ofsted Inspection Handbook covering the way the Pupil Premium is reported and the ways in which impact upon disadvantaged pupils is evaluated.
- The BLT has developed model terms of reference for the Curriculum and Standards Committee to include monitoring and evaluation of the effectiveness and impact of the use of any Pupil Premium funding.
- Guidance on the role of the Pupil Premium Governor is available on Governor Zone, and this includes guidance and questions to be used for effective governor visits as well as updates.
- Governing boards receive guidance on how to ensure their school websites meet the requirements to publish how the school spends its pupil premium funding and the impact. This includes the new requirement from September 2016 to publish a pupil

premium strategy. The BLT has developed website audit toolkits to assist governing boards with this.

- The termly Leadership Briefings for Chairs of Governors and Head teachers provide updates from a Buckinghamshire perspective as well as a national one. Regular issues of Governor Times provide information and updates for governors as appropriate.

Case Study – An Example from a Governing Board minutes

Pupil Premium Funding Allocation 2016-17 and Proposed Use of Funding

Miss X presented a report on the intended spending of the Pupil Premium in 2016/17 and its intended impact, supported by a document circulated to governors in advance. It was agreed that the report would be published on the School's Website. The main barriers faced by pupils in receipt of the Pupil Premium at the School were identified as:

- Attendance and punctuality
- Emotional resilience
- Social learning
- Attainment – reaching age-related expectations
- Parental engagement
- Lack of opportunity due to financial disadvantage.

Governors noted the detailed plans to address and overcome these barriers and that £146,000 was allocated in 2016/17.

Governors questioned in some detail which interventions had been discontinued, and were satisfied that the reasons were due to limited impact, and were based on evidence collected by the School.

Miss X agreed to update Governors later in the school year.

11. Select Committee Recommendation Eleven

Lead Governor for Narrowing the Gap

In order to raise the profile of narrowing the gap within schools, we recommend that school governing bodies consider appointing a lead governor with special responsibility for narrowing the gap and Pupil Premium.

Original Response: Yes – A number of school governing bodies have appointed governors with a specific responsibility for pupil premium. We will continue to encourage all governing bodies to consider this.

11a 2016 Update and Impact Assessment

- The BLT continues to recommend the appointment of a designated NtG/Pupil Premium governor and records indicate that 102 (44%) governing boards in Buckinghamshire currently have a designated NtG governor with the rest choosing to have the responsibility sitting at committee level.
- The impact of this increased level of discussion, monitoring and accountability, there is now much more clarity about the way in which PP funding is applied, how effective different strategies may be, and the measurable impact of work at the level of the individual pupil.
- The appointment of a NtG/Pupil Premium Governor is always included on the model agenda for governing boards for the Autumn term when governor appointments are made for the new academic year.
- Training for NtG/Pupil Premium governors continues to be available through the 2016 – 2017 Governor Development Programme, with specific courses aimed at both primary and secondary school governors. The aim of the course is to *“understand the principles behind this unique fund and how you can support your school in closing the achievement gap between disadvantaged pupils and their peers.”* These courses are available on a termly basis and the training is reviewed and updated on a regular basis.

- Guidance on the role of the Pupil Premium Governor is available on Governor Zone, and this includes guidance and questions to be used for effective governor visits; as well as updates.
- The Pupil Premium reviews include interviews with Pupil Premium governors. Part of the assessment of the review focuses on how well the Head Teacher is being held to account for the use of Pupil Premium funding, how well the Pupil Premium governor understands how funding is being spent, and what the measureable impact of Pupil Premium spending is.
- The termly Leadership Briefings for Chairs of Governors and Head teachers provide updates from a Buckinghamshire perspective as well as a national one. Regular issues of Governor Times provide information and updates for governors as appropriate.

12. Select Committee Recommendation Twelve

Narrowing the Gap Training for School Leaders

We recommend that the Cabinet Member ask the Bucks Learning Trust to enhance training opportunities for school leaders on maximising narrowing the gap projects and Pupil Premium including strategic overview, project identification and budget allocation, mid-term review, and evaluation and assessment.

Original Response: Yes -We will ask the Bucks Learning Trust to report on this training as part of their annual report to the Council.

12a 2016 Update and Impact Assessment

Training opportunities for senior and middle leaders have remained a high priority.

Conferences

- Following the success of the June 2015 Pupil Premium Conference, Sir John Dunford (National Pupil Premium Champion) was invited to return to Buckinghamshire to deliver a second conference aimed at Secondary leaders.
- The feedback from this training was overwhelmingly positive.

CPD opportunities for Head Teachers

- Through the RAY and GO! Programmes (for schools at risk/ causing concern, and for good or outstanding schools), we have supported leaders to analyse the impact of their provision, and gain a deeper understanding of pupils' needs as reflected in their school data.
- A number of head teachers have since requested further support from the Educational Excellence Adviser in developing further this practice in their own schools.

The Pupil Premium Action Group

- This project was an action research based project, targeting primary schools with significant gaps for disadvantaged pupils in Phonics, KS1 outcomes and/or KS2 outcomes.

- Altogether, 22 schools took part in the project. Head Teachers were invited to attend the launch conference with key-note speaker Daniel Sobel (Inclusion Expert), which showcased innovative practice from a school in Leeds.
- Outcomes from the Pupil Premium Action Group demonstrate that the vast majority of schools taking part made a significant difference to the progress of targeted pupils. (More detailed results were given in section 5 of this report).

Pupil Premium Network Groups

- These have been established in the three areas of the county. These are well attended by both senior and middle leaders and have covered a range of areas such as:
 - Effective strategies for raising attainment
 - Parent engagement
 - Peer mentoring and support
 - Website statements and statutory requirements
- School leaders are increasingly offering to lead the main agenda item as an opportunity to showcase the impact of the strategies they have put in place.

Governor training,

- This includes both courses and bespoke training for governing bodies, and remains in high demand.
- Overwhelmingly, governors' feedback indicates that they are in a stronger position to challenge and support school leaders in providing the best quality support for disadvantaged pupils.
- The format for Head Teachers' reports to governors is being updated to place an even stronger emphasis on outcomes for disadvantaged learners.

12b Future Plans

- Sir Robin Boshier, formerly Director, Quality and Training for Ofsted, is working with the BLT to develop a high impact programme to further diminish differences in achievement between disadvantaged pupils and other pupils nationally. This will be launched before the end of 2016.

- To work in partnership with Head Teachers within the Wycombe Standards Project Steering Group to identify barriers and strategies specific to the Wycombe area, as data reflects poorer outcomes for disadvantaged pupils in this part of the county.
- To identify a cluster of schools in the Wycombe Area to be targeted for additional support including funded visits, CPD opportunities, partnership working with other schools, and close monitoring / tracking of pupils

APPENDIX 2 - Other Activities with a focus on Narrowing the Gap 2016/7

Data analysis

- Buckinghamshire County Council is supporting schools and the Buckinghamshire Learning Trust by providing a range of analysis around outcomes for disadvantaged pupils. Results for disadvantaged pupils are included in many of the main analysis packs provided to schools, such as the LA Data Dashboard which is used as a starting point for conversations between the BLT and schools.
- We have also developed a new Disadvantaged Pupil Performance Summary for primary schools, which allows schools to view their data alongside that of their liaison and area groups. It is hoped that this will generate discussion at liaison group and area hub meetings and allow schools to work collaboratively on projects to support this group of pupils.

BLT – Head teacher support for narrowing the gap

- Narrowing the gap is a central focus of the Buckinghamshire Learning Trust's work with schools across the service. Head teachers of all schools are individually supported to evaluate current practice and identify strategies which will further improve attainment through:
 - Bi-annual business meetings
 - Educational Excellence Advisor visits
 - Focus meetings

Pupil premium reviews

- A review of pupil premium may be recommended as a result of an Ofsted inspection, as part of the Buckinghamshire Learning Trust's School Improvement Strategy, or a governing body/ headteacher may decide a review would be helpful as part of its self-evaluation.
- The purpose of a pupil premium review is to use an evidence-based approach to assess how a school is spending its pupil premium funding, and identify the most effective interventions and overall strategy

Pupil Premium Network Groups

- These have been established in the three areas of the county. These are well attended by both senior and middle leaders and have covered a range of areas such as:
 - Effective strategies for raising attainment
 - Parent engagement

- Peer mentoring and support
- Website statements and statutory requirements
- School leaders are increasingly offering to lead the main agenda item as an opportunity to showcase the impact of the strategies they have put in place.

Non-Selective Secondary School Project

- This had the aim that attainment was raised for all pupils, including disadvantaged pupils.
 - All interventions involved local solutions with key stakeholders centrally involved in the decisions.
 - The various activities and interventions were characterised by a belief that high quality school improvement including both support and challenge will help accelerate progress.
 - There was recognition of the importance of school leadership and a data rich approach to tackling issues, accelerating progress and impacting on learning through improving teaching.

Training

- The Educational Excellence Advisers for Vulnerable Groups and for English as an Additional Language have developed a three-day course on “Raising the Bar” for practitioners and middle leaders with a focus on provision for the range of pupil groups who are at greatest risk of underachievement in this authority
- This will include a strong focus on EAL / PP with specific reference to disadvantaged pupils of Pakistani heritage

School to School Support

- Hubs (district meetings of primary head teachers) and liaison groups (cross-phase local Head teacher groups) provide opportunities to learn from colleagues who have successfully narrowed gaps in their schools.

APPENDIX 3 - Next Steps

In addition to maintaining the successful elements of all current work and introducing the changes noted at the end of the recommendations above, a multi-agency project is being planned

BLT Multi-Agency Diminishing the Difference Project

- BLT are currently reviewing the provision for supporting and challenging Buckinghamshire schools on diminishing differences in achievement between disadvantaged pupils and other pupils nationally. The Trust is in the process of investigating effective ways to accelerate progress through both universal and targeted approaches.
- BLT will be launching a strategy in January 2017, which will be led by Sir Robin Boshier, formerly Director, Quality and Training for Ofsted.
- The strategy will include partnership working with Health, Social Care and Early Years. Service leads will be invited to attend a working party to identify how different services can contribute towards diminishing differences for this vulnerable group.

Objectives

- To raise the level of achievement by disadvantaged pupils throughout Buckinghamshire
- To broaden the approach outside school, encompassing agencies supporting children and young people
- To diminish the difference in outcomes between pupils eligible for Pupil Premium and others (in Buckinghamshire and also compared to other pupils nationally.)
- BLT leaders offer to discuss this project with Members in mid-January before it is launched.

Scope

- It will take a multi-agency approach, including Social Care and Health.
- It will target core schools for intervention, but have an impact on all schools through universal support for all

- From an education perspective, it will encompass Early Years, Primary and Secondary, Governors, Leadership, SEN and inclusion
- In the context of limited budgets, some of the activities will involve reframing existing activities as much as possible. Some activities will be grant-supported, some will be charged for.

Key Deliverables

- 2016-17 - Improved results for disadvantaged pupils (as measured by KPIs) at all key stages through targeted interventions.
- Long term sustained improvement.

Time Frame

- Launch date of 20th January - Sir Robin Boshier and Buckinghamshire Head teachers
- Initial analysis and results will be available after 2017 assessments



Buckinghamshire County Council Select Committee

Children's Social Care and Learning Select Committee

Report to the Children's Social Care and Learning Select Committee

Title:	Educational Psychology Service
Committee date:	Tuesday 6 December 2016
Author:	Craig Tribe / Nick Wilson
Contact officer:	Craig Tribe, ctribe@buckscc.gov.uk
Cabinet Member sign-off:	Zahir Mohammed

Purpose of Agenda Item

This report has been requested by Select Committee in order to provide an information update on the development of the service delivery model of the Educational Psychology Service (EPS) and, specifically, plans to traded services on a cost recovery / income generation basis.

Executive summary

1. The EPS has proactively sought to develop Traded Services and scope alternative 'vehicles' for service delivery over the last two years.
2. Whilst attempting to do so, the EPS has also had to respond to challenges presented by the revised SEN Code of Practice (2015) and, as a result, experienced unprecedented demands for LA derived statutory and high priority work (e.g.: a 100% increase in number of new Education, Health and Care Assessments of Special Educational Needs and Disabilities from Sept 2013 to Aug 2016).
3. The result is that a significant proportion of Dedicated Schools Grant (DSG) funding for the service is currently supporting the LA derived statutory and high priority activity and is not explicitly aligned with local School's Forum priorities of 'early intervention and prevention'.
4. The EPS is experiencing a significant challenge retaining and recruiting EPs, has initiated a Pay Review via SABPAC and is using temporary Locum EPs at considerable additional expense in order to provide a full complement of staffing.
5. The combination of significant statutory and related increases and high staff turnover has resulted in a re-prioritisation of EPs away from income generation activity.



6. This situation has led to the EPS proactively exploring more ways in which it can support the management of statutory demands and also continue to income generate and reduce overall service running costs (See accompanying EPS Action Plan).

Key issues

1.0 Context

The Educational Psychology Service (EPS) is placed within the Children's Social Care and Learning Business Unit. Through the application of psychology, the EPS supports the emotional well-being, learning and development of vulnerable children and young people (CYP) aged 0 – 25, working in partnership with their families and educators. The work undertaken has historically been broken down into the following areas:

'BCC Core' work – The EPS contributes to the LA's duties relating to Special Educational Needs and Disabilities (SEND). This includes statutory assessment of children and young people aged 0-25 with SEND as stipulated within the SEND Code of Practice (2015), 'conversion' of the 'old-style' Statements of SEN into Education, Health and Care Plans, provision of expert witnesses at SENDIS Tribunals, response to statutory notifications from health professionals in relation to Early Years children with SEND, decision making processes relating to statutory assessment of SEND and wider education policy development. The Service also provides consultancy support to education settings experiencing a crisis or sad event. This work is BCC funded.

DSG 'High priority' Work - The EPS has historically provided a 'Link EP' to schools and educational settings based on a consultation service considering requests for involvement from education settings where concerns are raised regarding the academic, social and emotional progress and development of a child or young person may be of concern. Consultation typically involves parents and carers, young people, professionals and education setting staff in developing action plans to help overcome identified areas of concern and / or difficulty. The work of the EP in this respect is aligned with the priorities as set out in BCC's Children and Young People's Plan 2014-18 as well as broader, non-statutory, Early SEN Support priorities. This work is Dedicated Schools Grant (DSG) funded.

Traded Services and Commissioned Work: Income generation activity focused on early intervention and prevention. Some EPS projects are commissioned separately, and operate on a cost neutral basis. In addition the EPS Traded Service started operating in 2010/11 and allows schools to purchase additional EP time, at cost. This has enabled the EPS to work with CYP who wouldn't meet the statutory thresholds, but have a learning need. The cost is covered by the school, rather than directly by the LA's budget. The Traded Service has not historically generated surplus income.



2.0 BCC 'Core' and DSG derived 'High Priority' budget and service demands

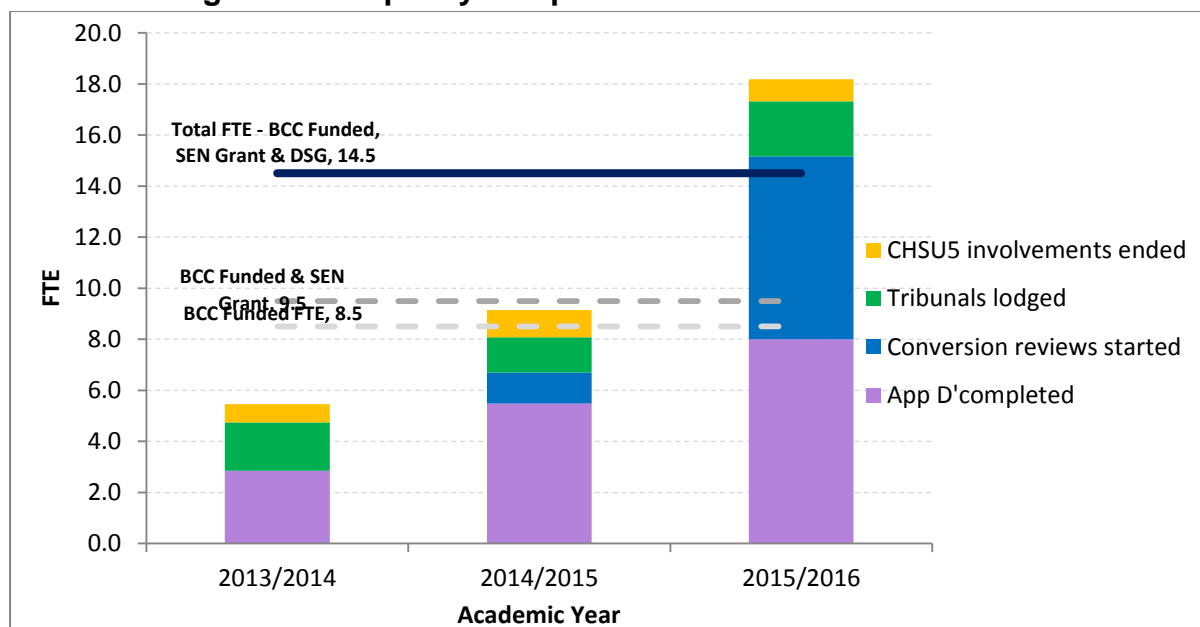
Table 1 below shows staffing FTE in relation to BCC 'Core' and DSG 'High Priority' budget (2014-2017):

Table 1: LA budgeted front line EPs

	Budget (BCC+DSG)	Funded 'Front line' EP Establishment (FTE) less Business Support Services/ Management costs / Corporate overheads
2014/15	£1,404,324	15.4
2015/16 & 2016/17	£1,287,984	13.4

Table 2 below shows the budget and corresponding front line EP FTE compared to the largest LA derived service demands*:

Table 2: Budgeted EP capacity compared to LA service demand



*The FTE of 14.44 reflects additional 1.0FTE EP funded above the 13.5FTE via 'SEN Reform' budget.

Current EPS demands are such at the BCC and DSG funded service are currently being fully employed to meet LA derived priorities. This work is largely 'reactive' in nature and the current volume does not enable the service to engage in early intervention and prevention work to any significant level.

Furthermore, the budget currently derived from BCC / DSG does not sufficiently fund the very high level of statutory and high priority work requested of the EPS and there is a



significant risk that the LA will not meet its requirements to produce all Education, Health and Care Plans (EHCPs) within the specified 20 weeks.

3.0 Recruitment and retention

National context: The total number of Educational Psychologists working in local authorities in England and Wales fell from 1,875 (2010) to 1,760 (2014) and 14% of the population were predicted to reach age 65 in 2015.

As a result of this there is significant competition across local authorities for this scarce resource and vacancies for EPs have increased from 241 (2013) to 438 (2015) with 85% of these vacancies within the public sector. As of 14th November, 21 LAs are actively recruiting, most to more than one post.

Moreover, a recent survey compiled by the Association of Educational Psychologists (AEP) suggests that due to the shortage of EP's at least a third of LAs will be unable to meet the deadline of April 2018 for full transfer to the new Education, Health and Care Plan system.

Buckinghamshire: Despite the national picture and changes in local demand, the EPS has managed to maintain a level of staffing commensurate with service budgets. However, since January 2015, the number of qualified EP's who have left the service has increased significantly. Table 3 details the turnover rates for the last 5 years for Educational and Senior Educational Psychologists.

Table 3: EPS staff turnover (2012-date)

	Joiners	Leavers (Reason)
2012	1	1 (End FTC)
2013	4	4 (Resign)
2014	2	3 (2 Resign; 1 retire)
2015	0	7 (5.78 FTE) (5 Resign; 1 Retire; 1 Vol. Redundancy)
2016 (to date)	1 plus 2. (1start Jan and 1 in Sept 2017)	9 (6.2FTE) (All Resign)

Feedback from EPs cites the main reasons for their decision to leave the service as the significant reduction in the range of early intervention and prevention support within the context of greater collaboration with other professionals, families and children and young people and the move towards increased 'reactive assessment writing', and the previous low pay compared with neighbouring LAs.



The above situation is further compounded by the fact that as EPs have left the service and have not yet been replaced, the emphasis of the work of the remaining staff has continued to shift more rapidly towards increasing 'reactive assessment writing' leading to a further narrowing of the scope of the work.

In order to maintain LA service response within the context of high staff turnover and existing budgets, the EPS has had to 're-prioritise' EP FTE away from traded services, meaning that revenue has reduced significantly this financial year and the EPS has effectively lost some of its market share.

A key priority for the EPS currently is to reduce reliance on Locum EPs, maintain a controlled level of staffing for statutory and related activity within funding envelopes and focus on re-building successful income generation services.

4.0 Action taken to date

In order to address the issues of demand vs resources as presented, the following actions have been taken over the period 2014 to date:

- Developed an EPS Action Plan to assist in prioritisation of issues and support work aimed at addressing these (See Appendix 1).
- Reduction of overall Senior EP management posts by 2.1FTE whilst maintaining front-line EP posts to reduce costs.
- Maintained 2.5FTE EP time for traded services and commissioned work and increase in price of the remaining cost-recovery activity to non-BCC maintained settings by 10% to enhance opportunity for wider range of EP service activity (separate to the BCC / DSG funded service activity).
- Identified approx. £100,000 of BCC/DSG EPS budget transferring to Business Support for which no Business Support is received by the EP Service.
- Engagement of 3.2FTE Locum EPs to backfill the shortfall in overall EP staffing and prioritise this time towards LA derived and statutory activity.
- Lead the development of a 'Graduated Approach' to supporting additional needs and Early SEND across all age ranges.
- Scoped alternative commissioning models for ongoing service delivery to both the LA and other potential service users.

In order to reduce the immediate impact of statutory / high priority responses, the Head of SEN has sought to identify and allocate short-term additional funding for the financial year 2016-17, to provide the additional 1.0FTE EP to support development and implementation of SEND reforms initiatives linked to Statutory and high priority work, however it has been

stressed that this funding derives from the SEND Reforms Grant and *may* not be recurring year on year.

5.0 Providing traded services and commissioned work

The EPS has sought to maintain a focus on early intervention and preventative intervention for vulnerable children and young people, their families, communities and education settings via its Traded Service. It has done so by retaining the equivalent of 2:5FTE EP time outside of the BCC / DSG funding envelope. Pricing is based on recovery of all staffing and associated identifiable service-related corporate on-costs. Historically, the service has not generated surplus income from BCC maintained schools. With the diversification of education settings, both maintained and non-maintained, pricing strategies altered to include levying 10% cost uplifts from April 2015 for all Bucks maintained and non-maintained educational settings, however, as Table 4 below shows, the traded service remains sensitive to broader market pricing for Educational Psychology Services.

Table 4: BCC and local competitor prices

BucksCC EPS	'MBox'	Oxford CC EPS	Everlief	Indigo	Dyslexia Centre, London	PsychED LTD	Indep. EP (ave)	Overall Average 'rate'
£474-£564 per day (BCC)	£500 per day	£430-£500 per day	£110 per hour	£498 per assessment	£410 per assessment	£465 per assessment	£425-£630 per day	£474.17
£522-£621 per day (Non-BCC)								

As previously stated, current statutory demands combined with staff turnover have resulted in a need to re-prioritise staff specifically away from Traded Services and potential income generation activity. This has resulted in reduced revenue and risks continued loss of market share.

Table 5: Funding trends for traded services and commissioned work (2013-15):

Turnover	2013/14	2014/15	2015/16	2016-17	Contract end / renewal date
Traded Services	£153,269	£178,218	£190,000	£44,000*	12 mth contracts, start 1 st Sept p.a.
Holding Hands	£133,049	£133,049	£94,240	£40,000**	31 st March 2016 (not being renewed)
Nurture Groups	£91,342	£91,342	£91,342	£91,342	31 st March 2016

*Based on reduced FTE able to trade **LA commission reduced



5.0 Income generation

The EPS is acutely aware of its potentially strong position within the wide range education services for income generation. Should the current higher levels of statutory demand continue in the medium to long-term, future vision for the EPS is to provide and develop the previous DSG funded 'Link EP' support to education settings at cost. In doing so, the EPS developing the traded services 'offer' to include a greater 'continuum of provision'. This 'continuum of provision' ranging from a relatively standardised menu of support, advice and training to clusters of education settings up to highly individualised and bespoke setting based consultation. This approach would enable the EPS to provide both highly 'replicable and scalable' packages (e.g.: cluster based support and training) up to the more bespoke packages (e.g.: setting based consultation) and differentiate prices accordingly. This would enable a greater degree of pricing flexibility and scope for surplus income generation. This would enable the EPS to capitalise on its considerable knowledge and expertise whilst maximising both revenue and ability to 'reach' as many settings across Bucks (and, from a surplus income generation perspective, beyond BCC).

6.0 Proposals

In order to meet the current challenges facing the EPS and to build on the existing range of services provided, the EPS has developed a clear EPS Action Plan (See Appendix 1 for details) focused on the following priorities (in order):

- EP1 – *Staff Retention and Improved staff Wellbeing* – maintaining the EPs we have
- EP2 - *LA and Assessment Work* – containing and managing LA and statutory demand
- EP3 - *Early Intervention and prevention* – re-focus using a Graduated Approach to SEND
- EP4 - *Staff Recruitment* – building on who we have
- EP5 - *Commissions and cost-recovery* – developing future services and surplus income

Resource implications

The Educational Psychology Service (EPS) continues to work proactively in supporting vulnerable children and young people of Buckinghamshire. In doing this the EPS has continued to provide a range of services via existing LA derived funding envelopes and alternative service delivery vehicles, e.g.: traded services and commissioned work.

The revised SEND Code of Practice (2015) has resulted in a significant increase in LA derived and statutory work, an increase of 100% within the last two years. At the same time, the EPS has experienced significant levels of staff turnover.

These two key variables have resulted in a re-prioritisation of EP Services, where maximisation of EPS response to statutory demands has resulted in reduction in capacity to



engage in both the early intervention and prevention work as supported by the DSG and Schools Forum and traded services activity.

Next steps

The EPS, working closely with colleagues in the SEND Team, Bucks Learning Trust and wider education and health services, has devised a clear Action Plan that seeks to address key priorities. The Action Plan supports developments aimed at enhancing staff retention, managing statutory demands and promoting early intervention and prevention, staff recruitment as well as further developing the scope for income generation activity.



Appendix 1: EPS Action Plan

Educational Psychology Service Action Plan

(The order of priorities set out below is sequential and success of each Priority is dependent on the success of the previous Priority)

Priority Area	Aim	Outcome	Measure(s)	Actions
EP1 Staff Retention and Improved staff Wellbeing.	1.Reduce numbers of resignations and requests for reductions in hours 2. Locum positions are no longer attractive	1.Service delivery, at worst, only temporarily affected by resignation. 2.Recruitment matches retention where required 3.Retained staff do not leave to become Locums	1.Service and HR data 2. Exit interview feedback 3. Leavers do not seek to take up Locum positions 4. Staff Survey feedback 5. Viewpoint Survey 6. Staff wellbeing ratings improved	<ul style="list-style-type: none"> • Review pay and conditions with AEP / HR • Market Premia negotiated and provided to all EPs <ul style="list-style-type: none"> • Complete and collate Work Place Stress Questionnaire for Service • Ensure active wellbeing scaling undertake during 1:1 supervision • Develop CPD Programme to incorporate development plan for the Service and reflected within individual DSPs. • Develop staff survey to identify early concerns and address these – use of scaling to provide trend data. • Explore use of ‘Mindtools Retention Interview’ • Rank priority of responses for staff development / action plan for discussion at MLT. Collate responses for action plan and communicate to all staff <p>2. Provide structure and progression to Maingrade EP positions – probation / Maingrade / Specialist</p> <ul style="list-style-type: none"> • ‘Specialist EP’ title to be awarded to those who have or who gain 2/3SPAs. Revised Job Descriptions to reflect progression • Prioritisation of Early Intervention and Prevention, commissions and cost recovery work for retained staff to enhance attractiveness of work <p>3. Ensure opportunities to develop and engage with a range of service related activity alongside LA assessment work</p> <ul style="list-style-type: none"> • Principle of retained staff have

				<p>opportunity to engage in Early Intervention and Preventative work / Projects and Traded Activity over non-retained staff</p> <ul style="list-style-type: none"> • Reinforce at Service Days / Team Meetings
Priority Area	Aim	Outcome	Measure(s)	Actions
EP2 LA and Assessment Work	<p>1.Reduction of Statutory demands on the LA – ‘re-focus services’</p> <p>2. In the context of seeking to reduce Statutory demands, a clearly defined LA and assessment workload and capacity established.</p> <p>3. Early response to over-demand mechanism, including Service capacity retained in order to contribute towards reducing Statutory demands on LA</p> <p>4. Engagement with partner services and support to focus on Early Intervention and Prevention.</p>	<p>1.Reduction in Statutory demands on LA and more LA funded time focused on Early Intervention and Prevention work</p> <p>2. Written agreement between SEN and EPS re: scope of work and capacity to undertake it.</p> <p>3. Stable and manageable LA assessment workload</p> <p>4. LA assessment activity fully costed and accounted</p> <p>5. Potential over-demands identified and managed early</p> <p>6. Reduced Statutory demand as a result of EPS working with other partner services and support</p>	<p>1. KPIs to include contribution towards statutory demand reductions for LA</p> <p>3. Data showing:</p> <p>a. Performance</p> <p>b. Budget</p> <p>c. EP FTE</p> <p>d. Capacity</p> <p>4. Feedback from Commissioners / Stakeholders /Service users</p>	<p>Prepare SLA for Services. ‘Re-focus’ can only occur if sufficient capacity within the Service, and support within education settings, to do it. Use trend data to set a level for EP capacity to respond to Statutory demands and continue with agreed procedure of allocating work when capacity allows during times of significant demand. Retain small proportion of EP time to focus on ‘Graduated Approach to Early SEND’ in order to start to re-orientate the service back towards Early Intervention and Prevention. Review and amend service costs, including fixed costs and overheads in preparation for possible future commissioning relationship</p> <ul style="list-style-type: none"> • Maintenance of existing BS processes as agreed. • Develop ‘bank’ of EPs that we can call upon at times of pressure. – scope with HR / Pertemps • Scope possible alternatives to Rota approach used at present (e.g.: Area based responses) with Service.

				<p>2. Continue to streamline processes related to:</p> <p>a; 'Back Office' operations</p> <p>b; Assessment processes</p> <p>c; High quality and effective written assessments</p> <ul style="list-style-type: none"> • Continue to move towards increasing efficiency in written reports for Statutory Assessments. • Review admin workloads during 1:1 and group supervision
Priority Area	Aim	Outcome	Measure(s)	Actions
EP3 Early Intervention and prevention	<p>1. Introduction of 'Graduated Approach' as a starting point for the reinstatement of EI&P work with settings. (NB: THIS AIM FORMS AN INTEGRAL PART OF THE GRADUATED APPROACH ACTION PLAN)</p>	<p>1. Area SENCo Forums used to support EI&P work and this to increase as statutory demands reduce</p> <p>2. Coordinated Multi-Agency consultation and EI&P activity with partner services (e.g.: STS / Early Years / CWD and other support services)</p> <p>4. EI&P work fully costed, evaluated and accounted.</p>	<p>1. Early Intervention & Prevention service activity impacts positively on LA statutory data.</p> <p>2. Data showing:</p> <p>a. Budget</p> <p>b. EP FTE</p> <p>c. Capacity</p> <p>d. Performance</p> <p>3. Feedback from Stakeholders / Service users.</p> <p>4. Examples of coordinated response across range of partner support services</p>	<p>1. Development of 'Graduated Approach' process via an evidence based framework. EPs to lead the process.</p> <ul style="list-style-type: none"> • Framework to focus on CYP being considered as High Priority and / or for statutory assessment. • Confidence and capacity building within education settings via training / systems work a priority for services. <p>2. As capacity increases, consult with key stakeholders regarding future format of EI&P / Graduated Approach support work via:</p> <ul style="list-style-type: none"> • Questionnaire • Stakeholder working party • Evaluations of individual work undertaken (CYP / Setting / System)
EP4 Staff Recruitment	<p>1. To recruit M'Grade EPs in line with:</p> <p>a; Budget viability</p>	<p>1. New retained staff recruited.</p> <p>2. Minimal delays in recruiting.</p>	<p>1. Vacant and new posts filled</p>	<p>1. Reintroduction of Early Intervention and Prevention work and links with education settings makes the Service look more</p>

	b; Service demand c; Income streams			attractive to prospective EPs looking for positions <ul style="list-style-type: none"> Continue to signpost prospective candidates / locums to Pertemps Gain exemption from Board to recruit locums / temps / associates directly. Continue to provide Psychology Assistant opportunities within the Service to support ongoing Trainee EP training and subsequent re-recruiting into EP posts.
EP5 Commissions and cost-recovery	<p>1. Development of EP2,3,4 above as Commissioned and cost-recovery activity</p> <p>2. Increase in Early Intervention and Prevention work has positive effect on LA assessment work. This will be supported by the 'Graduated Approach'.</p> <p>3. EIP & work provided at 'zero' cost to LA with realistic level of surplus income generated.</p> <p>4. Work coordinated with other partner services (e.g.: BLT STS / Early Years / CWD)</p>	<p>1. Data shows increase in commissions and cost-recovery work in line with available FTE</p> <p>2. Data shows correlation between increase in Early Intervention and Prevention Work and decrease in Statutory demands</p> <p>3. Service users satisfied with; a; Quality of services b; The way the EPS works with other partner services</p>	Trend data, e.g.: 2. Service establishment. 3. Income / turnover 4. Staff satisfaction 5. SEN data Service user feedback via survey	<p>1. Review format of commissions and cost recovery work and develop proposed new models.</p> <ul style="list-style-type: none"> Continuum of services from highly replicable and scalable (e.g.: training / group / cluster consultations) to bespoke individual intervention work. Audit current range of training programmes across Service and develop draft training programme Coordinate with other local services (e.g.: BLT Early Years and Specialist Teaching Services) Finalise training programme with full costs. <p>2. Preferred model(s) to be fully and accurately costed and pricing strategy revised.</p> <ul style="list-style-type: none"> Work with Finance to identify true extent of fixed costs the service will be required to carry. <p>3. Clear KPIs linked to all commissions and cost recovery work once model fully developed. Regularly reviewed with commissioners.</p>

Craig Tribe

Principal Educational Psychologist





Buckinghamshire County Council Select Committee

Children's Social Care and Learning Select Committee

Report to the Children's Social Care and Learning Select Committee

Title:	Performance Monitoring Q2 2016/17 Children's Services Portfolio
Committee date:	Tuesday 6 December 2016
Author:	Cabinet Member for Resources
Contact officer:	Marcus Grupp, Business Intelligence and Insight Partner 01296 383107

Purpose of Agenda Item

To update the Children's Social Care and Learning (CSCL) Select Committee on the performance of the Children's Services Portfolio for quarter 2 2016/17 in achieving the Council's priorities as detailed in the refreshed 2015-17 Strategic Plan agreed at Council.

Key performance indicators identified to monitor achievement of the priorities and performance against these indicators are shown in appendix 1, further detail and additional indicators are shown in appendix 2.

Recommendation: The Committee are asked to scrutinise performance against the key indicators.

Summary

For all performance indicators (appendix 2)

Indicators are given a red, amber or green (RAG) rating.
Green = on or above target, amber = slightly below target, red = below target.



Total number of measures with a RAG (shown in chart above):	17
Measures where data currently unavailable:	2



Key Performance Indicators (appendix 1) – Summary

Green		
% of Child Protection Plans reviewed in timescales		

Amber		
% Children Looked After seen in the last 6 weeks	% children seen during assessment	% assessments completed in 45 working days

Red		
% repeat referrals	% of social work staff supervisions completed	% of children in need (not including CP, CLA) seen in the last 4 weeks
% of children subject to a Child Protection Plan seen in the last 2 weeks	% of children in need reviewed in last 3 months (not including Child Protection, Children Looked After)	% of contacts received actioned within 24 hours (1 working day)
% referrals completed within 3 working days	% ICPC held within 15 working days of the strategy discussion	% of CLA placed in county
% of CLA are placed no more than 20 miles away from home		

Further details can be found in appendices 1 and 2 of this report.



Total number of measures with a RAG (shown in chart above): 17

Measures where data currently unavailable: 2

Measures that are annual outturns only and the data is not currently due: 0

Measures where no target has been set: 0

► **Key areas of good performance**

Measure	Target	Current position	RAG	Benchmarking	Comments
1 % of Child Protection Plans reviewed in timescales	95%	97%	Green		Outcome: Vulnerable children are safe and protected from harm Notes: Reviews for Children Looked After are also improving and now above target, from a greater focus on data quality, training and management oversight.
2 % Children Looked After seen in the last 6 weeks	100%	98%	Amber		Outcome: Vulnerable children are safe and protected from harm (Voice of the child indicator) Notes: This continues to be an area of focus and we are clear as to the reasons surrounding the 2% of looked after children who were not seen. This is monitored twice week as above. Reports are monitored by the Service Director twice a week, with an expectation of a narrative as to why a child has not been seen.

► **Areas of lower than expected performance (Red or Amber)**

Measure	Target	Current position	RAG	Benchmarking	Comments
1 % repeat referrals	25%	36%	Red	Statistical Neighbour Average (2015): 23% National Average (2015): 24%	Outcome: Vulnerable children are safe and protected from harm (quality indicator) Notes: In August we audited 194 repeat referrals. Of these, 28% were due to partners re-referring whilst waiting for EH panel or data input errors. Audit of referrals shows that partners that are referring whilst waiting for Early Help Panel. Action plan being developed with Early Help. There are also inputting errors by CAROs which have been escalated .
2 % of social work staff supervisions completed	89%	57%	Red		Outcome: Vulnerable children are safe and protected from harm (quality indicator) Notes: All staff have regular supervision which is monitored by the Practice Improvement Manager. In addition for complex situations there are weekly group supervision sand the outcome is on the child's file. This data is currently only recording personal supervision which requires manual recording.
3 % children seen during assessment	100%	95%	Amber		Outcome: Vulnerable children are safe and protected from harm (Voice of the child indicator) Notes: We maintain a detailed exceptions log of all assessments where child was not seen – reasons include child moved out of area during process, family declined assessment etc. This is monitored by the HOS and and any exceptions are reported on a weekly basis.

4	% of children in need (not including CP, CLA) seen in the last 4 weeks	100%	73%	Red		<p>Outcome: Vulnerable children are safe and protected from harm (Voice of the child indicator)</p> <p>Notes: This continues to be an area of focus and as at 3/11/16, only 9% of CIN had not been seen in the last 4 weeks. BCC practice standard is for CIN to be seen every 4 weeks, the statutory requirement is every 6 weeks – in September 81% were seen in the last 6 weeks. Reports are monitored by the Service Director twice a week, with an expectation of a narrative as to why a child has not been seen.</p>
5	% of children subject to a Child Protection Plan seen in the last 2 weeks	98%	83%	Red		<p>Outcome: Vulnerable children are safe and protected from harm (Voice of the child indicator)</p> <p>Notes: This continues to be an area of focus and as at 3/11/16, only 12% of CIN had not been seen in the last 2 weeks. BCC practice standard is for CP to be seen every 2 weeks, the statutory requirement is every 4 weeks – in September 98% were seen in the last 4 weeks. Reports are monitored by the Service Director twice a week, with an expectation of a narrative as to why a child has not been seen.</p>
6	% of children in need reviewed in last 3 months (not including Child Protection, Children Looked After)	85%	55%	Red		<p>Outcome: Vulnerable children are safe and protected from harm (Reviewing Children's Plans indicator)</p> <p>Notes: Managers reviewing lists of children to be seen regularly. Principal Social Worker focusing on improving practice in this area as part of the Ofsted Improvement Plan. Detailed review of 45% showing as not reviewed in 3 months has confirmed only 12% were out of timescale, the other 88% were either completed in timescale but record had not be updated to reflect the review or were errors in the system.</p>
7	% of contacts received actioned within 24 hours (1 working day)	90%	62%	Red		<p>Outcome: Vulnerable children are safe and protected from harm (Quality indicator)</p> <p>Notes: The average time for contacts is falling from the beginning of the year at 2.3 days is now at 1.9. Staff resources (30% lower than expected) impacting on KPI but mitigated with additional support from across the BU as part of contingency planning. Backlog in police referrals is causing additional pressure on services. This concern was escalated at BSCB and is on the risk register ,it was identified in the monitoring visit. Head of Service reviewing ongoing resilience of the team and continuing to look at how performance can be improved in this area. In order for contacts to be progressed in 24 hours there need to be sufficient CARO and management capacity. Due to jury service and sickness, only 60% management capacity and 58% CARO capacity in September. Individual performance of CARO's and Managers is being scrutinised and addressed where appropriate. The TVP backlog of DV reports resulted in unscreened DV reports coming through so managers had to read every report to confirm necessary action ..Additional support was provided to TVP by Bucks CC, the backlog was cleared by mid-October</p>
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9	% referrals completed within 3 working days	100%	85%	Red		<p>Outcome: Vulnerable children are safe and protected from harm (Timeliness of the journey of the child indicator)</p> <p>Notes: The average time for referral decision has reduced significantly from 4.4 days in April 2016 to 1.7 in September. Staff resources (30% lower than expected) impacting on KPI but mitigated with additional support from across the BU as part of contingency planning. Backlog in police referrals is causing additional pressure on services. This concern was escalated at BSCB and is on the risk register and it was identified in the monitoring visit. Timeliness of MASH decisions continues to impact on this performance (average time for MASH referral decision was 4 days in September due to resource pressures in MASH team and TVP. Head of Service reviewing ongoing resilience of the team.</p>
10	% assessments completed in 45 working days	100%	93%	Amber	2014/15 England 82% S East 81 % Bucks 83%	<p>Outcome: Vulnerable children are safe and protected from harm (Timeliness of the journey of the child indicator)</p> <p>Notes: There was a significant increase in the number of new assessments in September (443 compared to 416 in October). Performance in October was 97% complete in 45 days with 25% being completed in 20 working days or less.</p>
11	% ICPC held within 15 working days of the strategy discussion	100%	80%	Red		<p>Outcome: Vulnerable children are safe and protected from harm (Timeliness of the journey of the child indicator)</p> <p>Notes: There was a significant increase in the number of Section 47 Enquires in September (211 compared to 153 in October) and 26% led to an ICPC. 83% ICPCs were held within 15 working days in October, the highest since January 2016. From January 2017, the Child Protection Conferencing team will be staffed by 100% permanent staff and it is expected that performance will continue to improve.</p>
12	% of CLA placed in county	55%	49%	Red	S East Average (2015): 65% National Average (2015): 61%	<p>Outcome: Vulnerable children are safe and protected from harm (Sufficiency of children's placements indicator)</p> <p>Notes: The Looked After Children workstream of the Target Operating Model is focussed on ensuring more looked after children are placed closer to home – this will include increasing the number of residential placements available in county as well as increasing the number of foster carers (both internal and IFA) in bucks. Placement stability for children remains high with 96% of looked after children having less than 3 placements in the year.</p>

13	% of CLA are placed no more than 20 miles away from home	50%	41%	Red	<p>S East Average (2015): 69%</p> <p>National Average (2015): 77%</p>	<p>Outcome: Vulnerable children are safe and protected from harm (Sufficiency of children's placements indicator)</p> <p>Notes: The Looked After Children workstream of the Target Operating Model is focussed on ensuring more looked after children are placed closer to home – this will include increasing the number of residential placements available in county as well as increasing the number of foster carers (both internal and IFA) in bucks. Placement stability for children remains high with 96% of looked after children having less than 3 placements in the year.</p>
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Appendix 1

- Vulnerable children are safe and protected from harm

Red

- Quality

Amber

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Measure	Good to be	Data period	Target	Mar 2016	Jun 2016	Sep 2016	Dec 2016	Mar 2017	Latest performance (RAG)	Benchmarks	Narrative
1 % of case audits with a good or outstanding rating	High	Month only (not quarterly data)	60%	→ 71%	↑ 83%	↓ 61%			★ Green		
2 % of social work staff supervisions completed	High	Month only (not quarterly data)	89%	↑ 67%	↑ 69%	↓ 57%			■ Red		See summary report for commentary
3 % of EH Panel referrals that meet level 3 threshold	High	Month only (not quarterly data)	85%	↑ 96%	↓ 82%	↑ 94%			★ Green		
4 % children who have management oversight on their journey 4 weekly		Data currently unavailable									This measure is currently under development
5 % repeat referrals	Low	Month only (not quarterly data)	25%	↑ 25%	↓ 33%	↓ 36%			■ Red	Statistical Neighbour Average (2015): 23% National Average (2015): 24%	See summary report for commentary
6 Number of children with a repeat Child Protection Plan		Month only (not quarterly data)	Monitor	93	104	109			□ Monitor		21% of overall coming in are repeat compared to 24% last year (15/16). However the number of children starting on a repeat is on a downward trend, suggesting a legacy of children who have had repeat plans. 2014/15 CIN Census % repeats in line with England and South East. 2015/16 data published this month.

- Voice of the child

Red

Measure	Good to be	Data period	Target	Mar 2016	Jun 2016	Sep 2016	Dec 2016	Mar 2017	Latest performance (RAG)	Benchmarks	Narrative
7 Children seen as part of assessment within 5 working days from point of referral		Data currently unavailable									This measure is currently under development
8 % children seen during assessment	High	Month only (not quarterly data)	100%	↓ 91%	↑ 99%	→ 95%			● Amber		See summary report for commentary
9 % of children in need (not including CP, CLA) seen in the last 4 weeks	High	Month only (not quarterly data)	100%	→ 72%	↓ 70%	↑ 73%			■ Red		See summary report for commentary

10	% of children subject to a Child Protection Plan seen in the last 2 weeks	High	Month only (not quarterly data)	98%	↑ 90%	↘ 85%	↓ 83%			Red	See summary report for commentary
11	% Children Looked After seen in the last 6 weeks	High	Month only (not quarterly data)	100%	↘ 93%	↓ 90%	↑ 98%			Amber	See summary report for commentary

► Demand
None

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Measure	Good to be	Data period	Target	Mar 2016	Jun 2016	Sep 2016	Dec 2016	Mar 2017	Latest performance (RAG)	Benchmarks	Narrative
12		Month only (not quarterly data)	Monitor	47	56	32			Monitor		
13		Month only (not quarterly data)	Monitor	1241	1349	1429			Monitor		
14		Month only (not quarterly data)	Monitor	737	722	657			Monitor		
15		Month only (not quarterly data)	Monitor	387	455	441			Monitor		
16		Month only (not quarterly data)	Monitor	1756	1711	1695			Monitor		
17		Month only (not quarterly data)	Monitor	147.7	143.9	142.6			Monitor		
18		Month only (not quarterly data)	Monitor	446	502	535			Monitor		
19		Month only (not quarterly data)	Monitor	37.5	42.2	45.0			Monitor	Statistical Neighbour Average (2015): 52.1 S East Average (2015): 49.9 National Average (2015): 42.9	
20		Month only (not quarterly data)	Monitor	463	435	442			Monitor		
21		Month only (not quarterly data)	Monitor	38.9	36.6	37.2			Monitor	Statistical Neighbour Average (2015): 69.1 S East Average (2015): 49.0 National Average (2015): 60.0	
22		Month only (not quarterly data)	Monitor		89.0	82.0			Monitor		
23		Month only (not quarterly data)	Monitor		7.0	7.0			Monitor		

► Reviewing children's Plans
Amber

Measure	Good to be	Data period	Target	Mar 2016	Jun 2016	Sep 2016	Dec 2016	Mar 2017	Latest performance (RAG)	Benchmarks	Narrative
24 % of children in need reviewed in last 3 months (not including Child Protection, Children Looked After)	High	Month only (not quarterly data)	85%	↑ 64%	→ 60%	↓ 55%			■ Red		Detailed action plan in place to ensure that both number of plans and their quality are improved. (Ofsted Improvement Plan)
25 % of Child Protection Plans reviewed in timescales	High	Month only (not quarterly data)	95%	↓ 94%	↑ 97%	↑ 97%			★ Green		
26 % of CLA have their reviews completed on time	High	Month only (not quarterly data)	95%	→ 95%	↓ 94%	↑ 97%			★ Green		

► Timeliness of the journey of the child

Red

Measure	Good to be	Data period	Target	Mar 2016	Jun 2016	Sep 2016	Dec 2016	Mar 2017	Latest performance (RAG)	Benchmarks	Narrative
27 % of contacts received actioned within 24 hours (1 working day)	High	Month only (not quarterly data)	90%	↔ 71%	↑ 76%	↓ 62%			■ Red		See further commentary in summary report
28 % referrals completed within 3 working days	High	Month only (not quarterly data)	100%	↓ 74%	↓ 74%	↑ 85%			■ Red		See further commentary in summary report
29 % assessments completed in 45 working days	High	Month only (not quarterly data)	100%	↓ 92%	↑ 93%	↑ 93%			● Amber	2014/15 England 82% S East 81% Bucks 83%	See further commentary in summary report
30 % ICPC held within 15 working days of the strategy discussion	High	Month only (not quarterly data)	100%	↓ 56%	↑ 79%	↑ 80%			■ Red		See further commentary in summary report

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► Sufficiency of children's placements

Red

Measure	Good to be	Data period	Target	Mar 2016	Jun 2016	Sep 2016	Dec 2016	Mar 2017	Latest performance (RAG)	Benchmarks	Narrative
31 % of CLA placed in county	High	Month only (not quarterly data)	55.0%	→ 48%	↓ 47%	↑ 49%			■ Red	S East Average (2015): 65% National Average (2015): 61%	See further commentary in summary report
32 % of CLA are placed no more than 20 miles away from home	High	Month only (not quarterly data)	50.0%	↑ 43%	↓ 39%	→ 41%			■ Red	S East Average (2015): 69% National Average (2015): 77%	See further commentary in summary report
33 % of children in foster care placed with a BCC carer		Month only (not quarterly data)	Monitor	30%	30%	29%			□ Monitor		
34 Number of children in residential placements		Month only (not quarterly data)	Monitor	83.0	73.0	52.0			□ Monitor		
35 % of children in residential placements		Month only (not quarterly data)	Monitor	18%	17%	12%			□ Monitor		

► Permanency for children
None

	Measure	Good to be	Data period	Target	Mar 2016	Jun 2016	Sep 2016	Dec 2016	Mar 2017	Latest performance (RAG)	Benchmarks	Narrative
36	Average time (in days) between Placement Order and matching to an adoptive family		Average, rolling year	Monitor	192	181	145			▫ Monitor		
37	Number of adoptions (financial year)		Cumulative (year to date)	Monitor	38	13	20			▫ Monitor		

Child Sexual Exploitation (CSE) Inquiry Report

Progress on Implementation of Recommendations 12 months on





Select Committee Inquiry Report Completion Date: 3rd November 2015

Date of this update: 6th December 2016

Lead Officer responsible for this response: Carol Douch

Cabinet Member that has signed-off this update: Lin Hazel and Zahir Mohammed

RAG Status Guidance (For the Select Committee's Assessment)

	<i>Recommendation implemented to the satisfaction of the committee.</i>		<i>Committee have concerns the recommendation may not be fully delivered to its satisfaction</i>
	<i>Recommendation on track to be completed to the satisfaction of the committee.</i>		<i>Committee consider the recommendation to have not been delivered/implemented</i>

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Accepted Recommendations	Original Response and Actions	Progress Update	Committee Assessment of Progress (RAG Status)
<p>Recommendation 1: The Buckinghamshire Safeguarding Children Board (BSCB) should increase the amount of the BSCB Chairman's time that is purchased from the partnership's budget.</p>	<p>Prior to the completion of this enquiry the Chief Executive of the County Council had agreed to increase this capacity from 30 to 40 days per annum.</p>	<p>This has been completed.</p>	

Agenda Item 11

Accepted Recommendations	Original Response and Actions	Progress Update	Committee Assessment of Progress (RAG Status)
<p>Recommendation 2: Buckinghamshire County Council should ensure that contract managers are monitoring the compliance of providers with safeguarding requirements, including ensuring that the Council's wider commissioned workforce undertakes child sexual exploitation training.</p>	<p>All commissioners are ensuring that contracts at the point of renewal include CSE. Training for the wider commissioned workforce is highly recommended at all contract monitoring meetings, commissioners will continue to highlight training opportunities, monitor and challenge take up.</p>	<p>We continue to support commissioners in challenging compliance with the safeguarding requirements including specific training around CSE. We are just in process in reviewing the safeguarding audit tool that is used across all contracts and monitored on a monthly basis with action plans as required where necessary. This will also include a clear monitoring process on serious incidents and highlight reports to Buckinghamshire Safeguarding Children Board (BSCB) as required.</p> <p>Through the CSE subgroup of BSCB there has been a focus on raising awareness in secondary schools with children and young people and their parents/carers through a series of evening sessions.</p> <p>Work with the District councils has instigated CSE awareness regarding taxi services. In addition the awareness of the night time economy has been progressed through a series of discussions with hotels/other businesses. The effectiveness of this strategy has been tested by a "mystery shopper approach".</p>	
<p>Recommendation 3: Buckinghamshire County Council should commission the Buckinghamshire Learning Trust to develop a toolkit for use in primary schools to help schools foster resilience in their pupils.</p>	<p>We continue to work closely with BLT, especially on a range of suitable toolkits and opportunities for schools to feel confident about fostering resilience, this includes PSHE training. This work will be monitored and updates on the various types of support (including toolkits) will be reported on.</p>	<p>There is now a toolkit in place which has been widely used in primary schools- Pants Rule. The toolkit has been promoted through the DSOs through mandatory training with Education Safeguarding Advisory Service.</p> <p>The multi- agency partnership workshop scheduled for September took place and was very well attended by a wide variety of stakeholders.</p> <p>Carol Douch and Heads of Services have been to primary liaison groups, PEB and BASH to reinforce safeguarding responsibilities.</p>	

Accepted Recommendations	Original Response and Actions	Progress Update	Committee Assessment of Progress (RAG Status)
<p>Recommendation 4: Thames Valley Police should roll out the Hotel Watch scheme across Buckinghamshire.</p>	<p>The remaining two Local Police Areas (LPA) in Buckinghamshire, Aylesbury and Chiltern & South Bucks, have agreed to roll out the model, which originated in the Wycombe LPA.</p>	<p>There is a full report regarding this which has been commissioned through Barnardo's. This is not yet a public document. The outcomes of this were discussed at BSCB.</p>	
<p>Recommendation 5: The Buckinghamshire Safeguarding Children Board should actively monitor that the thresholds document is being applied consistently and accurately by all partners.</p>	<p>Publishing a thresholds document and actively monitoring knowledge and application of this is a core part of the BSCB's business. We have an extensive programme of work in place to:</p> <ul style="list-style-type: none"> • Embed thresholds across partners through communication, awareness raising and training. This is a tailored approach that recognises that staff need different levels of knowledge and expertise dependent upon their professional role and the amount of contact they have with vulnerable children and 	<p>A recent survey has been undertaken through the BSCB development days which demonstrated a high knowledge and understanding and use of the Threshold document. A short version of the survey was run using voting buttons at the 3 half day safeguarding conferences in September. The results from 193 respondents were really positive and show a huge improvement on knowledge 18 months ago. The results were:</p> <ul style="list-style-type: none"> • 4% were unaware of the Thresholds document (compared to 40% in spring 2015) • 95% knew where to access the Thresholds document • 90% said the Thresholds document was prominently displayed in their organisation • 80% said they regularly or sometimes used the Thresholds document as part of their day to day work, compared to 61% in spring 2015 • 83% said they found the Thresholds document helpful to inform decisions regarding children • 87% said they knew the level(s) at which their service / organisation was providing support 	

Accepted Recommendations	Original Response and Actions	Progress Update	Committee Assessment of Progress (RAG Status)
	<p>young people.</p> <ul style="list-style-type: none"> • Monitor understanding, confidence and application of thresholds using a variety of methods including questionnaires, audits and data analysis. This will continue to be a key part of the Board's work moving forward. 	<p>The recent external monitoring visit by OFSTED in August 2016 confirmed that the threshold criteria and its application were managed well at the front door of Children's social care. The OFSTED monitoring visit confirmed that Thresholds in First Response and Swan are effective and there is evidence of staff using the threshold document to inform decision making.</p>	
<p>Recommendation 6: Buckinghamshire County Council should ensure that all sexual health providers within Buckinghamshire attend the Sexual Exploitation Risk Assessment Conference and facilitate the sharing of information between sexual health providers.</p>	<p>Sexual Exploitation Risk Assessment Conference (SERAC) continues to be seen as a vital meeting for agencies to share information about potential or recognized risk to a child who has been or could become subject to sexual exploitation. We continue to have good representation and this will remain closely monitored.</p>	<p>Through the CSE sub group, the Terms of Reference and governance of SERAC has been recently reviewed. The meetings are well attended and co-chaired between Buckinghamshire County Council and Thames Valley Police and effective planning is undertaken .</p>	

Accepted Recommendations	Original Response and Actions	Progress Update	Committee Assessment of Progress (RAG Status)
<p>Recommendation 7: Buckinghamshire County Council should ensure that the names of looked after children within Buckinghamshire at highest risk of child sexual exploitation are shared with sexual health providers on a quarterly basis.</p>	<p>It would not be appropriate to share the details of all LAC children as the majority that have come into care are not at risk due to CSE and this would be a breach of confidentiality. However it is essential that children those who are higher risk of CSE have appropriate information shared. The LAC nurse identifies the necessary information and resources.</p>	<p>There is now a permanent member of staff in the Swan Unit who is able to access the gateway to all health services and can ensure effective communication between health providers, BCC TVP and other providers.</p> <p>Following the pilot of reviewing all missing children, an innovation bid has been submitted to Spring Consortium which if successful will be used to form a specialist missing children's team.</p>	
<p>Recommendation 8: Buckinghamshire County Council should ensure that the effectiveness of First Response is kept under regular review, including the staffing arrangements following the introduction of the new Contact and Referral Officer post to ensure accurate</p>	<p>Performance of First Response and effective triage at the front door is monitored regularly and reported through the Improvement Board and Safeguarding Board. This continues to remain a focal point.</p>	<p>The monitoring visit from OFSTED in August reviewed effectiveness of First Response and MASH. The outcome was that the front door was effectively managing referrals into social care with the appropriate application of the threshold criteria and targeted strategy meetings for children at risk.</p> <p>Within Buckinghamshire County Council there are regular audits of the work being undertaken in First Response and MASH. For example on 7th November a multi- agency audit was completed by senior managers regarding referrals in MASH and the follow through of these referrals that were made on that day.</p>	

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and timely triage at the social care 'front door'.			
<p>Recommendation 10: Buckinghamshire County Council should ensure that all County Councillors undertake training on spotting child sexual exploitation.</p>	<p>Agreed. This was agreed by full Council in November 2015 and fully supported by Cabinet. Understanding not only CSE but all aspects of a child's journey through social care and important matters should be a priority for partners (both internal and external) as this enhances the challenge and improvement to the service. Children's Services will work with HQ Member services to ensure training sessions are held for Members in early 2016 and thereafter at least annually. This will be included as an action within the revised Children's Improvement Plan and the strand of work on supporting Members.</p>	<p>A presentation regarding Cyber bullying and E Safety which was first shared at the BSCB Multi Agency workshop in September 2016 was the main item at the October 2016 Member briefing. The work shadowing visits are continuing to be arranged for members. The lead cabinet member for Children's Social Care attended the NCAS conference in Manchester in November along with senior colleagues from Children's Services. This conference provides updates regarding social care and provides many opportunities for participants to network and share best practice.</p>	

Children's Social Care & Learning Select Committee				
6 Dec 2016	Educational Psychology Service	The plan for maximising Income Generation within the Educational Psychology Service	Craig Tribe	
6 Dec 2016	Narrowing the Gap Inquiry. Recommendations Update	A report on how the recommendations from the Narrowing the Gap Inquiry have been implemented and the outcomes achieved.	Katherine Wells, Education Officer	
6 Dec 2016	Preventing Child Sexual Exploitation Inquiry 12 Month Update	To receive a report on the implementation of the CSE Inquiry agreed recommendations, 12 months on.	David Johnston, Strategic Director (Children and Young People)	Contributors: Ms Lin Hazell - Cabinet Member for Children's Services Mr David Johnston - Managing Director Children's Social Care and Learning, Fran Gosling-Thomas, Chair, Buckinghamshire Safeguarding Children Board
6 Dec 2016	Quarter 2 2016/17 Children's Services Performance – Exception Reporting	For Members to scrutinise Children's Services performance for quarter 2 2016/17.	Kevin Wright, Committee and Governance Adviser	

Date	Topic	Description and purpose	Lead Service Officer	Attendees
31 Jan 2017	Buckinghamshire Youth Services	To receive an update after the re-structure of the Youth Service.	David Johnston, Strategic Director (Children and Young People)	Contributors: Ms Lin Hazell - Cabinet Member for Children's Services, Mr David Johnston - Managing Director Children's Social Care and Learning and Laura Nankin, Head of Fair Access & Youth Provision.
31 Jan 2017	NHS England Sustainability and Transformation Plan	Understanding the impacts of integrating Health and Social Care on Children's Services including the NHS England Sustainability and Transformation Plan	David Johnston, Strategic Director (Children and Young People)	
31 Jan 2017	Permanent Exclusions - Focus on Primary Schools	To inform the Committee on the increase in permanent exclusions from school, an analysis of reasons and actions being taken to address the issue.	Laura Nankin, Youth Service Operations Manager	
31 Jan 2017	Serious Case Reviews	Learning from Serious Case Reviews.	Matilda Moss, Safeguarding Business Manager	
21 Mar 2017	Child Sexual Exploitation Service	An update on the re-tendering of the Child Sexual Exploitation Service Contract	Amanda O'Borne	

Date	Topic	Description and purpose	Lead Service Officer	Attendees
21 Mar 2017	Independent Reviewing Officer Service	For Members to look at the performance of the IRO service and current resourcing.	Sharon Graham, Interim IRO manager	
21 Mar 2017	National Youth Advocacy Service (NYAS)	For Members to look at the performance of NYAS following recent management changes in Buckinghamshire.	Sue Butt, Head of Service, Strategic Commissioning, Children's Social Care & Learning	

