

Lancashire County Council

Cabinet Committee on Performance Improvement

Thursday, 17th January, 2013 at 2.00 pm in Cabinet Room 'B' - County Hall,
Preston

Agenda

Part 1 (Open to Press and Public)

No. Item

1. **Apologies for Absence**
2. **Disclosure of Pecuniary and Non Pecuniary Interests**
Members are asked to consider any Pecuniary and Non Pecuniary Interests they may have to disclose to the meeting in relation to matters under consideration on the Agenda.
3. **Minutes of the Meeting held on 22 November 2012** (Pages 1 - 8)
To be confirmed and signed by the Chair.
4. **Working Together With Families - Progress and Funding Arrangements** (Pages 9 - 22)
5. **European Social Fund: Project for Young People who are, or are at Risk of being, Not in Employment, Education or Training (NEET) 2011/2013 - Performance Update** (Pages 23 - 36)
6. **Lancashire Early Intervention Strategy - Best Start Lancashire** (Pages 37 - 50)
7. **Urgent Business**
An item of Urgent Business may only be considered under this heading where, by reason of special circumstances to be recorded in the minutes, the Chairman of the meeting is of the opinion that the item should be considered at the meeting as a matter of urgency. Wherever possible, the Chief Executive should be given advance warning of any Members' intention to raise a matter under this heading.

8. Date of Next Meeting

The next meeting of the Cabinet Committee will be held on Tuesday 26 February 2013 at 2.00 pm in Cabinet Room B, County Hall, Preston.

I M Fisher
County Secretary and Solicitor

County Hall
Preston

Agenda Item 3

Lancashire County Council

Cabinet Committee on Performance Improvement

**Minutes of the Meeting held on Thursday, 22nd November, 2012 at 2.00 pm
in Cabinet Room 'B' - County Hall, Preston**

Present:

County Councillors

A Atkinson
Mrs S Charles

J Mein

1. Apologies for Absence

Apologies for absence were received from County Councillors Geoff Driver, Tim Ashton and Mark Perks.

2. Disclosure of Pecuniary and Non-Pecuniary Interests

None disclosed.

3. Minutes of the Meeting held on 12 October 2012

The minutes of the meeting held on 12 October 2012 were agreed as an accurate record and signed by the Chair.

4. Quarterly Corporate Performance Monitoring and Improvement - Corporate Scorecard Report and Recovery Plan

Michael Walder, Senior Policy and Performance Officer, presented the corporate performance monitoring report for quarter 2 2012/13 (July – September).

Michael reported that 97% of the indicators in the scorecard were currently forecast to meet their year-end targets with quarter 2 monitoring highlighting only 1 of the 35 indicators – sickness absence - in the scorecard projected to miss its end of March 2013 target and a recovery plan was provided for this indicator..

Russell Eaton, Head of Business Services, presented the sickness absence recovery plan. Russell explained that figures originally circulated had been updated and replaced by a new version, all noted the new version.

Russell explained that in recent years the County Council has made great strides in improving attendance. Absence levels in 2011/12 were 6.88 lost days per Full Time Equivalent (FTE) employee.

During 2011/12 the North West Employers organisation collected sickness absence data from 20 upper tier authorities and 18 District Councils across the

region. This reveals that last year the County Council had the lowest number of days lost per FTE of all authorities who supplied data - which is clearly a significant achievement. The headline figures from the survey show that the average days lost per FTE were:

- All authority types = 8.26
- District Councils = 7.78
- County, Metropolitan and Unitary = 8.66

Russell highlighted the analysis of quarters 1 and 2 for 2012/13 as follows:

Analysis of quarters 1 and 2

Employees with no sickness absence:

- Q1 - 27,133 employees (77%)
- Q2 - 29,730 employees (85%)

An analysis of short term sickness absence compared to the previous year

Q1 increased by 10%, the top 3 reasons for short term absence being:

- Digestive System (18%)
- Musculo-Skeletal (13%)
- Respiratory System (13%)

Q2 reduced by 9%, the top 3 reasons for short term absence being:

- Mental Health (18%)
- Medical/Hospital* (14%)
- Digestive System (13%)

*NB Medical/Hospital includes post-operative recuperation.

An analysis of long term sickness absence compared to the previous year

Q1 increased by 18%, the top 3 reasons for long term absence being:

- Mental Health (30%)
- Medical/Hospital (15%)
- Musculo-Skeletal (14%)

Q2 increased by 16%, the top 3 reasons for long term absence being:

- Mental Health (28%)
- Musculo-Skeletal (15%)
- Medical/Hospital (14%)

The top 3 reasons for all sickness absence within the county council:

Quarter 1

- Mental Health (23%)
- Medical/Hospital (14%)
- Musculo-Skeletal (13%)

Quarter 2

- Mental Health (24%)
- Medical/Hospital (14%)
- Musculo-Skeletal (14%)

Outlook for remainder of 2012 / 13

Russell reported that if the combined total FTE days lost per person in quarters 3 and 4 exceeds 4.02, the year-end target is 7.12.

Russell also reported that a number of early intervention strategies have been put in place to reduce the levels of absence including:

- Workshops (including back care, eat, drink and be healthy, drugs, alcohol and smoking);
- Workplace counselling;
- Physiotherapy;
- Cognitive Behavioural Therapy (CBT);
- Mediation; and,
- Trauma Support.

Through early intervention it is aimed to:

- Reduce sickness absence in the workplace;
- Support employees in a return to work; and,
- Prevent sickness absence occurring where possible.

Russell also highlighted a number of further interventions planned over a longer term, from April 2013 onwards, as detailed in the report.

The Committee welcomed the report, commented on the interventions put in place so far, and clarified how much take up there has been of the workshops by employees.

Resolved: The Cabinet Committee on Performance Improvement noted the report, and that updates would be provided to the Committee at the appropriate reporting times at future Committee meetings.

5. Highway Compensation Claims

Rick Hayton, Assistant Director, Strategic Highways and Procurement presented the report.

Rick explained that since the 1st June 2007, 6863 incidents have occurred leading to Lancashire County Council receiving public liability highway claims (as of 31st May 2012).

The table below shows the policy year in which the incidents occurred and the total amount that has been paid to date against these claims.

The Number of Incidents Occurring by Policy Year Resulting in Public Liability Highways Claims		
Policy Year (1 June to 31 May)	* Incidents Occurred	** Total Amount Paid to date on Settled Claims
2007/08	1532	£3,401,189
2008/09	1438	£3,412,607
2009/10	1508	£2,728,178
2010/11	1590	£1,449,235
2011/12	795	£100,398

** Note: The number of incidents stated above may rise as an adult has 6 years to submit a damages claim or 3 years to submit a personal injury claim following the date the incident took place. Additionally if a claimant was a minor when the incident took place and a claim was not submitted on their behalf before they turned 18, they have until their 21st birthday to submit a claim.*

*** Note: The amounts stated may increase if outstanding claims are settled with payment.*

Analysis of claims received between 2008 and 2011 highlights the following three main causes;

1. Personal injury accounts for an average of 49% of claims received. Of these an average of 67% have been settled with payment
2. Vehicle damage accounts for an average of 45% of claims received. Of these an average of 27% have been settled with payment
3. Property damage accounts for an average of 5% of claims received. Of these an average of 4% have been settled with payment

Approximately 26% of all public liability highway claims received are settled with payment.

Rick highlighted the actions that have been taken in recent months to minimise the risk of further claims including the 'one team' approach to highway works that has led to a consolidation of both highway maintenance management and operations within the Environment Directorate. The County Council has also

recently brought in house the highway safety inspection service. The integration of these services together along with continued collaborative working with Legal and Financial Services will be utilised to undertake further work to ensure we have the most robust performance management approach possible.

It was noted that from the 1st April 2013, the Government will be implementing changes whereby additional costs (disproportionate to the value of the claim) associated with defending highways claims, where the claimant is successful will be reduced. However compensation amounts will be increased by 10%. Overall the proposals are thought to be more favourable to defendants than to claimants but the picture remains uncertain. As these proposals will only relate to claims lodged after 1st April 2013 it should be noted that the impact of these reforms will not be evident for some time.

Resolved: The Cabinet Committee on Performance Improvement noted the report and progress made to minimise the risk of further claims.

6. Progress on the Proposal for a Carers Break Fund

Richard Jones, Executive Director for Adult and Community Services, presented the report.

A proposal to replace the current short break voucher scheme with a Carers Break Fund was presented to the Cabinet Committee for Performance Improvement on 12 October 2012. A further update on the timescales for the implementation of the IT system and more information on the proposed pilot was requested for the next meeting.

Richard explained that the proposal was discussed further at the Adult and Community Services (ACS) Directorate's Senior Management Team on 13 November 2012. Senior managers supported the proposal and a pilot to assess the implications of proposed changes to ensure that carers' needs are more appropriately met in a timely and effective way.

IT systems development was presented as one of the main issues to be addressed to facilitate effective delivery of the scheme, particularly as Adult Social Care is planning a whole scale replacement of the current IT system (ISSIS) in the future. The timescales for the replacement are not yet confirmed however it is estimated that it will take 12 to 18 months to complete.

ACS Senior Management Team considered the IT implications as, currently, the ISSIS suite of systems is unable to deal with the implementation of the Carer Break Fund so the amount of Carer Break Fund allocated and payments made would have to be manually recorded. While manual systems are not the most effective way to support operational and finance processes, it was considered that the development of a pilot would help to inform the future requirements for IT support to be planned into the replacement system. If interim changes within the current system are possible, they would also be explored.

It is recognised that there are several aspects to delivering such a significant change and that a robust, comprehensive pilot will be required over 12 months to ensure the successful implementation of an improved offer for carers.

Initially a small scale pilot in one geographical area was planned however, the pilot will now include as many people as possible receiving the variety of respite options in each area of the County. A minimum of 50 in each area should be included but if operated over a 12 month period there potentially could be no upper limit to the number included. Initially, those carers requesting renewal of their short break vouchers would be offered a "fund", extending to new customers where carer needs have been identified and other carer groups throughout the course of the pilot.

The pilot would test out benefits for carers both in terms of being able to access a wider range of carer support options and the process to access the "fund" to ensure a streamlined service. It would also achieve an improvement in performance for carer's reviews by managing review activity across the year. An evaluation of the pilot will be reported back to the ACS Senior Management Team prior to recommendations for the future being presented to the Cabinet Member for Adult and Community Services.

Resolved: The Cabinet Committee for Performance Improvement:

- i. Noted the report,
- ii. Supported the proposal for a pilot which would include addressing IT issues and identifying future IT requirements, and;
- iii. Recommended that the Cabinet Member for Adult and Community Services approve the detailed proposals for a pilot when they are available.

7. Help Direct - Quarter 2 Performance

Richard Jones, Executive Director for Adult and Community Services, presented the report.

Richard highlighted the performance of Help Direct so far, as detailed in the table below which shows the figures at the end of Quarter two 2012/13:

Description	Annual Target	Q1			Q2		
		target	Actual	% Variance	Target	actual	% Variance
The number of contacts to Help Direct	38000	9500	8017	-16%	19000	17135	-10%
The number of issues dealt with by Help Direct as a consequence of contacts	52000	13000	10641	-18%	26000	23652	-9%

The figures show performance at the end of Q2 is still below target, but there is significant improvement compared to performance reported at the end of Q1.

Recovery Measures

Richard explained that a number of previously reported plans have now been implemented as follows:

- Under performance has been robustly addressed with the four Help Direct providers, in line with contracts. Each provider has met with Commissioning Leads and analysed the reasons for their performance results and identified ways in which improvements can be made.
- The revised Help Direct leaflets and promotional materials have been agreed and distributed to all areas. All Help Direct providers now have the newly branded leaflets, template response letters, Powerpoint presentations, posters, newsletters and compliments slips to ensure consistent marketing is supporting the promotional work and outreach of the teams.
- Follow up calls have also been made to all adults who were no longer eligible for social care services after Fair Access to Care Services (FACS) reviews to ensure they were offered support from Help Direct.

Three further other options have been considered as follows.

- An article about Help Direct will be drafted and will appear in the next County Council edition of 'Vision' in March 2013.
- Work is taking place with Parish Councils to publicise the service.
- Consideration was given to the inclusion of a leaflet about Help Direct in Council Tax letters in early 2013. However, District Councils are taking a different approach this year due to legislative changes and they have resolved that no additional information will be sent out with their council tax statements.

In order to ensure this improvement in performance is sustained, Help Direct providers will take some further steps over the coming weeks as follows:

- They will target five key target groups (health partners, neighbourhoods/specific communities, social care service users, key partners/networks and Older People) with further promotional activity. They will work with the Communications team to finalise and implement a county-wide radio campaign around the key groups and other, related marketing opportunities.
- They will also widen the range of key referral partners, to include agencies such as the police, prison service and Job Centre Plus, supported by targeted promotional and awareness-raising materials.
- In addition, the transfer of the access elements of Help Direct to Care Connect is going ahead, as scheduled, in late November 2012. This will

increase the capacity of the Help Direct teams on the ground to concentrate on outreach and partnership development.

Richard also reported that General Practitioners (GPs) and Clinical Commissioning Groups (CCGs) are starting to invest in Help Direct which should also see an increase in the number of contacts. It is also envisaged that as the Help Direct service develops Children's Services advice and information could be provided. However this potential development needed further analysis and discussion.

Richard concluded that it is notable that at the start of Q3 there were 3,580 contacts in October. There were 5,736 issues dealt with in October. These performance figures show that the deficit against each target has reduced again (to 7% for contacts and 3% for issues), which indicates that both annual performance targets should be met over the full year.

Resolved: The Cabinet Committee for Performance Improvement noted the report and endorsed the continued implementation of the Recovery Plan.

8. Impact of Partnership Working on School Improvement

It was noted that this item was withdrawn from the agenda.

9. Urgent Business

None.

10. Date of Next Meeting

It was noted that the next meeting of the Cabinet Committee on Performance Improvement will be held on Thursday 17 January 2013 at 2.00pm in Cabinet Room 'B', County Hall, Preston.

I M Fisher
County Secretary and Solicitor

County Hall
Preston

Cabinet Committee on Performance Improvement

Meeting to be held on 17 January 2013

Electoral Division affected: All

Working Together With Families – Progress and Funding Arrangements

(Appendices A, B, and C refer)

Contacts for further information:

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Executive Summary

Working Together With Families was introduced as a strategic work programme across Lancashire in August 2011. The approach was tested in 4 district areas (Burnley, Lancaster, Preston and Wyre) over a period of 6 months and demonstrated the added value of using an intensive 'Team Around The Family' approach coordinated by a 'Lead Professional'.

Results from the test areas highlighted a reduction in demand for services (call outs, numbers of professionals working with a family, etc) and improved outcomes (school attendance and attainment, etc). Feedback from the families involved also testified to the benefits of the approach.

Following an approach in December 2011 by the Department of Communities and Local Government Lancashire agreed to participate in the national 'Troubled Families' initiative, a 3-year payment-by-results programme worth up to £8.7m and targeting up to 2,630 families, and work has been ongoing to assimilate the demands of the national programme into Lancashire's Working Together With Families. Results-based payments are attached to three criteria – educational attendance, youth offending and worklessness.

Working Together With Families is now rolling out to all district areas in Lancashire and the purpose of this report is to update the Cabinet Committee on progress and how the financial resources from the national Troubled Families Unit are being used to support the rollout.

Recommendation

The Cabinet Committee on Performance Improvement is asked to:

- (i) note and comment on the progress made on the WTWF programme particularly the improvements for the families already being supported;
- (ii) agree the measures/results and associated targets for the monitoring of future progress;
- (iii) identify any further information required and a timeline for future reporting to this committee.

1. Background and advice

1.1 Working Together With Families (WTWF) was introduced as a strategic work programme across Lancashire in August 2011. Involving partners from across the Children and Young People's Trust (including Police, health, probation, voluntary sector and prisons) the focus was on reducing the number of services working with families thereby reducing the duplication, cost and long term dependence on services. The emphasis was also on securing a cultural shift across partner agencies based on working smarter together, alongside families, doing with and not to, or for, families.

1.2 The WTWF approach was firmly rooted in a strong national evidence base (Family Intervention Projects, Westminster Family Recovery, for example, which highlighted potential cost savings of c£82k per family through reduced service interventions and improved outcomes) and underpinned by the Children and Young People's Trust transforming service delivery strategy of:

- Shared locations
- Shared ownership of the work and responsibility for the families
- Shared information
- Shared pathways
- Shared commissioning and delivery.

WTWF is now one of the key projects forming the Lancashire Improving Futures strategy, jointly sponsored by the Children and Young People's Trust and Lancashire Safeguarding Children Board.

1.3 Initially established within existing financial allocations, the WTWF approach was tested in 4 district areas (Burnley, Lancaster, Preston and Wyre) over a period of 6 months. Local Management Groups, involving service managers from across the public sector, were established in each district area and responsible for overseeing the deployment of an intensive 'Team Around The Family' approach coordinated by a nominated 'Lead Professional' (from within existing services) for up to 10 families in each area. The test areas worked with families already known to services where behaviour or circumstances were complex and/or challenging and where there was the risk of family breakdown; social isolation; anti social behaviour/offending; substance misuse or other poor outcomes.

1.4 Results from the test areas highlighted a reduction in demand for services (call outs, numbers of professionals working with a family, etc) and improved outcomes (school attendance and attainment, etc). In one family there was a 90% reduction in police callouts over a 6 week period (with resultant reductions in housing repairs, domestic abuse incidents and child absences from school). In another 21 agencies were identified as having some involvement with the family and following intervention this was reduced to 7 agencies. A case study is attached at Appendix 'A'.

1.5 Feedback from the families and professionals involved also testified to the benefits of the approach:

- *Things are better now ... Mum isn't as stressed, so doesn't shout at me as much. Police don't come round anymore. Life was horriblelife now is cool at home. A message to the people in the meeting – Thanks. Thank you for being there for me.*
- *“ ...has really benefited the family who don't have to repeat their history to every new professional involved....”*
- *“...the TAF ensured the right agencies were on board and working together in the right way for the family...”*
- *“Having all services around the table means you get a true picture of the situation...There were a few surprises! I feel like I've got a proper handle on this family now.”*
- *“...I've known(family name) for years. They've come such a long way in the last few months working with us like this – mainly small steps but it's making a big difference to them. I'm proud of them...”*

1.6 In December 2011 the Department of Communities and Local Government approached Lancashire and invited them to participate in the national 'Troubled Families' initiative, a 3-year payment-by-results programme worth up to £8.7m and targeting up to 2630 families across the county. The results-based payments are attached to three criteria – educational attendance, youth offending and worklessness. Since then work has been ongoing to assimilate the demands of the national programme in the WTWF rollout to the remaining 8 districts and to establish a programme of funded activities to embed the cultural and systemic changes required to ensure the approach is sustainable beyond March 2015.

1.7 The allocation of additional resource is welcome, however the WTWF programme is not dependent on this money to continue what the Authority and partners set out to do which is to work differently with families to change outcomes before problems evolve and become costly. The additional resource does provide an opportunity to accelerate existing plans to address some of the biggest challenges which are around changing the expectations of workers and of families i.e. of staff doing too much and families letting them.

2. Progress to date - numbers

2.1 The 2630 figure was an **estimate** of the number of families with complex and multiple problems derived from a national survey using data sets related to certain issues¹. Work has been undertaken to identify the **actual** families on the basis of the three criteria set by the Troubled Families Unit: **educational attendance, crime/anti-social behaviour and worklessness**.

2.2 The current numbers of identified families across the districts in Lancashire are at Appendix 'B'.

¹ No parent in the family in work; the family lives in poor quality or overcrowded housing; no parent has a qualification; the mother has mental health problems; at least 1 parent has a longstanding limiting illness, disability or infirmity; the household income is below the poverty line; and the family cannot afford a number of food and clothing items.

2.3 As part of the rollout of WTWF Local Management Groups (LMGs) have been established in the remaining 8 districts in Lancashire. The role of the LMG is:

- To provide leadership and direction regarding the local delivery of WTWF;
- To ensure accountability for the local arrangements, monitoring delivery of the agreed outcomes and ensuring any barriers to progress are addressed;
- To provide an ongoing evaluation of progress and exception reports to the district CYP Trust Board/Executive (and on to the WTWF Governance Group) regarding any barriers to delivery.

2.4 As the LMGs start to become embedded the number of identified lead professionals and families being worked with is increasing - the number currently being worked with, and those where further information is being gathered, are outlined below:

District	No of families with LP and active action plan	No of families - awaiting allocation of LP	No of families – info gathering	No of families – remaining (of estimate)*
Preston	11	12	20	251
West Lancs		11	9	169
Chorley			20	142
South Ribble			15	94
Lancaster	8	42	35	77
Wyre	9			100
Fylde			6	51
Hyndburn			13	386
Ribble Valley		15		42
Burnley	16		18	391
Pendle		32		341
Rossendale			13	281
Total	44	112	149	2325

* families will have some existing service support/interventions in place.

2.5 The information-gathering stage of the process is critical to ensuring we have the full facts regarding family members, issues and risks and, whilst a time consuming exercise (it often involves a manual review of case files), it is proving to be very productive in terms of mapping and rationalising service involvement. It also provides the basis for prioritising which families will be worked with, in a more intensive 'Team Around the Family' way, in the first instance.

2.6 In addition to the above we have a number of families who are being supported by the Dept. of Work and Pensions European Social Fund 'Families Programme', a nationally funded initiative which we have closely aligned with WTWF in Lancashire. We currently have **177** families on the programme with **83** pending. A number of these families feature on the WTWF lists and we are tracking these families to ensure that a) there is no duplication of service; and b) that we understand what interventions are the most effective.

3. Progress to date – targets

3.1 The WTWF programme has a clear outcomes framework which focuses on three strategic aims: a) Increased family resilience and resourcefulness; b) Reduced cost to public sector services; c) Increased confidence by local communities that agencies are tackling troubled families.

3.2 The performance measures associated with these outcomes include a reduction in frontline professionals working with families, a reduction in risk for families (linked to a reduction in referrals to statutory services) and improvements in families' self-assessment of their own circumstances.

3.3 In addition, and to meet the payment by results criteria set out by the Troubled Families Unit, there are the following performance targets:

- Each child in the family has had fewer than 3 fixed exclusions and less than 15% of unauthorised absences in the last 3 school terms;
- A 60% reduction in anti-social behaviour across the family in the last 6 months;
- Offending rate by all minors in the family reduced by at least a 33% in the last 6 months.
- At least one adult in the family has moved off out-of-work benefits into continuous employment in the last 6 months (and is not on the ESF Provision or Work Programme to avoid double-payment);
- If they do not enter work, but achieve the 'progress to work' (one adult in the family has either volunteered for the Work Programme or attached to the ESF provision in the last 6 months).

3.4 The first claim payment related to these criteria, for up to 50 families, is scheduled for the end of January 2013. As part of this claim process we are working to identify the full cost savings for a 10% sample of the WTWF cohort – using nationally-recognised savings calculators the aim is to establish the **actual** (i.e. cost of reduction of number of service/professionals working with a family) and **potential** (i.e. reduced risk of being taken into and therefore care costs averted) savings accrued through the deployment of the WTWF approach.

4. Progress to date - resources

4.1 The Troubled Families Unit has offered funding for up to 85% of the 2630 families (on the assumption that approximately 15% will make progress without targeted interventions). For Lancashire, that equates to 2192 families.

4.2 The funding available is as follows:

Lancashire – funding available (£4,000 per family)						
Year	No of families	Attachment fee (upfront)		Results-based payment (arrears)		Total
2012/13	730	80%	£2,336,000	20%	£ 584,000	£2,920,000

2013/14	731	60%	£1,754,400	40%	£1,169,600	£2,924,000
2014/15	731	40%	£1,169,600	60%	£1,754,400	£2,924,000
Total	2192		£5,260,000		£3,508,000	£8,768,000

4.3 The focus of the WTWF Governance Group, who oversee the funding, is on allocating it towards programmes of work that will **enhance** existing arrangements for family support across services and **embed** the new approaches to working with families. Many of the proposals are being developed on an invest-to-save basis linking the investments to potential reductions in demand for local authority services e.g. referrals to social care, short stay school provision, residential home placements, etc. Current allocations are included at Appendix C.

4.4 Due to the scale of the programme the funding has been broken down in to coordination, delivery and evaluation elements.

- **Coordination** activities include fixed-term staffing resources to oversee the strategic development and practical delivery of the programme. The overall aim is to ensure delivery of the programme requirements and to identify, and resolve, any barriers to delivery (including leadership, information sharing, workforce development, etc).

Allocation: £0.95m

- **Delivery** activities include commissioned services, engagement activities (with young people, housing providers, etc), community capacity development and direct budgets for Lead Professionals. The overall aim is to develop the sustainable service developments to embed WTWF beyond March 2015.

Allocation: £3.43m

- **Evaluation** activities include detailed research on specific cohorts i.e. mothers who have children taken into care and then go on to have other children who are then also taken into care, as well as an overall review of the experience and outcomes for the WTWF families. The overall aim is to capture the learning from the programme and embed this into future service developments.

Allocation: £0.12m

5. Consultations

5.1 The Lancashire Improving Futures strategy and Working Together With Families programme have been approved by both the Lancashire Children's Safeguarding Board and the Lancashire Children and Young People's Trust Board in March 2012.

6. Implications

6.1 This item has the following implications, as indicated:

Financial

The funding for the WTWF programme is managed in accordance with Local Authority financial guidelines and audit requirements. The programme, if effective, has the potential to create significant efficiencies in the way services work together at a district level by:

- Reducing duplication (assessments, interventions, etc)
- Reducing dependence and increasing resilience of families (reduced repeat demands on services, etc)
- Reducing cost (fewer professional working with families, etc)
- Reducing and managing risk (reducing referrals into the social care system, etc)

Risk management

The WTWF programme is overseen by the WTWF Governance Group which includes the Executive Director of Children's Services, Assistant Chief Constable from Lancashire Constabulary, Director for Children's Services from Lancashire Care Foundation Trust and 4 district Chief Executives (Wyre, Preston, Burnley and Lancaster) and is managed in accordance with established project management protocols. There is a risk register which is reviewed and updated at every quarterly meeting and any key risks are escalated to the wider Lancashire Improving Futures Programme Board as appropriate.

Local Government (Access to Information) Act 1985 List of Background Papers

Paper	Date	Contact/Directorate/Tel
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N/A

Reason for inclusion in Part II, if appropriate

N/A

Working Together With Families**Family Case Study**

	<i>Family A and B</i>
Family Narrative	<p>Family A: Single mother aged 38 with four children, three of whom where dependant, son 17 years, daughter 10 years, daughter 4 years all of whom have different birth fathers.</p> <p>Family B: Single mother age 42 years with three children one of whom is dependant, son 13 years, the other two lived at different addresses</p> <p>The two mothers are sisters. Both are in receipt of benefits and are not employed or seeking work.</p>
Service engagement before starting with WTWF programme	<p>Family A: son has an ASBO and numerous convictions including 36 arrests over 3 years. He has been reported missing twice and has drug and alcohol issues. Domestic violence has taken place between mother and son, witnessed by the daughters. Daughters attending school, but starting to show signs of withdrawal and distress linked to brother's behaviour.</p> <p>Family B: son displaying high levels of anti-social behaviour in school and the community, mirroring the behaviour of his cousin. One conviction for burglary (non dwelling). Neither family has positive engagement with services</p>
Family needs/issues identified	<p>Family A: Crime and Anti-social behaviour, domestic violence, substance misuse, poor home environment, emerging concerns regarding well-being of younger children, benefit dependency, parenting issues</p> <p>Family B: Crime and Anti-social behaviour, poor parenting, educational issues, benefit dependency, housing issues</p>
Actions taken to address family needs/issues	<p>Family A: Alternative accommodation sought for elder son, parenting support, purchase of key items to improve home environment and well-being of younger children, support to engage daughter in gymnastics, referral to Help Direct, support with DWP in identifying route to work, support from school for younger children</p> <p>Family B: education support to obtain statement and appropriate placement, parenting support, support from police regarding</p>

	consequences, referral to Help Direct, support with moving
Outcomes of actions taken	<p>Family A: Reductions in reports to the police to family address (90%), improved parenting and well-being of younger children, daughter came second in regional gymnastics competition</p> <p>Family B: No adverse contact with police, improved school attendance, improved parenting and well-being. Son has been involved in local initiatives including local fishing competitions and is now a member of a local gym. Mum is now in full-time voluntary placement at a local charity shop.</p>
Police Incidents	<p>Family A: A total of 10 police incidents recorded at the address during the six months prior to the Troubled Families intervention (March to August 2011); including a mix of bail/curfew checks, personal related anti-social behaviour, assault and police generated activity. During the six months (September to February 2011/12) that followed, whilst interventions were in place, there was just one incident reporting a theft. Resulting in a 90% reduction.</p> <p>A 70% reduction was recorded when comparing a 12 month period. With a total of ten incidents reported 12 months prior to interventions (September to August 2010/11) and just three during the first 12 months of interventions (September to August 2011/12).</p> <p>During the six months prior to interventions, son from Family A had been arrested on nine occasions. During the first six months of interventions, he had been arrested on five occasions, recording a 44% reduction.</p> <p>Family B: low numbers of incidents recorded prior to and during interventions (from one incident to zero). However, concern was mainly around son's behaviour and during the six months prior to interventions, son had been issued a total of five youth referrals. During the first six months of interventions there had been no youth referrals issued to this young person.</p>
Future Steps	Continue to support families, but seek to reduce input. Son in family A has been remanded to custody, expected to plead guilty to prior offences, which while negative is helping him to address a number of issues. Continue to support mother's move to employment.

Number of families across Lancashire identified using education, youth offending and worklessness data sets:

- Estimate:** provisional allocation of the national **estimate** of 2630 families across districts using Indices of Multiple Deprivation proportions
- Initial count:** overall number of **actual** family addresses appearing after first data match
- 1st stage:** overall number of **actual** families after data cleansing to identify duplicate addresses
- Cleansed count:** final figures (number of families)

AREA (estimate)	INITIAL COUNT	1 st STAGE COUNT	CLEANSED COUNT	3 issues	2 issues	1 issue
Preston (294)	649	508	483	32	179	272
Chorley (162)	272	234	227	15	71	141
South Ribble (109)	283	237	230	15	69	146
West Lancs (189)	286	157	151	9	41	101

AREA (estimate)	INITIAL COUNT	1 st STAGE COUNT	CLEANSED COUNT	3 issues	2 issues	1 issue
Lancaster (162)	436	357	342	16	125	201
Wyre (109)	271	238	226	12	78	136
Fylde (57)	216	186	178	3	44	131

AREA (estimate)	INITIAL COUNT	1 st STAGE COUNT	CLEANSED COUNT	3 issues	2 issues	1 issue
Hyndburn (399)	399	276	269	13	74	182
Ribble Valley (57)	57	49	49	1	10	38
Burnley (425)	425	401	371	34	126	211
Pendle (373)	373	292	278	12	91	175
Rosendale (294)	294	208	195	9	56	130

Total	3961	3143	2999	171	964	1864
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Appendix C

Financial allocations:

	2012/13	2013/14	2014/15	Total	No of CYP supported
Coordination:					
Coordinator Top-up	0	0	30000	30000	
Analysts	105000	105000	105000	315000	
Area Leads	200000	200000	200000	600000	2192
Delivery:					
Edge of Care commission	0	400000	400000	800000	180
Short stay schools/residential	0	534000	534000	1068000	356
Mental health	0	0	0	0	
Substance misuse	0	0	0	0	
Housing	0	5000	10000	15000	
Workforce development	100000	200000	282672	582672	
Local Mgt Group support	120000	120000	120000	360000	
CYP participation	0	2000	3000	5000	
Community capacity - strategic	0	48360	48360	96720	
Community Capacity - operational	0	98871	98871	197742	120
Community capacity - tactical (LP budgets)	100000	100000	100000	300000	
Helpdirect	0	0	0	0	
Evaluation:					
Hidden Mothers - Lancaster University	0	14471	0	14471	
WTWF evaluation - Uclan		50000	59135	109135	
Total	625000	1877702	1991038	4493740	2848
Available (attachment fees)	2336000	1754400	1169600	5260000	
Available (payment by results)				3508000	

Cabinet Committee on Performance Improvement

Meeting to be held on 17 January 2013

Electoral Division affected: All

European Social Fund: Project for Young People who are, or are at Risk of being, Not in Employment, Education or Training (NEET) 2011/2013 - Performance Update

(Appendices 'A' and 'B' refer)

Contact for further information:

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Executive Summary

This report responds to two key actions arising from previous reports overseen by the Cabinet Committee. These actions are:

1. Providing an update on performance of the European Social Fund Not in Employment, Education or Training Project 2011/13. This update covers the validated data period of 1 September 2011 to 20 November 2012.
2. Provide some example case studies (appendix B)

Recommendation

The Cabinet Committee on Performance Improvement is asked to:

- (i) Note and comment on the reported good progress and performance of the project;
- (ii) Note that regular performance reports will be provided to the Cabinet Member for Young People and an update on progress will be made to the Cabinet Committee at the end of each calendar year.

1. Background and Advice

In November 2010 Lancashire County Council facilitated a 'Partnership' responding to an invitation to tender by the ¹Skills Funding Agency and Education Funding Agency for European Social Funding (ESF) aimed at reducing the number of young people Not in Education, Employment or Training (NEET).

Lancashire's response to the tender specification was to bring together Lancashire County Council services with key stakeholders from further education, work-based learning providers and voluntary and community groups to strategically provide an inclusive and integrated model to reducing Young People who are NEET or are at risk of being NEET.

¹ Lancashire County Council is under contract with the Skills Funding Agency who determines outcomes to be delivered.

The Partnership agreed that support to young people in breaking down their barriers to participating in learning, training or employment should be planned over a period of time (either six, twelve or eighteen weeks) and that each engagement activity should build upon each other rather than be stand alone activities with no progression. For example, personal and social development energiser activities should help to build confidence leading to employability, literacy and numeracy activities to build competence which can lead to vocational qualifications that support their career aspirations and interests.

A bid was submitted by the County Council and accepted in full by the Skills Funding Agency.

In July 2011 the County Council received its contract from the Skills Funding Agency after a delayed procurement process of over nine months.

1.1. Service aims

The Service aim is to reduce the number of young people, aged 14-18 (or up to 25 for young people with Learning Difficulties and Disabilities) in Lancashire (12 districts), who are at risk of becoming, or are, NEET. This is in order to improve their education, employability and personal skills and to enable them to successfully progress into work or further learning or training.

1.2. Funding, target number of young people to be helped and outcomes:

The total contract value is £3,558,067.00 targeting a minimum of 1,621 young people over three years. The number of young people to be targeted is prescribed by the Skills Funding Agency. To help put this into context the number of young people who are NEET in Lancashire in September 2011 (the start of this ESF Programme) was 2,295 and in November 2012 (the reporting date of this report) it was 2,087. The 'Partnership' agreed to the funding methodology allocating resources at a district level using available NEET cohort data (as at December 2010).

- Outcomes are defined by the Skills Funding Agency, using their terminology, in the form of deliverables, achievement of these deliverables draws down funding. Key outcomes are accreditation and progression into work, learning or training.
- **Appendix 'A'** shows our profile for the delivery of this work with the Skills Funding Agency. A narrative is provided describing what these deliverables mean.

1.3. Timeline of this project

The ESF calendar runs from January to December. This project should have commenced in January 2011 and is scheduled to cease in December 2013.

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2011	Planned start								Actual start*			
2012												
2013												End*

*A protracted procurement process managed by the Skills Funding Agency meant activity and the engagement of young people in Lancashire did not commence until September 2011. We have and continue to present a case to the Education Funding Agency and Skills Funding Agency for the lost time to be added to the end of the project giving the County Council the full three years to deliver the service aims as described in the invitation to tender. At present the project end date remains December 2013.

1.4. Geography

Young People must reside in one of the 12 County Council districts to be eligible for support with priority being placed on supporting those most disadvantaged who reside in deprived areas where there are high levels of NEET.

2. Performance to date

2.1. Activities within this ESF NEET programme are prescribed by the EU and the Skills Funding Agency (SfA) within the following framework:

Activities within the programme last on average twelve weeks.

They are designed to help young people to progress into learning or work and to achieve a qualification.

A typical programme will have the following elements:

- A period of assessment of the young person's needs and identification of any barriers to learning or progression leading to the production of an individual action plan.
- If necessary a period of different activities designed to re-motivate and build the confidence and self esteem of the young person
- One to one support and mentoring
- Information, advice and guidance (IAG)
- Learning leading to the achievement of a qualification
- Support to address the issues that may be preventing the young person from progressing and to address specific needs.
- Work experience or the opportunity to trial different occupations
- Support in progressing into learning or work.

Lancashire County Council, as part of its contract with the SfA, is expected to meet the following headline outcomes over the life of the project (see table 2.2 below): Further detail is provided in Appendix 'A': Appendix 'B' provides some example case studies to aid understanding activities undertaken.

2.2. Table of performance up to 20 Nov 2012

Outcome description	Total number of young people to be supported by Dec 2013	Number of outcomes achieved by LCC up to end 20 November 2012		Is this ahead or behind planned delivery profile?
		Profile	Actual	
Number of young people to start the programme. (YP to be assessed, action plans and support put in place)	1,621	775	980	Ahead*
Number of young people in a Vulnerable Groups category (Young mum, young offender, Looked after child, Learners with learning difficulty/disability)	434	181	238	Ahead*
Number of young people to achieve an accredited qualification of at least 45 guided learning hours	1,058	333	287	Slightly behind*
Number of young people who have progressed into further learning, training or employment (All actuals to-date are progression into further learning/training)	808	255	281	Ahead*
Project evaluation (N/A at this time, relates to project close)	N/A	N/A		N/A
Impact monitoring report (quarterly)	LCC meet with SFA	LCC meet with SFA on a regular basis		N/A
Service level agreement/contracts in place	-	All subcontractor contracts in place		As planned

*please see supporting narrative below (2.3)

Other performance/contextual information:

- Approximately 94% of young people engaged are on an accredited (qualification led) programme. The remainder are on a non-accredited (not qualification led) programme.
- Of leavers, 85% have completed and achieved all learning aims.
- Of leavers, 15% withdrawn early, reasons for this are varied such as returned into custody, behaviour, significant change in circumstances.
- Of leavers, 65% have progressed into further learning, training or employment.

- NEET figures for Lancashire:

Nov 10/11	3441 (6.5%)
Nov 11/12	2441 (6.0%)
Nov 12/13	2087 (5.3%)

2.3. Supporting narrative: Actions to ensure outcomes are met

Lancashire County Council is ahead of profile for the numbers of young people to have started the programme, from vulnerable groups and progressing from NEET into further learning, training or employment and only slightly behind on the number of young people achieving a qualification.

Mitigating factors for this are as follows:

The Skills Funding Agency state stringent evidence criteria for each outcome. Prior to outcomes being recorded or claimed subcontractors must ensure all evidence is in place, as described by the Skills Funding Agency, and provided in guidance by Lancashire County Council. This is often a paper exercise and is retrospective to the activity. This results in a one/two month lag from activity taking place to being recorded on the Skills Funding Agencies data capture system.

- Number of young people from a Vulnerable Group category:

Subcontractors record this 6 weeks (this timeframe is prescribed by the Skills Funding Agency) after the young person is on the programme, some subcontractors were simply not capturing those from vulnerable groups through their data systems. LCC, via performance management reviews with subcontractors continue to raise this as an issue with subcontractors even though we are ahead of profile.

- Number of young people to achieve a qualification:

As above, subcontractors must meet specific evidence criteria to record/claim the outcome. The Skills Funding Agency requires hard copy certificates of achievements in order for the claim to be made. There is often a delay in receiving certificates of achievement from Awarding Organisations which again, results in a lag from activity taking place to being recorded. Based on subcontractor feedback and performance reviews to-date we anticipate an overachievement with this outcome by December 2013.

- Progression into further learning, training or employment:

Comparatively, we are still in the early stages of delivery with many young people on the programme still being supported. The County Council is ahead of profile for the number of young people moving in positive progressions (currently 65% of leavers, the national trend tends to be 50% in ESF funded projects).

However, it should be noted prior to being recorded as an outcome a young person must have sustained attendance for a minimum number of hours and weeks in learning, training or employment. Due to the complex nature of progression there is a 13 week window from a young person leaving the programme to commencement in their next destination. This again causes a lag in actual recorded outcomes for progressions.

The County Council is undertaking performance management reviews with all subcontractors and is taking action where there is any underperformance: Providers are informed, following reviews, what action is required. Sustained non-compliance could result in either a variation or termination of their contract with the County Council.

2.4. Performance Overview

- Main barriers to performance to-date have been Education Funding Agency/Skills Funding Agency generated. A very protracted procurement process with delays

in getting to contract. Invitation to Tender described a three year contract commencing **1 January 2011**. Even now all SfA paperwork describes a programme that commenced 1 January 2011 although actual commencement was Sept 2011. We have and continue to lobby for the contract end date to be extended accordingly.

- Signed contract from SfA received **27 July 2011**. By default, this delay of several months had a sequential impact upon our own timelines of getting from **modelling to contract** with subcontractors creating the same domino effect with subcontractor recruitment of key personnel (this timeframe ran across the 2010/11 and 2011/12 financial years and many subcontractors, with no sign of a contract, released staff).
- Additionally, clarification of service deliverables (outcomes) and response times from the Skills Funding Agency have also been protracted.
- In reality, this created a September/October start of the programme with a missed recruitment window (particularly with the KS4 strand) due to delays, i.e. the summer period is historically a recruitment window due to school leavers or 16, 17 year olds on one year courses at risk or become disengaged.

The County Council's performance to date is positive with the Council's trajectory likely to exceed the number of young people who are NEET engaged by this project than our target with the SFA (we have engaged 980 young people as at November 2012 against a contract figure of 1621 with another 12 months remaining).

Subcontractor infrastructure, strategies and processes are becoming stronger as is their capacity to identify and engage with this priority cohort. The number of young people starting the programme is above profile and there is a minimal difference between profile and actuals against other outcomes. Where differences are present analysis of risk is deemed low. The County Council has strategies in place with our subcontractors to tackle under-performance and incentivise over performance where required and will not become complacent in responding and supporting the needs of young people eligible for this project who are at risk or who are NEET.

The County Council is on profile to meet our contractual and moral obligations in this project.

3. Consultations

N/A

4. Implications:

N/A

5. Risk Management

The distribution of resources was a potential area of conflict between partners but careful consideration, consultation and full engagement of partners has minimised this possibility. No challenges or issues have been raised since the project commenced.

Emerging national developments such as the Youth Contract pose a risk if this not delivered in an integrated or coherent way. Groundwork UK have been awarded this government contract that targets young people who are 16 or 17 years of age and are NEET with no GCSEs at C or above. The County Council is working with Groundwork UK to best align support services so that they are complementary.

Detailed contracting arrangements with all subcontractors include performance management reviews which assess whether subcontractors are acting upon key messages regarding performance and delivery. Performance Management Reviews of Subcontractors cover the elements listed below. This along with analysis of data/intelligence will inform wider planning which may result in a +/- variance to subcontractor volumes and additional engagement strategies, which may include bringing in additional providers where demand and expertise is required.

Performance Management Reviews:
Review of subcontractor delivery model
Review of funding, payment, volumes & deliverables
Individualised Learner Record/Beneficiary List returns
Audit of evidence supporting Individualised Learner Record /Beneficiary List returns
Reporting & evaluation activities

To-date we have:

- Terminated the post 16 element of a contract with one subcontractor and since procured the services of another subcontractor.
- Two subcontractors have been issued with a notice to improve with monthly dialogue on performance.
- Additional volumes have been awarded to three subcontractors,
- Varied volumes of three subcontractors to reflect current and pragmatic performance

6. Financial

Risk is minimal on the County Council as the Skills Funding Agency pay on actual delivery. There is a potential exposure if partners do not have robust audit and financial systems in place to meet the requirements of ESF/Skills Funding Agency Auditors, leading to claw back from the County Council. This risk is reduced as any reconciliation is directly passed to the subcontractor. Additionally, performance management reviews with subcontractors further mitigate this risk.

Audit: This project was audited by the Provider Financial Assurance Team of the Skills Funding Agency in August 2012. The Chief Executive of the County Council received a final audit report on 6 Sept 2012. The report concluded the County Council has substantially met the contractual requirements attached to the payments and that we have used the money in a way that is consistent with the purposes for which it was intended.

7. Legal

All subcontractors have been issued with a legally binding contract.

**Local Government (Access to Information) Act 1985
List of Background Papers**

Paper	Date	Contact/Directorate/Tel
Report to the Cabinet Committee on Performance Improvement - LCC ESF for young people who are, or at risk, of being Not in Education, Employment or Training	24 November 2011	Dave Gorman, Office of Chief Executive, (01772) 534261
Report to the Cabinet Committee on Performance Improvement - LCC ESF for young people who are, or at risk, of being Not in Education, Employment or Training	7 October 2011	Dave Gorman, Office of Chief Executive, (01772) 534261
Report to the Cabinet Committee on Performance Improvement - LCC ESF for young people who are, or at risk, of being Not in Education, Employment or Training	3 July 2012	Dave Gorman, Office of Chief Executive, (01772) 534261

Reason for inclusion in Part II, if appropriate

NA

Lancashire County Council ESF NEET 2011 - 2013



Appendix A: LCC Profile of delivery v2 Jan 12

Lancashire County Council

Deliverable:	Description of outcomes	Number of beneficiaries	unit cost	Overall funding
S2	Participant assessment, planning & support	1,621	£ 250.00	£ 405,250.00
S21	On programme payments - 6wk, 12wk...	3,241	£ 337.00	£ 1,092,217.00
S22	Vulnerable Groups on programme at 6wk	434	£ 650.00	£ 282,100.00
A28	Achievement of accredited programme of at least 45 GLH	1,058	£ 650.00	£ 687,700.00
P1 & P3	Progression into further learning, training or employment	808	£ 1,350.00	£ 1,090,800.00
M4	Project evaluation	-		
M11	Impact monitoring report (quarterly)	-		
M12	Service level agreement/contract in place	-		
				£ 3,558,067.00

Year 1: 2011													
	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
S2									22	23	14	10	69
S21										22	45	37	104
S22										5	6	3	14
A28												14	14
P1 & P3												11	11
M4													-
M11													-
M12													-
Year 2: 2012													
	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
S2	20	31	40	87	97	97	40	40	60	97	97	30	736
S21	24	31	50	75	127	189	194	142	80	100	157	194	1,363
S22	3	6	8	11	23	26	26	11	11	16	26	26	193
A28	15	10	7	14	17	23	57	63	63	25	25	35	354
P1 & P3	11	7	5	9	15	20	43	47	47	20	20	30	274
M4													-
M11													-
M12													-
Year 3: 2013													
	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
S2	50	97	97	97	97	98	90	40	70	60	20	0	816
S21	127	80	147	194	194	199	195	188	130	110	130	80	1,774
S22	8	14	27	26	26	28	26	25	11	16	15	5	227
A28	63	63	18	30	63	63	63	63	60	55	69	80	690
P1 & P3	47	47	15	25	47	47	47	47	45	45	36	75	523
M4													-
M11													-
M12													-

Notes:			What does this mean?
Deliverable:	Description of outcomes		
S2	Participant assessment, planning & support	This figure, by month & year, represents the number of young people who will start the programme and no longer be NEET	
S21	On programme payments - 6wk, 12, 18 weeks...	This describes the payment periods that supports the duration of a young person's programme	
S22	Vulnerable Groups on programme at 6wk	This describes the number of young people to be targeted who are from a vulnerable group	
A28	Achievement of accredited programme of at least 45 GLH	This figure, by month and year, shows the number of young people who will achieve an appropriate qualification aimed at removing their barriers in accessing and progressing into further learning, training or employment.	
P1 & P3	Progression into further learning, training or employment	This shows, by month and year the number of young people who will progress into further learning, training or employment.	
M4	Project evaluation	N/A : Relates to project close	
M11	Impact monitoring report (quarterly)	LCC meet with Skills Funding Agency/Education Funding Agency on a regular basis	
M12	Service level agreement/contract in place	All contracts are in place	

European Social Fund: project for young people who are, or are at risk of being, NEET 2011/2013

Case Study 1:

<p>Programme Overview</p> <p>Please provide a description of the programme, identify what it is the programme is delivering, who to (target group) and where (geographic coverage).</p>
<p>The programme is designed for key stage 4 (14-16) students who are at risk of becoming NEET in the future with the aim of re-engaging them into a positive destination. The programme can last for 6, 12 or 18 weeks depending on the individual and their needs.</p> <p>The programme focuses on Personal Social Development and looks at areas such as motivation, team building and independence, however this will be finalised when all students are met and the programme will be tailored to their needs.</p> <p>Students have had the opportunity to access different areas within college including sport, painting and decorating and plastering.</p> <p>The programme covers Burnley, Pendle, Rossendale and Whitworth.</p>
<p>Participant's Background and Circumstances</p> <p>Please give details of the participant's background and circumstances prior to joining the project. Include details of the individual's employment status and previous work experience, skills and qualifications obtained prior to commencing on the programme, any health issues, care responsibilities or particular barriers faced by the individual.</p>
<p>Learner X is a year 10 student who has been disengaged from school since year 8. He has had numerous suspensions and can be verbally aggressive towards teachers and staff in school. Learner X has had a reduced timetable for most of his time at school and spends most of that time in inclusion(away from other learners). Furthermore Learner X has developed physical tics, characterised with tourettes although this has not been formally diagnosed.</p> <p>Learner X has gained no qualifications at school to date and has poor literacy skills. For much of his time at school Learner X has refused to complete any written work.</p> <p>Learner X has a supportive family but they do not see how school is benefiting their son at this time.</p>
<p>Participant's Achievements</p> <p>Please describe how the achievements of the participant whilst on the programme. Include details of the progress made, skills and qualifications achieved, progress in gaining employment or work experience and barriers which have been overcome. Where activity is ongoing provide an update on progress.</p>

Learner X has 100% attendance on the programme and has had 100% attendance at school since starting the programme. He has also been reintegrated into most of his classes at school positively and has not had a suspension since being with us on the programme.

Learner X has gained an Entry 2 Personal and Social Development award qualification and has completed written work both at college and at school.

Learner X will be accessing college next year as part of the Turning Points programme due to his successful re-engagement into education and has aspirations to become an engineer.

Case Study 2:

I became a mum at 17 and suffered post natal depression and had severe anxiety problems. This had a serious effect on the bonding I had with my baby, it became so severe that at one point I couldn't leave the house and my mum was predominantly looking after my daughter. I heard about the Building Futures course Gingerbread were running which a friend of mine was also going to and went along. I was very nervous about it, however, once there I felt a bit better as it was a group of single teenage parents and no one was judging anyone else. Over the weeks I became more and more relaxed, having something to look forward to and planning the event really helped me focus.

As the course offered childcare, I found myself appreciating my time with my baby X more at the end of the day which helped develop and improve the bond I had with her. My confidence and self-esteem grew, along with belief in myself that I could achieve things. I am now on a Foundation Learning Course with North Lancs Training Group. I'm learning a wide range of subjects from catering to admin, joinery to upholstery. I would never have done this or achieved so much had I not attended the Building Futures course. Once I complete my course, I am looking to start an Apprenticeship although I haven't decided what in just yet.

"Gingerbread changed my life, it gave me confidence to do something for myself"

My mum is really proud of me and how far I have come and I am looking forward to the future. Thank you.

Case Study 3:

Programme Overview

Please provide a description of the programme, identify what it is the programme is delivering, who to (target group) and where (geographic coverage).

The aim of the Project is to reduce the number of young people (14-18) and vulnerable young adults (14-25) who are at risk of becoming or are NEET by improving their education, employability and personal skills. They should then progress into work or further education or training. They will undertake accredited or non-accredited learning specific to their individual aspirations and career ambitions.

Non-accredited learning will include assessments in basic skills, Personal and Social Development assessment, group work to encourage peer interaction and confidence.

Accredited learning will be based on units for the Edexcel Entry Level 3 Award in Personal and Social Development – Money Management, Healthy Living and Developing Self. These skills should equip the learner to transfer them into everyday life.

Participant's Background and Circumstances

Please give details of the participant's background and circumstances prior to joining the project. Include details of the individual's employment status and previous work experience, skills and qualifications obtained prior to commencing on the programme, any health issues, care responsibilities or particular barriers faced by the individual.

Learner X joined the NEET project having been out of education for 18 months, never having had a job or completing an education course post 16. Learner X left home when she was 16 and has been living independently ever since. She has a chaotic relationship with her mother and very little contact with her father.

When Learner X left school she enrolled on an FE course but left due to poor attendance, poor behaviour in the classroom and she did not hand in her coursework therefore fell behind.

Learner X was not negative towards gaining qualifications and being part of an FE course but her attitude and lack of discipline prevented her from moving forward.

Learner X also had very low self esteem in relation to her abilities and felt her lack of qualifications was due to her lack of understanding in the classroom and inability to comprehend the subjects. The poor attendance and attitude on previous courses appeared to stem from the low self esteem.

Participant's Achievements

Please describe the achievements of the participant whilst on the programme. Include details of the progress made, skills and qualifications achieved, progress in gaining employment or work experience and barriers which have been overcome. Where activity is ongoing provide an update on progress.

Learner X's achievements have varied during the project, from qualification based to distance travelled.

- Qualifications – Learner X began the project and was enrolled on the entry level 3 award in Personal and Social Development. The units were varied and covered areas in Money Management, Self Awareness and Preparation for Work. Learner X worked through the tasks to meet the criteria and completed the qualification.
- Attendance – Learner X was on the project for 10 weeks with 90 hours of direct contact time possible. Learner X achieved 83 hours (92%) with valid reasons for missing the few she did. The courses she has previously started and not completed have been due to poor attendance. This was an excellent example of the distance Learner X has travelled in terms of commitment and aspirations to move her life forward.
- Time keeping – Learner X has also demonstrated excellent time management whilst on the project. This was previously poor in a similar way to her attendance. However Learner X was able to get into a routine and this enabled her to get to college on time in the mornings and aided her classroom behaviours and achievements.
- Attitude – Learner X struggled with a negative attitude towards her own abilities prior to starting the project and in the early stages. Giving Learner X the time and space to complete tasks and progress onto higher level work encouraged her to try hard. In turn this helped Learner X to see that she could complete tasks and ultimately complete her qualification.
- Progression – Learner X was unsure which direction to move in after the project. She was happy to consider an FE course or employment. However, Learner X was also aware that the job market was difficult and with her lack of experience and qualifications she felt she would be at a huge disadvantage. However, Learner X was able to see that her academic ability had improved and that she was able to attend

sessions and complete work. This encouraged Learner X to apply for a further course at the college and undertake a diploma in WorkSkills at Level 1 and Functional Skills ICT.

Case Study 4:

Learner X was referred to an ESF funded NEET subcontractor who specialises in working with Learners with Learning Difficulties and Disabilities 16 - 24 course by Employment Support Service in 2011. She started the course in January 2012, completing work tasters and work placements in business administration after matching her likes and dislikes and skills to job roles during taught sessions and finding the retail industry she was aiming at did not match her skills or preferences.

Learner X completed two taster mornings with the Management Information team at Provider X which she enjoyed and felt was a job she would like to do. Learner X then proved herself to be a valuable team member when she returned to do her two week work placement. The confidence and respect Learner X gained whilst doing this placement was invaluable.

Learner X completed the course in May 2012 achieving a 'skills for employment award' at Entry 3 - initial assessment was a high Entry 2 / low Entry 3. Learner X's attendance was excellent and her confidence increased leading her to move onto an English Entry 3 course, skills for Business Administration and attendance at work club at the Adult College, she worked voluntary at Company X in Morecambe sorting the mail, laminating and filing.

With her Employment Support worker's help Learner X attained a volunteer work placement at a Children's Centre at the end of August 2012. Learner X's supervisor is very complimentary of Learner X's commitment and time keeping. The placement was due to end 13 Dec 2012 but Learner X and employer have agreed for Learner X to continue with the placement until Easter developing her customer service skills by being responsible for the reception window and telephone calls at set times in the day as well as maintaining her back of house administrative skills.

Learner X will continue to work on her English and starts a maths course run from the Children's Centre in January. Looking ahead Learner X is hoping to achieve a business administration apprenticeship or work towards an NVQ completed whilst volunteering – this will be when Learner X reaches Level 1 English which she is working hard to achieve.

Agenda Item 6

Cabinet Committee on Performance Improvement

Meeting to be held on 17 January 2013

Electoral Division affected: All

Lancashire Early Intervention Strategy – Best Start Lancashire

(Appendix 'A' refers)

Contact for further information:

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Executive Summary

This report provides an update on progress of the Best Start Lancashire Project.

Recommendation

The Cabinet Committee on Performance Improvement is asked to note the report and comment as appropriate.

Background and Advice

Best Start Lancashire (BSL) is an initiative delivered through children's centres to provide additional early support for children and their families between the ages of 4 and 7 (Reception, Year 1 and Year 2). The resources (£2 million) to enable this innovative programme to be implemented in 2011/12 were created through stringent efficiencies. The County Council made a commitment allowing the programme to be continued in 2012/13 at the cost of a further £2 million with £1 million planned for 2013/14. It is anticipated that the DfE funded Pupil Premium for schools, targeted at pupils eligible for Free School Meals, will increase substantially over the next two years allowing schools to maintain the family support programmes from their own budgets in 2014/15.

The early support is targeted at children eligible for Free School Meals (FSM). There were 6869 "eligible" pupils in the target year groups in Lancashire primary schools in 2011/12, in 2012/13 there are 7,363 FSM pupils; an increase of 494. Children's centres have been allocated £250 per FSM pupil as an additional resource to provide an increased early support offer for schools in their area.

Best Start Lancashire, is a key element of the directorate Early Support Strategy and recognises the importance of parental engagement in children's learning, alongside successful early support in schools. BSL uses evidence based strategies/interventions which improve educational achievement and deliver the key intended outcomes shown below.

Key intended outcomes for pupils eligible for free School Meals

- Improved attainment in speaking and listening and reading skills at the end of the Early Years Foundation Stage in 2012 (41% good level of attainment) and Key Stage 1 (70% L2+ in reading).
- The above results to be in line with or above the national average in 2013
- Improved levels of attendance at school in Y1 and Y2 so that persistent absence is below 9.7% for Year 1 and below 9% for Year 2
- A reduction in referrals to children's social care that do not require the further involvement of social care services (no further action - NFA)

Progress towards actions identified in the review of the programme in April 2012

- **A continued focus on implementation improvement in particular where Red proformas are returned**
The Best Start team have followed up all Red RAG ratings and offered support to schools and children's centres as appropriate 24 Red RAGs were reduced to 7 through this intervention.
- **Collection and analysis of impact information – Summer Term 2012**
Self Evaluation proformas have been completed by schools and children's centres supported by school advisers and nominated officers. These focus on the impact on the identified outcomes
- **Deliver good practice workshops in districts – Summer Term 2012**
8 good practice workshops were held across the authority in September 2012, children's centres and schools presented at each event providing models of good practice.
- **Database of good practice available on the web site - Autumn term 2012**
In addition to the good practice events case studies of good practice have been collected and these have been uploaded to the best start web site www.lancashire.gov.uk/education/childcare
- **Develop year 2 delivery plans based on "what's worked" in year 1**
This was a main focus of the good practice events, and remains a key priority for the best start team in their contact with schools and children's centres

Impact Data 2012

Early Years Foundation Stage (EYFS) 2012 - children eligible for Free School Meals (FSM) 2012

The percentage of children that achieved a good level of development in Communication Language and Literacy Development and Personal Social and Emotional Development was 46.5% (2012 target 41%) which represents an increase of 6.5% on 2011.

The percentage of children that achieved a good level of development in reading was 63.1% which represents an increase of 6.5% on 2011.

The percentage of children that achieved a good level of development in 'language for communication and thinking' was 76.4% which represents an increase of 5.7% on 2011.

Year 1 Phonics screening check 2012 - children eligible for Free School Meals (FSM)

47% of children eligible for free school meals were working at the required standard as measured by the new Year 1 phonics screening check – we have no yearly trend comparators for this data as this is a new measure from 2012 but this is above the national average of 44% for this group of pupils.

Key Stage 1 2012 – children eligible for Free School Meals (FSM)

71% of pupils eligible for free school meals attained level 2C or above in reading (target 70%) an increase of 2% on 2011.

56% of pupils eligible for free schools meals attained level 2B or above in reading and increase of 1% on 2011.

Attendance

The attendance data will be available in the Spring term 2013.

Reduction in the proportion of referrals requiring no further action

The data for the full year for 2012 is not yet available but data from April to September 2012 indicates that the proportion of referrals leading to no further action during this period has reduced from around 30% in 2011 to 18%.

Performance monitoring

Self Evaluation proformas have been completed by schools and children's centres supported by school advisers and nominated officers. These focus on the impact on the identified outcomes. The initial returns indicate that around 44% of schools are judged green compared with 25% in March 2012, 54% are judged amber compared with 64% in March and around 2% compared with 11% are judged red.

To date, 152 school adviser proformas have been received (around 39% of schools) and 69 children's centre proformas have been received (87% of children's centres).

RAG Descriptor	RED Limited impact – support required	AMBER Some positive impact	GREEN Evidence of positive impact
School number (percentage)	4 (2%)	82 (54%)	66 (44%)
Children's centre number (percentage)	0	25	44

Red returns are followed up by a member of the Best Start Lancashire Team to facilitate progress, supported by the school adviser and children's centre nominated officers.

Amber returns will be monitored during the Spring term 2013 to check on progress.

Green returns will be monitored in the Spring term 2013 to check that progress is sustained.

Where schools have no FSM pupils therefore no funding children's centres are encouraged to meet with school to ensure links are made to increase school knowledge of where to access early support for families should the need arise.

Key Learning from Year 1 of Best Start Lancashire

Good practice events detailed that Best Start Lancashire has been successful, especially where...

- the children's centre and school work well together, developing a trusting relationship
- the focus of delivery remains on the needs of children and their families, it is aimed at empowering families and building their resilience
- there is clear leadership of key people in school and the children's centre that drive the work forward
- there is a jointly owned and regularly reviewed action plan
- the activity adds value to what is provided separately by school and children's centre

Examples of good practice are available in **(Appendix A refers)**

Next Steps Autumn 2012/Spring 2013

- Follow up all red self evaluation impact proformas to ensure that Best Start Lancashire is fully in place and having a positive impact on the target group
- Support action planning and evaluation with individual schools and children's centres
- Share the positive outcomes from year 1 through;
 - publications by The National College for School Leadership;
 - district children's trusts;
 - examples of good practice on the web site
 - a master class for school leaders hosted by a school and children's centre
 - corporate communications.
- Best Start practitioner training offer
 - Schools (speaking & listening, reading, mathematics repeats)
 - Children's Centres (helping parents to help their child in speaking & listening, reading, mathematics)
 - Joint (Solihull Approach)
- Consolidate learning from good practice in order to detail a Best Start Lancashire Core Offer moving through Year 2 and Year 3
- Evaluate the impact of Best Start on building resilience in a sample of families through a research project with UCLAN

District Children and Young People's Trusts

District Children and Young People's Trusts have been informed about Best Start Lancashire and reports on impact will be made to the Trusts in the Spring Term 2013. This information will be monitored by the District Trusts.

Consultations

This project has been agreed through discussion with headteachers and children's centre managers. Ongoing consultation exists through the District Children's Trusts, where members are asked to monitor its progress through a regular Best Start Lancashire agenda item.

Implications:

This item has the following implications, as indicated:

Risk management

The Early Intervention/Support strategy underpins significant aspects of the transforming social care budget option (£3million out of a £6 million total). Failure to deliver on this strategy would impact on the achievement of the budget option.

Local Government (Access to Information) Act 1985 List of Background Papers

Paper	Date	Contact/Directorate/Tel
Report to the Cabinet Committee on Performance Improvement – 'Lancashire Early Intervention Strategy – Best Start Lancashire' http://council.lancashire.gov.uk/ieListDocuments.aspx?CId=176&MId=543&Ver=4	3 April 2012	Dave Gorman, Office of the Chief Executive, (01772) 534261
Report to the Cabinet Committee on Performance Improvement – 'Lancashire Early Intervention Strategy – Best Start Lancashire' http://council.lancashire.gov.uk/ieListDocuments.aspx?CId=176&MId=540&Ver=4	24 November 2011	Dave Gorman, Office of the Chief Executive, (01772) 534261

Reason for inclusion in Part II, if appropriate

N/A

Good Practice – District examples (examples are taken from individual centres/schools in districts) **Appendix 'A'**

District	Good Practice	Impact	Year 2 Plans
Burnley	<p>During the 6 week summer break, Best Start staff carried out visits to all children in the children's centre area due to start school in September 2012 (approximately 165). The aim of the visit was to engage children and their families in the smooth transition to school. Discussions with parents were around communication and language, personal, social and emotional development and physical abilities.</p> <p>Free school meals (FSM) were discussed with all families and additional forms taken and filled in during the visit.</p>	<p>Access was gained with 142 families (86%). Issues arising frequently were diet including children still using bottles, children not being fully potty trained and speech. Families were offered support to increase their child's capacity and ability to be independent learners and understand what to expect when their child starts school. Information has been shared with relevant schools of specific issues identified with individual children and support packages put in place, with parental consent.</p> <p>An increase in the number of children accessing FSM.</p>	<p>The visits identified families not having filled in school admission forms or filling them in late therefore not gaining a place that was close to the family home or where siblings were attending. Timescales for packages of support being carried out were limited due to children starting school within 6 weeks. Both points have been considered and the agreed action for the coming year 2012/13 is to carry out a pre-admission to school visit between November and December 2012. The visit will concentrate on admission forms being filled in and sent in on time, and providing early support for identified children at risk of under achieving. The visits will be carried out by school and children's centre staff.</p>
Pendle	<p>Family learning courses delivered in linked schools.</p>	<ul style="list-style-type: none"> • 55 individual parents (with 85 dependent children between them) have taken part in learning courses both within 3 schools and at the children's centre • 7 parents (as of October 2012) have progressed and gained an accredited qualification in English and an Award in Supporting a Child's Learning & Development • An additional 15 parents will be progressing onto accredited Adult English and/or mathematics courses after the October half-term • Schools have reported that they are aware which 	<p>Schools and children's centres are focusing targets for 2013 on increasing aspirations for families. The local community has large numbers of families who are dependent on benefits, sometimes third generation families and from Best Start 2011 - 2012 evidence has been obtained on the positive impact</p>

		<p>parents are involved in the project because of a whole family change in attitude towards learning and school in general</p> <ul style="list-style-type: none"> • Parents are making positive steps to make changes in their lives to improve outcomes for the whole family • All children whose parents who engaged in the 'Fun with Phonics' course have made more than expected progress in English 	<p>Best Start has had on increasing the parents resilience, motivation and future aspirations to take up further learning, training or employment, therefore reducing their reliance on the benefits system. Additionally, this change in parental aspirations is having a positive impact on children's learning.</p>
Hyndburn	<p>Contact with families in an area through the offer of home visits – the focus of the visits was on how families read with their children.</p> <p>The visits programme was backed up by the delivery of the following sessions:</p> <ul style="list-style-type: none"> • Adult Numeracy and Literacy • Family Phonics 	<p>Visits were made to all children in the cluster area – from this 17 families requested additional support.</p> <p>6 parents attended Numeracy and 7 parents accessed Literacy. 3 have gained qualifications in July 2012. Others will continue next year. 1 has gained level 1 and 2 numeracy. 2 have gained level 1 and 2 Literacy.</p> <p>Families reported a better understanding of how their children were taught Phonics.</p>	<p>Continue with home visit approach as this has helped identify additional family need.</p> <p>Deliver more courses in schools to address the identified needs – encourage reluctant parents into school to access provision.</p>
Rosendale	<p>Delivery of tailored packages of family support.</p> <p>Offering evidenced based parenting courses.</p> <p>Delivery of Adult learning sessions including level 1 Literacy and Numeracy.</p>	<ul style="list-style-type: none"> • Improved school attendance for 5 families • Providing a tailored package of family support to 20 families • Generated 12 Common Assessment Frameworks (CAFs). • Escalated 5 referrals to Child in need through the (CAF) process 	<p>Due to success of adult learning sessions, schools have requested a programme of adult education, to include: Basic IT, How to Help your Child at Home and</p>

	<p>Sessions were developed with a consistent approach and aimed to:</p> <ul style="list-style-type: none"> • To support parents in developing parenting skills that improve both the child and parent's self-esteem, confidence and builds resilience • To provide early identification of family support needs (from across the continuum) and appropriate intervention, thus removing barriers to learning 	<p>The elements of the model that enabled opportunities for consultation and engagement of headteachers, school staff and parents. (An agreed process of communication across all of the schools in the cluster). The function of a parental link ensures access to a person of 'trust' at the point of need. This ensured a consistent delivery of the project, together with earlier identification of need and appropriate intervention of child and family needs.</p>	<p>Confidence Building & Self Esteem.</p> <ul style="list-style-type: none"> • Develop a greater focus on attendance • Placing greater emphasis on parent and child emotional well-being, practically, addressing attachment related issues
Ribble Valley	<p>Commissioned speech and language therapist working with identified children – working one-to-one with children and their parents.</p> <p>Commissioned speech and language therapist training staff in schools/centres – the focus of the training is to improve staff skills to ensure children's Speech, Language and Communication problems are identified early so appropriate programmes of work are implemented.</p> <p>Speech and language drop in advice session for parents and practitioners</p> <p>Pooling budgets to commission training for school/centre staff to increase capacity to deliver programmes as needed – small rural school may not have many FSM pupils.</p>	<p>Where Speech and Language has been a focus in schools children have met or exceeded targets.</p> <p>Schools/centre staff upskilled to ensure Speech and Language problems are identified earlier reducing the need for referrals to specialist services at a later date.</p> <p>Localised support for parents and universal staff to discuss and be supported by a qualified therapist.</p> <p>Increased staff capacity to deliver service in small schools.</p>	<p>Develop group work sessions in schools to reach more families with information on developing children's speech and language.</p> <p>Continue to develop staff to ensure a identified need can be met jointly by universal staff when Best Start funding is not available.</p>

	<p>Activities which have taken place within various schools:</p> <ul style="list-style-type: none"> • Phonics - parent and child workshops • Attention and listening sessions • Delivery of 1 parenting programme - Positive Parenting 	<p>Parents who had never previously attended a school event attended the Best Start sessions.</p> <p>Parents signposted to parenting course as a result of attending Best Start parent and child sessions.</p>	<p>For 2012/13 we are looking at using Forest Schools work to form the basis of some sessions in addition to working with a local community venue to produce sessions based on singing/performing and recording ending with one large celebration event.</p>
Fylde	<p>Positive Parenting programmes delivered.</p> <p>Adult learning courses for parents – First Aid, Level 1 Supporting your child.</p> <p>Weekly groups held in each school, delivered in partnership with children's centre Best Start worker and teaching assistant from each school.</p> <p>Sessions requested by individual schools according to the needs of their FSM children and include: Reading Clubs, Speech, Language & Communication, play and social skills, listening and following instructions, number skills, Imagination Station, individual support focusing on building friendships, sibling support for children on Child In Need (CIN) Plans building resilience.</p> <p>Where parents have been unable to attend sessions due to college commitments, childcare of other siblings, a system of home/school journals has been introduced.</p> <p>Parents have reported they value the feedback on their child's progress.</p>	<p>Schools have been proactive in signposting parents to adult learning courses and other services.</p> <p>An improved relationship with local schools has resulted in the delivery of parenting support and engagement onto the Via Partnership 'Families Programme' (a programme aimed at engaging unemployed parents back into work) for several Best Start families.</p> <p>These have proved useful, with parents reading the comments written weekly on what support has been offered to their child and following guidance on what support they can offer at home, with feedback as to what has worked or been successful. Feedback from class teachers has demonstrated a greater engagement from parents in listening to their children read at home and feeding back to school daily. Attendance at parents evening has also improved due to parents feeling more involved and less intimidated to hear feedback on their child's progress.</p>	<p>Helping parents understand phonics – sessions to be developed with school supported by the children's centre.</p> <p>Identifying parent volunteers to become reading supporters in school (from parents who've engaged with the programme).</p>

<p>Wyre</p>	<p>Family support and Together Time sessions in school.</p> <p>Joint funding of school existing summer sessions to make it more accessible for families on FSM (very few previously attended) giving children opportunities and experiences they can discuss once back in school.</p> <p>Programme of playground games for Reception, Year 1 and Year 2 – to develop social skills, turn-taking, listening skills and following instructions. Year 5 children acted as buddies and making the project more sustainable by then continuing the playground games with the younger children during lunch break.</p> <p><i>Fly to the Moon</i> speech and language sessions – increase in parental knowledge and willingness to do language and sound games at home, developing parents' awareness of communication skills and the importance of these skills for school and future attainment, developing parents' awareness of the importance of books and storytelling for supporting language skills, developing strategies and activities to use at home that parents can confidently use to support their children's communication skills and developing parent's awareness of their child's skills and strengths. Group delivered by speech and language therapist and supported by school teaching assistant</p>	<p>Improved children's school attendance from 82.5% to 90%. Families reported making changes to bedtime routine at home – children are now in bed at 7.30 pm instead of 10.00 pm and TV has been replaced by a story with mum or dad in the evening.</p> <p>For the first time, children on FSM attended holiday club sessions. 10 out of 17 children were in receipt of FSM's. Friendships were formed between parents, who then helped each other pick up and drop off to and from the club.</p> <p>100% of children from Reception, Year 1 and Year 2 have developed their knowledge of playground games and rules and have gained confidence in playing outdoor games. Inclusion teacher reports an increase in children's vocabulary, increase in their understanding of two part instructions, increase in children's communication skills, children use more expressive and receptive language and an increase in their social skills.</p>	<p>Best Start staff member attending drop off times for new reception class for first 6 weeks to become a familiar face for the new parents in school.</p> <p>Playground games training for welfare staff to ensure sustainability of the approach.</p>
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	(who works with one boy with additional needs) and Best Start staff member.		
Lancaster + Morecambe	<p>Development of regular pastoral meetings between children's centre and each school.</p> <p>Play in the home – modelling of appropriate/developmental ways to play with children delivered in families homes.</p> <p><i>Incredible Years and Family Links Parenting Programmes</i> delivered in partnership with another children's centre.</p>	<p>Ensures families' needs are identified and a co-ordinated approach is taken to supporting the family.</p> <p><i>Play at Home</i> is a good example of parents engaging with their children, getting down to their level and supporting their play/learning. Outreach workers set families smart targets to work on through the week and review these with parents on the next visit.</p> <p>Shared resources – shared venues – shared capacity – increased numbers of attendees.</p>	<p>The development of Children's Nurture groups in 2 schools where this isn't currently running – to consider running these outside of the school day to lessen the impact on learning time lost.</p> <p>Further evidenced-based parenting courses.</p>
Chorley	<p>Centre delivered specific training for school staff in Elklan which is an evidenced-based approach for improving speech language and communication.</p> <p>Courses for parents of identified children were then jointly run supported by a commissioned speech and language therapist to support parents' understanding of developing speech and language.</p> <p><i>Incredible Years Parenting Programme</i> delivered twice as the demand was high.</p>	<p>Support and training provided to schools has shown positive impact on raising the attainment of FSM pupils.</p> <p>Parents are more confident to support their child's learning at home.</p>	<p>Focus on Numeracy for improvements in 2013 FSM pupils.</p> <p>Strategies to improve attendance.</p>

<p>West Lancashire</p>	<p><i>Supporting children's learning through play</i> a course for parents and children together delivered in 4 schools. The courses were staffed by school teachers/teaching assistants and children's centre outreach workers. Children and parents spent time together doing activities (baking, playdough, treasure hunting, reading...) in the first part of the session. Following this, children go back to class while staff discuss with parents what skills the children needed for the activities and how they could support their learning when doing activities at home. The final parts of the sessions were focusing on parenting. Parents discussed in small groups issues/ problems they are facing at home with staff giving strategies to try at home.</p>	<p>64 children across 4 schools attended the courses with their parents. All children were assessed at the beginning of the course using a scale that assesses their emotional well-being. 59% of children who attended improved their well-being score when assessed at the end of the programme.</p> <p>In one school, Year 2 pupils, who attended the Best Start courses with their parents, made better progress in reading, writing and numeracy than those who did not.</p> <p>Schools have reported that parents have grown in confidence since attending Best Start courses and some have even started to volunteer in school after previously being very reluctant to engage. This, in turn, has increased the children's confidence and happiness in school.</p>	<p>Using evidence of success from schools accessing this provision in Year 1, aim to encourage other schools in the cluster to take part.</p> <p>Develop in partnership with school staff specific nurture provision in the schools who have identified a need to support children emotionally so they can access the learning in class.</p>
<p>Preston</p>	<p>Parents were supported around behaviour, boundaries and routines and improvement in behaviour and attendance.</p> <p>A focus on boys through the support for the development of <i>Forest Schools</i> initiative and <i>ABC</i> a specific course for parents called <i>About Boys Course</i>.</p> <p>Resourcing and establishing nurturing spaces and the delivery of twice weekly small group sessions with identified children from Reception and Year 1 classes. Assessment of well-being and involvement of identified children. Promotion of parenting courses. School and centre staff attendance at local nurture group forum. Introduction of Boxall profiling to monitor children's progress and development.</p>	<p>Outreach support for parents has improved identified FSM children's attendance; improved overall school attendance (siblings) and reduced absences.</p> <p>Parents have a better understanding of how their boys learn – what motivates them to learn, how to encourage them to learn.</p> <p>Parents and schools reported improved attendance, children's enthusiasm for school, improved attitudes to reading, writing and increased levels of concentration.</p>	<p>Looking at ways of utilising the pupil premium to continue the best services after Best Start Lancashire funding finishes – one school is to commission some outreach worker hours from the children's centre to cover a family link worker's maternity leave.</p> <p>Closer partnership in the identification and assessment of children's attendance, behaviour, engagement and progress. Joint training with school staff to ensure sustainability of a nurturing approach.</p>

<p>South Ribble</p>	<p>A range of courses have been delivered through Best Start - a Speech and Language course <i>Chattering Chimps</i>, facilitated physical sessions "co-operative play", 6 hour emergency first aid in the home for parents.</p> <p>A school community room has been developed in one school by engaging with parents in a school with very poor parental participation. School/children's centre staff and parents worked together to transform an unused classroom, this room is open each morning for parents to use, the room is being used by both school and Best Start/Children's centre to deliver services to this school.</p>	<p>Best Start has effectively engaged and supported with success some families where schools identified very poor engagement, sessions delivered in schools have been well attended with very little or in most case no "drop outs".</p>	<p>Develop strategies for reaching the parents who haven't engaged yet.</p> <p>Ensure services are now more targeted to need, trailing monthly drop in sessions at some schools for parental support /advice followed by meeting with school head / Special Educational Needs Co-ordinator/ nurse to identify individual needs early on prior to escalation ie: dips in attendance, lateness, appearance, illness.</p>
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