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BlackpoolCouncil

1 November 2023

To: Councillors Bamborough, S Brookes, Cooper, Critchley, Ellison, Fenlon, Flanagan, Jones, and Mrs Scott

Co-opted Members: Gemma Clayton and Jo Snape

The above members are requested to attend the:

CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE

Thursday, 9 November 2023 at 6.00 pm
In Committee Room A, Town Hall, Blackpool

A G E N D A

1   DECLARATIONS OF INTEREST

Members are asked to declare any interests in the items under consideration and in doing so state:

(1) the type of interest concerned either a

(a)   personal interest
(b)   prejudicial interest
(c)   disclosable pecuniary interest (DPI)

and

(2) the nature of the interest concerned

If any member requires advice on declarations of interests, they are advised to contact the Head of Democratic Governance in advance of the meeting.

2   MINUTES OF THE LAST MEETING HELD ON 21 SEPTEMBER 2023   (Pages 1 - 6)

To agree the minutes of the last meeting held on 21 September 2023 as a true and correct record.

3   PUBLIC SPEAKING

To consider any requests from members of the public to speak at the meeting.

4   EXECUTIVE DECISIONS   (Pages 7 - 12)

To consider the Executive and Cabinet Member decisions within the portfolios of the Cabinet Members taken since the last meeting of the Committee.

5   FORWARD PLAN   (Pages 13 - 22)

The Committee to consider the content of the Council's Forward Plan November 2023 to February 2024, relating to the portfolios of the relevant Cabinet Members.

6   BLACKPOOL BETTER START ANNUAL UPDATE   (Pages 23 - 68)

This is an annual report for the Committee summarising key achievements of the Better Start Partnership over the last 12 months, details of the time extension received from the National Lottery Community Fund, future focus areas, and sustainability progress.

7   BLACKPOOL YOUTH JUSTICE SERVICE   (Pages 69 - 76)

The purpose of the report is to provide scrutiny committee with an update regarding Blackpool's Youth Justice Service.

8   STATUTORY ASSESSMENTS AND EXAMINATIONS UPDATE 2022-2023   (Pages 77 - 172)

To provide the Committee with a summary of the outcomes, in aggregate, for the Blackpool children at each statutory assessment point in 2022-23 school year, starting with GCSE and equivalent

9   COUNCIL PLAN PERFORMANCE Q1 - Q2 2023/24   (Pages 173 - 178)

To present performance against the Council Plan key performance indicators (KPIs) relevant to the remit of this Committee.

10   CHILDREN'S SAFEGUARDING ASSURANCE PARTNERSHIP ANNUAL REPORT (Pages 179 - 200)

To consider the Children's Safeguarding Assurance Partnership Annual Report to year end 31 March 2023.

11   SCRUTINY WORKPLAN   (Pages 201 - 210)

To note the ongoing workplan for the 2023/2024 Municipal Year and consider the update to previous Committee recommendations.

12   DATE AND TIME OF NEXT MEETING

To note the date and time of the next meeting as 25 January 2024, commencing at 6.00pm.

Venue information:

First floor meeting room (lift available), accessible toilets (ground floor), no-smoking building.

Other information:

For queries regarding this agenda please contact Sharon Davis, Scrutiny Manager, Tel: 01253 477213, e-mail sharon.davis@blackpool.gov.uk

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MINUTES OF CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE MEETING - THURSDAY, 21 SEPTEMBER 2023

Present:

Councillor Flanagan (in the Chair)

Councillors

Bamborough	Cooper	Fenlon	C Mitchell
S Brookes	Critchley	Jones	

Gemma Clayton, Co-opted Member

In Attendance:

Chris Coyle, Assistant Director of Children's Services (Children's Social Care and Tis)
Joanne Stewart, Head of Service – Early Help Services
Bertie Goffe, Workforce Development Lead
Sharon Davis, Scrutiny Manager

Councillor Jim Hobson, Cabinet Member for Children's Services
Councillor Paul Galley, Scrutiny Lead Member
Councillor Michele Scott

1 DECLARATIONS OF INTEREST

There were no declarations of interest on this occasion.

2 MINUTES OF THE LAST MEETING HELD ON 22 JUNE 2023

The minutes of the meeting held on 22 June 2023 were signed by the Chair as a true and correct record.

3 PUBLIC SPEAKING

There were no requests from members of the public to speak on this occasion.

4 EXECUTIVE AND CABINET MEMBER DECISIONS

The Committee considered the Executive and Cabinet Member decisions taken since the previous meeting and Councillor Jim Hobson, Cabinet Member for Children's Services provided an update in relation to the Children's Safeguarding Assurance Partnership. It was noted that partners were engaged in the new structure and it was considered that it would be beneficial for Blackpool to focus on its own area in safeguarding work.

In response to a question, it was noted that the Child Death Overview Panel would remain at a pan-Lancashire level due to the small numbers involved to allow analysis and understanding of data.

5 FORWARD PLAN

The Committee considered the Forward Plan noting that the Medium Term Financial Strategy would be received in due course.

6 CHILDREN'S SOCIAL CARE UPDATE: IMPROVEMENT PLAN

Mr Chris Coyle, Assistant Director of Children's Services (Children's Social Care and Tis) provided an update on the Children's Social Care Improvement Plan. He highlighted that the plan had been developed following the most recent Ofsted inspection to address the areas requiring improvement within the inspection. The improvement plan covered areas including neglect, children with complex needs, partnership working and early help. The plan had also been formulated to address wider issues in relation to children and families.

The Committee was informed that whilst some targets within the plan were not as aspirational as they could be it was important that they were achievable. It was considered that often staff did not have the confidence in their own work to express and demonstrate what had been achieved and a key aim was to build the confidence of the workforce. The importance of partnership working was also highlighted and the required joined up approach that must be taken to address key issues.

Members queried whether other Council services were contributing as expected to Children's Services improvement. In response, Mr Coyle advised that the Council was contributing as required. He noted that previously Children's Services' approach had been too insular, however, the service was now reaching out and seeking help and creating good internal partnerships as well as external partnerships. It was noted that some areas such as Early Help were particularly well supported.

In reference to fostering, it was noted that Blackpool had a higher level of internal foster carers per 10k population than many areas. It was considered that the internal offer to foster carers was attractive, however, it was acknowledged that further support could be provided. A model called Mockingbird which provided peer support was being explored.

Mr Coyle noted that the number of looked after children was being reduced slowly and safely and that the aim was to become more in line with statistical neighbours..

The Committee noted that a report in relation to the domestic abuse was due and it was agreed that this would be circulated to Members when released.

Members went on to discuss the sharing of information and in particular in relation to private fostering arrangements and the process for registering these with the Council.

In relation to the Improvement Plan itself it was noted that a number of actions had not been updated and targets not included and it was agreed that an updated version would be circulated as soon as it had been updated. In response to a question, Mr Coyle advised that it was difficult to demonstrate success as data and figures did not tell how effective services had been in making a difference to a child's life.

It was reported that the improvement plan was scheduled to be updated early in 2024 and that it would be resubmitted to the Committee for further consideration at that stage.

The Committee agreed:
1. To receive the domestic abuse review report when available.
2. To consider the improvement plan progress in early 2024.
3. To receive an updated copy of the improvement plan following the meeting once it had been updated to include the missing detail.

7 EARLY HELP STRATEGY AND PARTNERSHIP WORKING

Ms Joanne Stewart, Head of Service – Early Help Services provided an update on the implementation of the Early Help Strategy and improved partnership working in relation to early help. She advised that the Strategy had been launched two years ago and had been designed to reset the expectations of what the partnership would be expected to do. It was noted that early help was about wrapping services around the child/family at a very early stage in order to prevent more advanced support being required at a later date.

The original strategy had now been implemented and therefore a new strategy was now required to progress work even further. It was queried what the new strategy would focus on and it was noted that links to all other strategies would be identified, wider information would be contained about the family hubs with more explicit information regarding the expectations of all partners.

It was reported that the family hub programme was ongoing with three hubs in Blackpool now in operation. Blackpool was considered a leader in this area of work and was sharing learning nationally. The hubs had received strong partnership support from everyone involved to date. Upon further exploration with the Committee, it was noted that an exception was some schools with further work ongoing to increase buy in.

In response to a question, it was noted that the 'seldom heard' groups were targeted by the family support teams and the family hubs were a natural place from these groups to gravitate towards. Work was ongoing with Better Start connectors to promote the hubs and the community was actively drawn to the hubs through their attendance at appointments with midwives and speech and language therapists amongst others.

Further queries related to the sustainability of the programme and Ms Stewart advised that funding until March 2025 had been secured. A Better Start funding had been extended until 2027 and a sustainability board had been established across the partnership in order to secure the future of the hubs.

The Committee agreed:
To contribute to the development of the new early help strategy in due course.

8 FAMILY SAFEGUARDING MODEL

Mr Chris Coyle, Assistant Director of Children's Services (Children's Social Care and Tis) and Mr Bertie Goffe, Workforce Development Lead provided an update on the plans for the family safeguarding model. It was reported that £760k funding from the Department for Education had been received to introduce the model to Blackpool with the hope that the model would become self-sustaining after the first few years as the impact on number of looked after children and placements was realised.

Mr Goffe advised that the key principle of the model was to support the child and the family so that a child could remain in their family setting rather than need to be taken into care as long as it was safe for them to remain. Services would be co-located to ensure partnership working and quicker response to aspects such domestic abuse and adult mental health due to specialist workers being together. The service would be focused on families subject to children in need plans and child protection plans.

In response to a question, Mr Goffe advised that the aligning of different systems for data sharing was an issue, however, the co-location of different services helped to rectify this. The different service representatives would be able to access their own systems from the same office and share information in person together. It was noted that the Multi-Agency Safeguarding Hub (MASH) had demonstrated how well this could work.

In terms of delivery, it was noted that the model would be running by April 2024 with operation and strategic boards in place to develop and support the arrangements.

Members noted the importance of 'invest to save' models such as this proposal and queried the scrutiny role in measuring and supporting success. In response, Mr Goffe welcomed the support and the potential for scrutiny to hold to account all partners for their contribution. It was considered important for the Committee to also be able to quantify the impact of the work on other services and it was noted that independent researchers had been invited to follow the programme from its inception in order to accurately monitor impact.

The Committee agreed:
That a report on the implementation and initial impact of the model be received in approximately 12 months with further reporting following in order to measure success.

9 SCRUTINY COMMITTEE WORKPLAN

The Committee agreed its workplan subject to the number of items for the November 2023 meeting being reduced.

10 DATE AND TIME OF NEXT MEETING

The date and time of the next meeting was agreed as Thursday 9 November 2023, commencing at 6.00pm.

Chairman

(The meeting ended at 7.48 pm)

Any queries regarding these minutes, please contact:
Sharon Davis, Scrutiny Manager
Tel: 01253 477213
E-mail: sharon.davis@blackpool.gov.uk

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Report to:	**CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE**
Relevant Officer:	Sharon Davis, Scrutiny Manager
Date of Meeting:	9 November 2023

EXECUTIVE AND CABINET MEMBER DECISIONS

1.0   Purpose of the report:

1.1   To consider the Executive and Cabinet Member decisions within the portfolios of the Cabinet Members taken since the last meeting of the Committee.

2.0   Recommendation(s):

2.1   Members will have the opportunity to question the relevant Cabinet Member in relation to the decision taken.

3.0   Reasons for recommendation(s):

3.1   To ensure that the opportunity is given for all Executive and Cabinet Member decisions to be scrutinised and held to account.

3.2   Is the recommendation contrary to a plan or strategy adopted or approved by the Council?   No

3.3   Is the recommendation in accordance with the Council's approved budget?   Yes

4.0   Other alternative options to be considered:

4.1   None.

5.0   Council Priority:

5.1   The relevant Council Priority is:
  • Communities: Creating stronger communities and increasing resilience.

6.0   Background and Key Information

6.1   Attached at Appendix 4(a) is a summary of the taken, which has been circulated to Members previously.

6.2   This report is presented to ensure Members are provided with a timely update on the

decisions taken by the Executive and Cabinet Members. It provides a process where the Committee can raise questions and a response be provided.

6.3 Members are encouraged to seek updates on decisions and will have the opportunity to raise any issues.

6.4. The following Cabinet Member is responsible for the decisions taken in this report and has been invited to attend the meeting:

- Councillor Kath Benson, Cabinet Member for Young People and Aspiration

6.5 Does the information submitted include any exempt information? No

7.0 List of Appendices:

7.1 Appendix 4(a) Summary of Executive and Cabinet Member decisions taken.

8.0 Financial considerations:

8.1 None.

9.0 Legal considerations:

9.1 None.

10.0 Risk management considerations:

10.1 None.

11.0 Equalities considerations and the impact of this decision for our children and young people:

11.1 None.

12.0 Sustainability, climate change and environmental considerations:

12.1 None.

13.0 Internal/External Consultation undertaken:

13.1 None.

14.0 Background papers:

14.1   None.

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DECISION / OUTCOME	DESCRIPTION	NUMBER	DATE	CABINET MEMBER
SCHOOLS FORUM CONSTITUTION AND TERMS OF REFERENCE The Cabinet Member agreed the recommendations as outlined above namely: 1. To agree to the continuation of the balance of representatives between primary academy and mainstream schools. 2. To agree to the continuation of arrangements in relation to provisions in the Constitution in respect of numbers of representatives from any federation, multi-academy trust or academy sponsor. 3. To agree the change in description within the constitution for the Early Years representative.	The Constitution has been reviewed for compliance with the Schools Forum Regulations (England) 2012, which have been amended through the Schools and Early Years Finance (England) Regulations 2012, 2013, 2014 and 2015. This report proposes changes to the balance of representation due to recent academy conversions. The Schools Forum meeting on the 10 October 2023 was supportive of the recommendations.	PH63/2023	31.10.23	Councillor Kath Benson, Cabinet Member for Young People and Aspiration

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Report to:	**CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE**
Relevant Officer:	Sharon Davis, Scrutiny Manager
Date of Meeting:	9 November 2023

FORWARD PLAN REPORT

1.0 Purpose of the report:

1.1 The Committee to consider the content of the Council's Forward Plan November 2023 to February 2024, relating to the portfolios of the relevant Cabinet Members.

2.0 Recommendation(s):

2.1 Members will have the opportunity to question the relevant Cabinet Members in relation to items contained within the Forward Plan within the portfolios of the Leader of the Council relating to Children's Services only and the Cabinet Member for Young People and Aspiration.

2.2 Members will have the opportunity to consider whether any of the items should be subjected to pre-decision scrutiny. In so doing, account should be taken of any requests or observations made by the relevant Cabinet Member.

3.0 Reasons for recommendation(s):

3.1 To enable the opportunity for pre-decision scrutiny of the Forward Plan items.

3.2a Is the recommendation contrary to a plan or strategy adopted or approved by the Council?   No

3.2b Is the recommendation in accordance with the Council's approved budget?   N/A

3.3 Other alternative options to be considered:

None.

4.0 Council Priority:

4.1 The relevant Council priorities are:
- The economy: Maximising growth and opportunity across Blackpool

• Communities: Creating stronger communities and increasing resilience

5.0   Background Information

5.1   The Forward Plan is prepared by the Leader of the Council to cover a period of four months and has effect from the first working day of any month. It is updated on a monthly basis and subsequent plans cover a period beginning with the first working day of the second month covered in the preceding plan.

5.2   The Forward Plan contains matters which the Leader has reason to believe will be subject of a key decision to be taken either by the Executive, a Committee of the Executive, individual Cabinet Members, or Officers.

5.3   Attached at Appendix 5(a) is a list of items contained in the current Forward Plan. Further details appertaining to each item is contained in the Forward Plan, which has been forwarded to all members separately.

5.4   Witnesses/representatives

5.4.1   The following Cabinet Members are responsible for the Forward Plan items in this report and have been invited to attend the meeting:

- Councillor Jim Hobson, Cabinet Member for Children's Services
- Councillor Kath Benson, Cabinet Member for Young People and Aspiration

Does the information submitted include any exempt information?   No

List of Appendices:

Appendix 5(a) - Summary of items contained within Forward Plan.

6.0   Financial considerations:

6.1   None.

7.0   Legal considerations:

7.1   None.

8.0   Human Resources considerations:

8.1   None.

9.0   Risk management considerations:

9.1   None.

10.0   Equalities considerations and the impact of this decision for our children and young people:

10.1   None.

11.0   Sustainability, climate change and environmental considerations:

11.1   None.

12.0   Internal/ External Consultation undertaken:

12.1   None.

13.0   Background papers:

13.1   None.

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EXECUTIVE FORWARD PLAN - SUMMARY OF KEY DECISIONS

NOVEMBER 2023 TO FEBRUARY 2024
* Denotes New Item

Anticipated Date of Decision	Matter for Decision	Decision Reference	Decision Taker	Relevant Cabinet Member
December 2023	Update of the Children's Services Medium Term Financial Strategy	12/2002	Executive	Cllr Hobson
November 2023	The Blackpool Children, Young People and Families Strategic Partnership Plan	16/2023	Executive	Cllr Hobson
November 2023	To provide the Executive with an update regarding Blackpool's Youth Justice Service Plan 2023-24.	21/2023	Executive	Cllr Benson

EXECUTIVE FORWARD PLAN - KEY DECISION:

Matter for decision **Ref Nº 12/2022**	Update of the Children's Services Medium Term Financial Strategy
Decision making individual or body	Executive
Relevant Cabinet Member	Councillor Jim Hobson, Cabinet Member for Children's Services
Date on which or period within which decision is to be made	December 2023
Who is to be engaged and how	Subject to consultation with a range of stakeholders...
How representations are to be made and by what date	Not Applicable
Documents to be submitted to the decision maker for consideration	Report Updated Strategy
Name and address of responsible officer	Steve Thompson, Director of Resources, Resources Directorate, Blackpool Council, Number 1 Bickerstaffe Square, Talbot Road, Blackpool, FY1 3AH e-mail:steve.thompson@blackpool.gov.uk Tel: (01253) 478505

EXECUTIVE FORWARD PLAN - KEY DECISION:

Matter for decision **Ref 16/2023**	The Blackpool Children, Young People and Families Strategic Partnership Plan
Decision making individual or body	Executive
Relevant Cabinet Member	Councillor Jim Hobson, Cabinet Member for Children's Services
Date on which or period within which decision is to be made	November 2023
Who is to be consulted and how	Blackpool partnership agencies leadership teams and frontline workforce practitioners, fron line workforce, Schools via the Designated Safeguarding Leads and Elected Members are co-producing the Children, Young People and Families Plan vision, logo and priorities. Children, young people, families and carers are involved in a Children Pictures Competition, so childrens pictures can be included throughout the Plan and co-produce a version of the Executive approved final Children, Young People & Families Partnership Plan document, so this can be provided to Blackpool's children and families. The Children, Young People and Families Partnership Board – Data Sub Group are developing a Shared Outcome Framework (partnership performance data) enabling analysis to be undertaken with regard to the future impact of the plan.
How representations are to be made and by what date	A Children, Young People and Families Partnership Plan co-production electronic survey has been shared across the partnership. The electronic survey is being undertaken via the IT system provided by the Council Infusion Service. The survey is ceased on Friday 28 July 2023. And will be analysed by the Childrens Services Head of Service – Safeguarding Children and strategic Partnership who is the author of the final plan.
Documents to be submitted to the decision	A report from Director of Children Services, along with the Children, Young People and Families Partnership

maker for consideration	Plan document.
Name and address of responsible officer	Vicky Gent, Director of Children Services –. e-mail: victoria.gent@blackpool.gov.uk Tel: (01253) 476821

EXECUTIVE FORWARD PLAN - KEY DECISION:

Matter for decision **Ref No: 21/2023**	To provide the Executive with an update regarding Blackpool's Youth Justice Service Plan 2023-24.
Decision making individual or body	Executive
Relevant Cabinet Member	Councillor Kath Benson, Cabinet Member for Young People and Aspiration
Date on which or period within which decision is to be made	November 2023
Who is to be consulted and how	Youth Justice Executive Board via Exec Board meeting on 4 September 2023
How representations are to be made and by what date	NA
Documents to be submitted to the decision maker for consideration	Blackpool's Youth Justice Service Plan 2023-24.
Name and address of responsible officer	Sara McCartan Head of Service Adolescent Service, Children's Services Second Floor | Number One| Bickerstaffe Square | Talbot Road | Blackpool | FY1 1NA T: 07467444595 E: sara.mccartan@blackpool.gov.uk

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Report to:	**CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE**
Relevant Officer:	Annette Algie, Betterstart Project
Date of Meeting:	9 November 2023

BLACKPOOL BETTER START ANNUAL UPDATE

1.0   Purpose of the report:

1.1   This is an annual report for the Committee summarising key achievements of the Better Start Partnership over the last 12 months, details of the time extension received from the National Lottery Community Fund, future focus areas, and sustainability progress.

2.0   Recommendation(s):

2.1   To consider the update on the programme and mainstreaming of the approach, questioning as appropriate and identifying any areas for further scrutiny.

3.0   Reasons for recommendation(s):

3.1   The recommendations of the review are still relevant.

3.2   Is the recommendation contrary to a plan or strategy adopted or approved by the Council?   No

3.3   Is the recommendation in accordance with the Council's approved budget?   N/A

4.0   Other alternative options to be considered:

4.1   N/A

5.0   Council priority:

5.1   The relevant Council priority is

- "Communities: Creating stronger communities and increasing resilience"

6.0   Background information

Blackpool Better Start, funded by the National Lottery Community Fund, has been operating across the town since 2015. The programme is a partnership approach, including the Local Authority, the

Integrated Care Board, Blackpool Teaching Hospital, and the community and is led by the NSPCC. The programme aims to improve outcomes for babies and young children, reducing the stressors that families are facing and increasing the capabilities of parents.

Blackpool Better Start is an investment in transformation, as well as funding new services and interventions that have a solid evidence base, it has also utilised the investment to change the local system. Key examples of this have included redesign of speech and language processes and provision for under 4s, and the redesign of the health visiting service which has resulted in doing more within existing budgets.

The partnership, in year 9, is focusing on mainstreaming and sustaining services, undertaking a governance review to support this process (Appendix A). This has resulted in the inclusion of a new Sustainability Board which will make recommendations to the Finance and Executive Board on mainstreaming and sustaining services.

6.1 **Achievements Over the Last 12 Months**

Since the last update to the committee, the following outlines some of the key achievements of the Better Start partnership. The annual dashboard for the project is in Appendix B.

Community-Based Approaches

Healthy Start

Health Start is a government scheme available for families who access Universal Credit. The scheme nationally has a low take up but, through a communications campaign and our Community Connectors raising awareness of the scheme and supporting families to apply, there has been a 13% increase in the uptake across the town. (Appendix C).

Promoting the Healthy Start scheme is one way Blackpool Better Start is responding to the cost-of-living crisis facing families. Community Connectors are also supporting families to access free nursery entitlement, vitamins, discretionary funding and additional benefits, warm hubs and foodbanks. In addition, support on how families can save money in different ways such as food preparation and activities for children has been a focus of the work. This work has been nominated for a Children and Young People Now Award with the ceremony in November 2023.

Christmas Advocacy 2022

Through the popular letter from Santa and Christmas Grottos, of the 1000 families that engaged, 112 families were identified as requiring additional support. All these families received support from a Community Connector which included supporting families to access health or social care services and support, discretionary funds, foodbanks, Christmas gifts or complete benefit or housing support forms. The events again enabled the team to identify those families who needed more support and signpost them to services across the town.

The Grottos will again be delivered this year with the ambition to support more families. Additional SEN sessions are planned, that will offer children with additional needs an opportunity to experience Father Christmas in a quieter environment. Some of the sessions will again be taking place at Church buildings, as well as through Blackpool FC and Family Hubs.

Infant Mental Health Awareness Week

This year, the focus of the nationally developed Infant Mental Health Awareness Week was on 'bonding before birth'. Whilst the event typically focuses on raising awareness of infant mental health within the workforce, Blackpool Better Start wanted to ensure that our local communities understand the importance of supporting positive mental health and healthy relationships between babies and parents. 'Baby Showers' were subsequently held across the town, which invited pregnant women, partners and families, and provided a light touch and non-threatening way of talking about babies' mental health and bonding during pregnancy.

The events provided families with the opportunity to receive a photograph of them with their 'bump' and engage with services. These included maternity, antenatal education, infant feeding support, parent-infant relationship services, community connectors and early help. The events were well attended with 20 new families over the week signing up to attend antenatal education who had previously not registered. The events are being replicated through family hubs as an engagement tool to bring more families into family hubs and universal services.

Oral Health

Blackpool Better Start has been committed to addressing oral health inequalities in the town, working in partnership with Public Health and NHS England and Improvement, an oral health strategy has been implemented. The strategy has included distribution of oral health resources, working with early years settings and local dentists, and ensuring consistent language and messaging on the importance of good oral health practice in the early years. The work has included an innovative approach to commissioning and piloting ringfencing of time within community settings for appointments for babies and young children and has been nominated for a Children and Young People Now Award for 2023. (Appendix D).

School Readiness

Working with three local primary schools, sessions have been delivered over the summer supporting children to be ready for school and building on the universal videos and books already distributed. The sessions, which are delivered by a new team of practitioners, focus on the Home Learning Environment and give key messages to families on the practical things that they can do with their children to support them to be Ready for School.

These sessions have included the development of tools which can be used by families and practitioners to support school readiness with a qualitative study indicating a promising impact.

The approach will be scaled up over the year to be delivered through family hubs and early years settings, supporting more children for the September 2024 intake.

Services and Support

Parent Infant Relationship Service

Blackpool's specialist Parent Infant Relationship Service was launched in January 2023. The service - which had been in development for over 2 years - will provide much needed support to parents and their infants pre-birth to 2 years around attachment and responsive parenting. The team not only provide direct services and evidence-based programmes to families facing significant adversity, but also provide consultations and support to other organisations, helping them to support families in the best way. The service, which is provided by Blackpool Teaching Hospitals, is commissioned through the ICB with a commitment to maintain the service post National Lottery Funding.

For Baby's Sake

The For Baby's Sake team, within Early Help, continue to offer holistic and therapeutic support to families where domestic abuse is a concern. In November 2022, the team were recognised for their cutting edge and essential child protection work, winning the Children and Young People Now Award in the Safeguarding category.

Behavioural Activation

Behavioural Activation is an intervention designed to improve the mental health of women experiencing mild to moderate post-natal depression. The intervention was piloted in Blackpool through trained Health Visitors over 6-8 weekly sessions with 24 women. The pilot showed that the intervention gave the Health Visitors a new approach to structuring support for women with low level depression/anxiety and the outcomes for participants showed a statistically significant reduction in anxiety and depression following the support. Discussions are currently ongoing with Public Health (commissioner) and Blackpool Teaching Hospitals (provider) over the continuation of the intervention within Health Visiting pathways.

Born into Care

The 'Born into Care' work has progressed this year, building upon the national guidelines developed for practice and co-producing Blackpool's adaptation of these. In addition to this, a Steering Group has been established, including those with lived experience, to ensure that Blackpool can implement the best practice guidelines.

Together, the partnership group has developed a clear theory of change and outcomes that we are collectively working towards, aiming to reduce the numbers of babies going into care and

ensuring that parents are not traumatised by the very systems that is there to support them. The work is a clear example of systems transformation and further updates will be provided as the work progresses.

Workforce

Trauma Informed Schools Guidelines

In June 2023 Blackpool Better Start launched *Guidelines to becoming a trauma informed school.* The report aims to help local schools understand the impact traumatic experiences can have on children, so they can provide the support they need to help all children achieve their potential. The guide was developed through interviews and training delivered to 4 schools across the town and is now being implemented across the town as best practice.

Measuring What Matters

Within the development of the Parent Infant Relationship service a key piece of research was undertaken with practitioners of parent-infant services and their use of outcome measures. The Measuring What Matters Report published in January 2023 by the Centre for Early Child Development summarises the measures and has recommendations for practitioners to choose the most suitable outcome measures within services, supporting both local and national practice in this area.

Fathers Inclusive Practice

In response to community views on fathers' experiences of exclusion in early years services and support, the fathers inclusive practice group has been established. The group aims to share and model best practice and provide training and development for services on how to ensure that services are inclusive of fathers and fathers' views. The group has launched training, co-produced with fathers, which will be delivered across the town to professionals to raise awareness of inclusive practices and the impact on fathers when the feel excluded.

6.2   **Extension of Time and Future Focus**

In May 2023, following the submission of a business case to the National Lottery Community Fund, Blackpool Better Start received formal confirmation that the programme underspend could continue into years 11 and 12, two years beyond the original funded period. The additional time will not support a full-scale continuation of Blackpool Better Start's current delivery model but will comprise of £4.5million spend between April 2025 and March 2027.

The work will focus on three key identified areas and will continue to be supported by the Centre for Early Child Development. (For note, the spend previously has been at a pace of around £4.5million per year).

Areas to be continued are:
1. Pregnancy to Age Four pathways of support
2. Speech, Language and Communication
3. Research, Data and Evidence

The intended impact is that by focusing in these areas there will be a sustained change in the services families in Blackpool universally access. Additional work will be taken on development of pathways into targeted services and consistent messaging around public health messages on child development, for example the impact of smoking in pregnancy.

The partnership has been collecting data on those attending services and population level impacts and there is an evidence base generated which will support shared learning around what it takes to achieve this kind of transformation. The additional time will enable programmes with higher associated costs to generate more evidence over a longer time period which will support the influencing of future commissioning decisions and the implementation of programmes or campaigns within areas that have not previously been ready for innovation e.g. developing a new approach to reducing smoking in pregnancy.

6.3   **Sustainability**

The Blackpool Better Start partnership has, since day one, been planning for the sustainability and mainstreaming of services which have been proven to have a positive impact on children, families, the workforce or wider system. The Finance Board, consisting of key partners, has reported on a regular basis to the Better Start Executive Board regarding the potential for leverage funding, changes in commissioning and the redistribution of resources longer term.

Key examples of this include the Baby Steps antenatal education programme now being delivered solely by the Hospital Trust across the town and commissioned by Public Health in the 0-19 Universal Health Visiting and School Nursing contract. Programmes such as SafeCare, Survivor Mums and Video Interaction Guidance delivered through trained staff in the Local Authority Early Help and Support Service. And the Parent Infant Relationship Service funded initially by the National Lottery Community Fund grant moving to full funding through the ICB from March 2024.

However, despite this success, there is still more work to do mainstreaming key services such as Community Connectors, Early Years Park Rangers, and universal parenting support. Work is already underway developing a more defined and robust sustainability plan in relation to these (Appendix E), in part utilising the opportunities brought about through the government's Start for Life funding and other grants across the town. Partners will continue to work closely on this, reviewing areas of cost savings and the feasibility of rediverting statutory budgets into the proven services.

The new governance structure for the final two years, which has introduced a Sustainability Board, chaired by the Director of Resources for Blackpool Council, will review projects and

mainstreaming options and make recommendations to the Finance board who will look at the opportunities for rediverting funds or identifying funding strands where necessary.

6.4   Does the information submitted include any exempt information?   No

7.0   List of Appendices:

7.1   6(a): Blackpool Better Start Governance Structure
        6(b): Year 8 Annual Dashboard
        6(c): Shared Learning Report Healthy Start Vouchers
        6(d): Shared Learning Report Oral Health
        6(e): Sustainability Tracker

8.0   Financial considerations:

8.1   Contained within the report.

9.0   Legal considerations:

9.1   N/A

10.0   Risk management considerations:

10.1   N/A

11.0   Equalities considerations and the impact of this decision for our children and young people:

11.1   The impact of Betterstart on children and young people is included in the content of this report and its appendices.

12.0   Sustainability, climate change and environmental considerations:

12.1   N/A
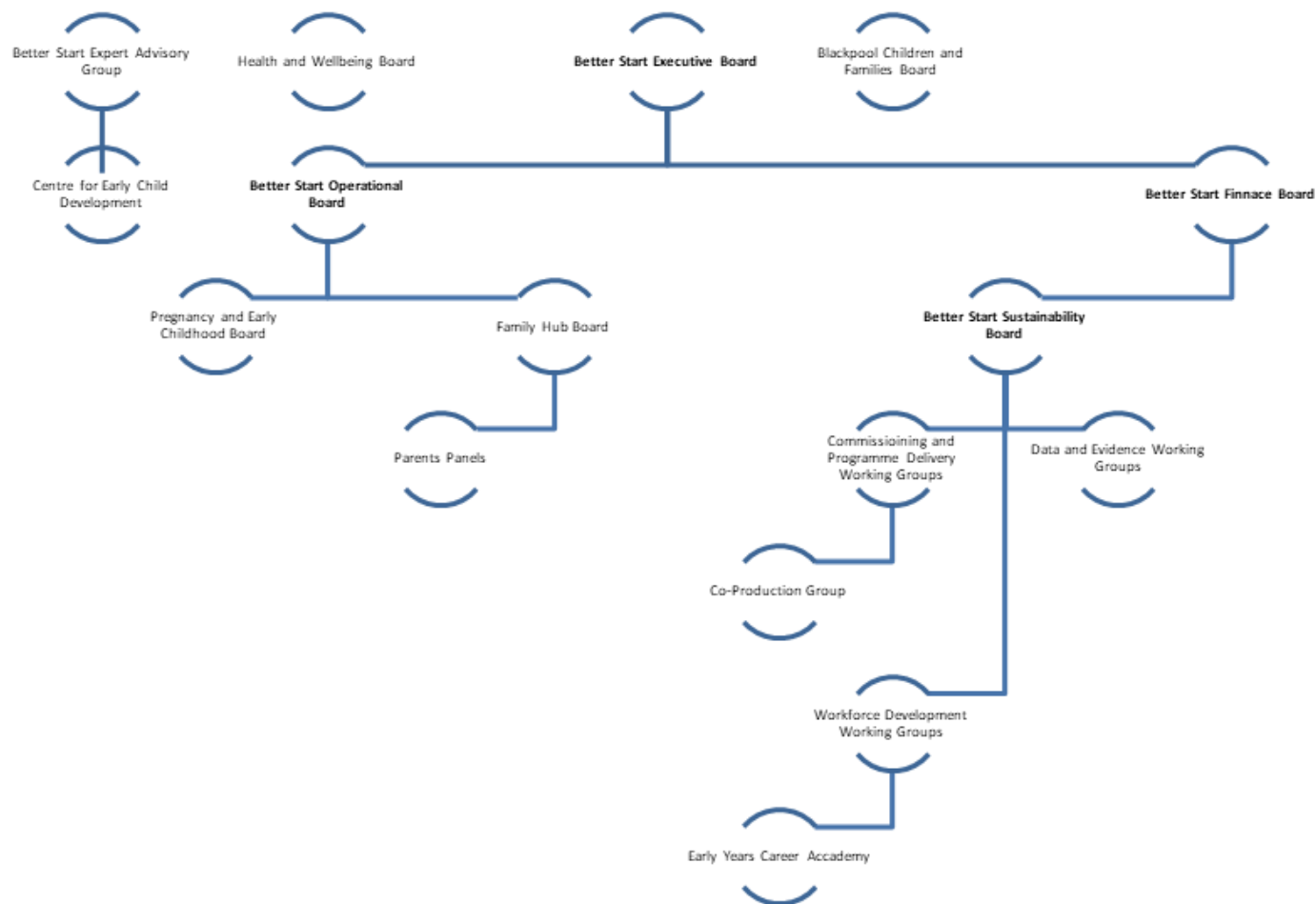
13.0   Internal/external consultation undertaken:

13.1   N/A

14.0   Background papers:

14.1   None

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Blackpool Better Start Governance Structure 2023

Better Start Expert Advisory Group

Health and Wellbeing Board

Better Start Executive Board

Blackpool Children and Families Board

Centre for Early Child Development

Better Start Operational Board

Better Start Finnace Board

Pregnancy and Early Childhood Board

Family Hub Board

Better Start Sustainability Board

Parents Panels

Commissioining and Programme Delivery Working Groups

Data and Evidence Working Groups

Co-Production Group

Workforce Development Working Groups

Early Years Career Accademy

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Blackpool Better Start

Annual Dashboard Report
YEAR 8 2022-23

Blackpool Better Start

Supporting Families, Improving Outcomes

Blackpool Better Start

Contents

Introduction

The **Blackpool Better Start** Partnership is committed to improving outcomes for babies and young children in three key developmental outcome areas:

- **Speech, language and communication**
- **Social and emotional development**
- **Diet and nutrition**

Focusing on systems change and implementing long lasting improvements to early years services town wide, the National Lottery Community Fund investment has supported the partnership to provide Blackpool communities with the right services, tools and advice that they need to have healthy pregnancies, support children through their first 1001 days and to be ready for school.

The collection of good quality data and evidence are at the heart of **Blackpool Better Start** ensuring that the interventions delivered meet the needs of communities and impact is demonstrated and shared. This 8th Annual Dashboard presents a summary of:

- the activities undertaken within the year,
- who has benefited from services,
- training and development of the Early Years workforce,
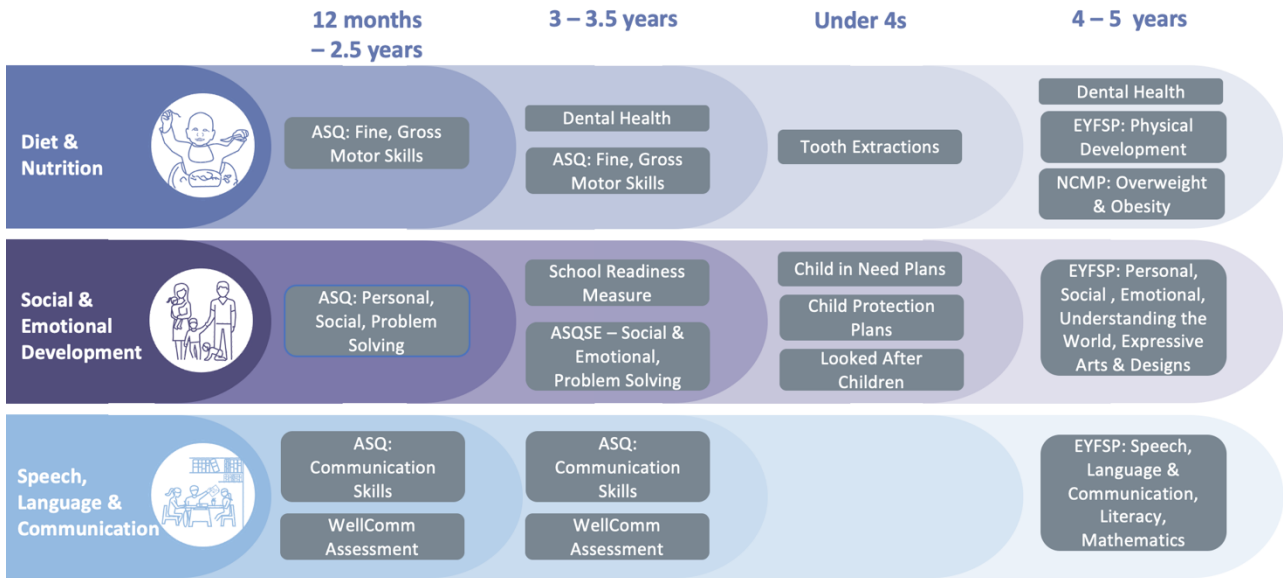- an overview of the population level Outcomes and Drivers.

The **Better Start Outcomes** reported in this dashboard were selected as indicators which measure child outcomes within the three overarching areas. **The Drivers,** being indicators, which contribute towards child outcomes. All indicators were chosen at the beginning of the funded period and some indicators used new measures which did not have baselines pre-2018.

> *To Note*: Several indicators are based on the Ages and Stages Questionnaire (ASQ) collected through Health Visitor contacts to measure child development outcomes. The questionnaire covers five domains of child development: communication, gross motor skills, fine motor skills, problem solving and personal-social development. Children are assessed to be at, below or above the expected level of development. The tool has been reported locally and nationally to have data quality issues and variabilities, particularly during the pandemic, the methods undertaken to administer the questionnaire, therefore comparability can be challenging, and the data should be interpreted with caution.
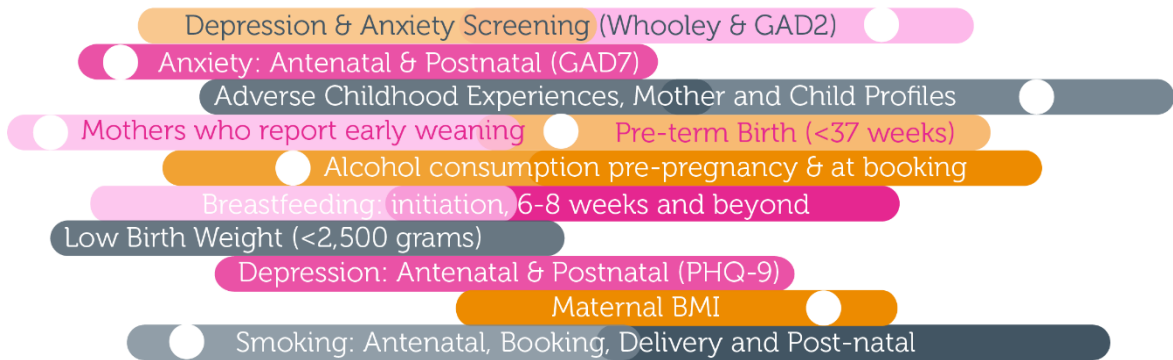>
> There were some indicators not routinely collected or collected from smaller samples during Covid which additionally impacts on the data presented. Systems changes in health and social care over the 8 years, have led to different data classifications being used or data not being exactly comparable, these changes are identified and could result in data being indicative rather than conclusive.

Outcomes and Drivers

Outcomes

	12 months – 2.5 years	3 – 3.5 years	Under 4s	4 – 5 years
Diet & Nutrition	ASQ: Fine, Gross Motor Skills	Dental Health ASQ: Fine, Gross Motor Skills	Tooth Extractions	Dental Health EYFSP: Physical Development NCMP: Overweight & Obesity
Social & Emotional Development	ASQ: Personal, Social, Problem Solving	School Readiness Measure ASQSE – Social & Emotional, Problem Solving	Child in Need Plans Child Protection Plans Looked After Children	EYFSP: Personal, Social, Emotional, Understanding the World, Expressive Arts & Designs
Speech, Language & Communication	ASQ: Communication Skills WellComm Assessment	ASQ: Communication Skills WellComm Assessment		EYFSP: Speech, Language & Communication, Literacy, Mathematics

Drivers

Depression & Anxiety Screening (Whooley & GAD2)

Anxiety: Antenatal & Postnatal (GAD7)

Adverse Childhood Experiences, Mother and Child Profiles

Mothers who report early weaning   Pre-term Birth (<37 weeks)

Alcohol consumption pre-pregnancy & at booking

Breastfeeding: initiation, 6-8 weeks and beyond

Low Birth Weight (<2,500 grams)

Depression: Antenatal & Postnatal (PHQ-9)

Maternal BMI

Smoking: Antenatal, Booking, Delivery and Post-natal

Year 8: 2022-2023

Through Year 8 the disruption to service delivery from the pandemic has been stabilised and services have been able to reinstate their pre-pandemic delivery methods. However, the lasting impact for children and families and the compounding cost-of-living crisis has increased vulnerabilities and challenges for our families.

In response, **Community Connectors** have worked with partners to provide families with practical support to mitigate the impact of poverty. One example of this is supporting families to access the government benefits they are entitled to such as Healthy Start Vouchers, where a **9%** increase in families accessing the scheme is reported. The Connectors supported **1053 parents** a total of **1641 times** over the year and increasingly this is support and signposting to services around the cost of living. The launch of Family Hubs and seamless support for new families to access the 'Start for Life' offer has strengthened the services available for families and the Connectors are a key part of the new developments, with the roles being replicated and embedded within Family Hubs.

The 8th Annual Conference, *Tackling Poverty, Changing Childhoods,* shone the spotlight on the impact of poverty on early child development and **821 delegate** registered. A co-produced film by Blackpool parents framed the conversation and included recommendations for the workforce on how to talk about poverty with families. Over the year, the learning from Blackpool Better Start has been shared at influential conferences including, The Institute of Health Visiting, The International Marce Society for Perinatal Mental Health, National Centre for Family Hubs, The Royal Society of Medicine, and British Early Childhood Education Research Association.

The co-productive way of working has increased during the year and several areas of work including service development, consultation on evaluations, creation of training courses, development of leaflets and participant information, and effective methods of disseminating information have been undertaken. The team of parents supporting this work has grown and there are now **12 employed** lived experience sessional workers.

In June 2022 partners joined together across the town for the first **Blackpool Baby Week** - coinciding with *Infant Mental Health Awareness Week* - and both community and workforce events were delivered. Training sessions raising awareness of the importance of building relationships with unborn babies and the impact of early trauma, provided professionals guidance on supporting parents to develop healthy relationships. In addition, a timetable of **18 events** and a keepsake pregnancy record and activity card were produced and distributed to **330 families**.

In July 2022 **Ready Steady School** sessions were piloted with two schools. Children identified as needing additional support were offered 8 weeks of sessions with their parents to support the transition. The successful scheme will be expanded for the 2023 September cohort of school starters.

The year ended with the launch of the **Specialised Parent-Infant Relationship Team** in March 2023. Through the design process of the service the current use of outcome measures within parent-infant relationship services was reviewed and out of this a nationally and locally relevant report was published. *Measuring What Matters* has been recognised as an influential piece of work and cited in the *UNICEF Toolkit, Understanding and Supporting Mental Health in Infancy and Early Childhood.*

A: Programme Delivery

During Year 8, there were **37 funded** services delivered across the town within the project areas below. Additionally, there continues to be development on new universal services and targeted services to ensure additional support to those who need the most support.

Project Areas

Community Connectors

Safe Care

Dads Engangement

Early Years Park Rangers

Early Years Volunteer Academy

Learning to Feed

Early Years Literacy Framework

Parents Ideas Factory

Oral Health Promotion

Behavioural Activation

Early Years Speech and Language Service

Early Years Sessions

Empowering Parents Empowering Communities

Enhanced Health Visiting Service

Family Nurse Partnership

For Baby's Sake

It Takes Two to Talk

HENRY Infant Feeding

Video Interation Guidance

Specialised Parent Infant Relationship Team

Survivor Mums

Projects in Development

- HENRY Oral Health Support
- Blackpool Dads Peer Support Group
- Early Parenthood Service
- Born into Care

Services Scaled-up

- Baby Steps
- Birth Registration Service

Ended Services

- Early Years Quality Mark
- Target Word

Sustained Services

- Fathers Read Every Day (FRED)
- Baby Rover
- Baby Buddy App
- Superbabies Campaign

A1: Active Project Highlights

6932 Children 0-3 receiving the Enhanced Health Visiting Service

381 Attending Early Years Sessions

240 Families engaging with the HENRY Infant Feeding Service

287 Families attending the Baby Steps Antenatal Service

144 Children attending Speech and Language support

60 Couples accessing 'For Baby's Sake'

71 Mothers receiving FNP in the Better Start Wards

44 Parents attending 'EPEC Being A Parent' Courses

30 Parents engaging with 'Video Interaction Guidance'

A2: Beneficiaries

A beneficiary for the purpose of this report is defined as a Pregnant Woman or Child aged 0-3 who has accessed a National Lottery Community funded service. The scale up of Better Start funded activities across Blackpool is shown through the reach of services in both the Better Start Wards and non-Better Start Wards.
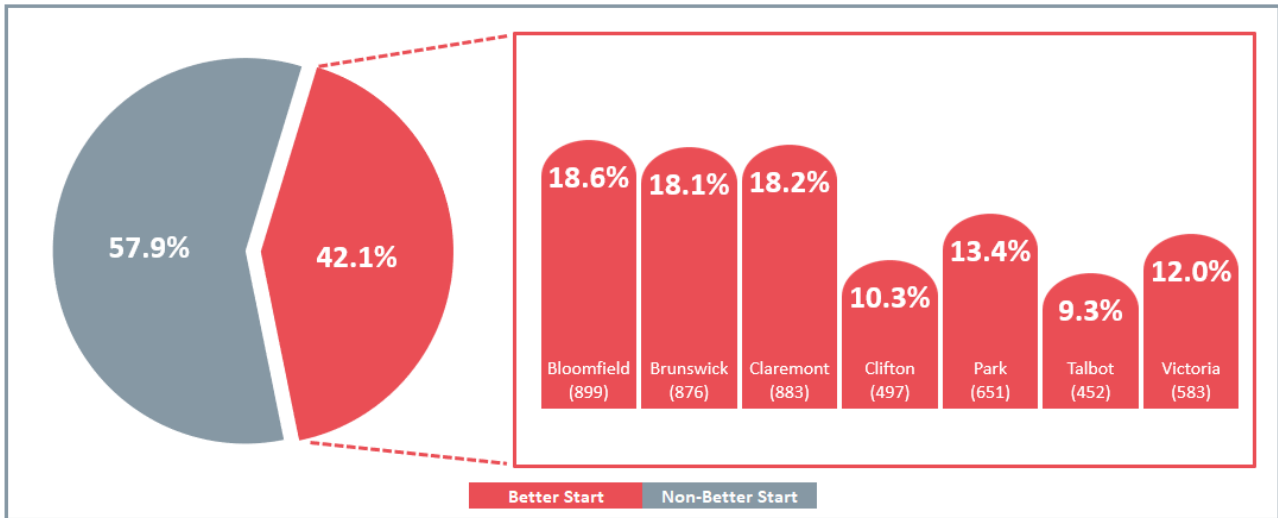
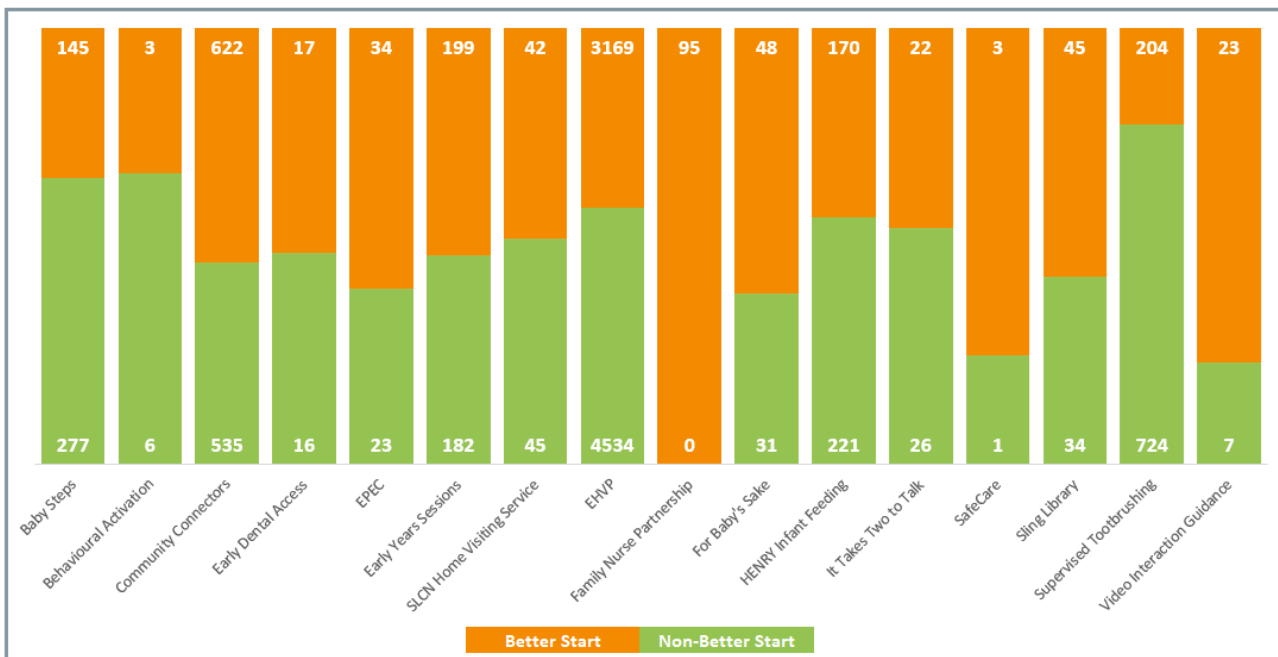*Figure A2.1: Primary Beneficiaries by Ward, Year 8*

Figure A2.2: Number of Primary Beneficiaries by Intervention, Year 8

A3: Programme Reach

Unique beneficiaries are linked together across all targeted National Lottery Community Fund funded services where identifiable data is collected. Since the launch of Better Start in April 2015 our services, including the Enhanced Health Visiting Service Contacts, have reached **41% of pregnant women** and **75.6% of children aged 0-3**.
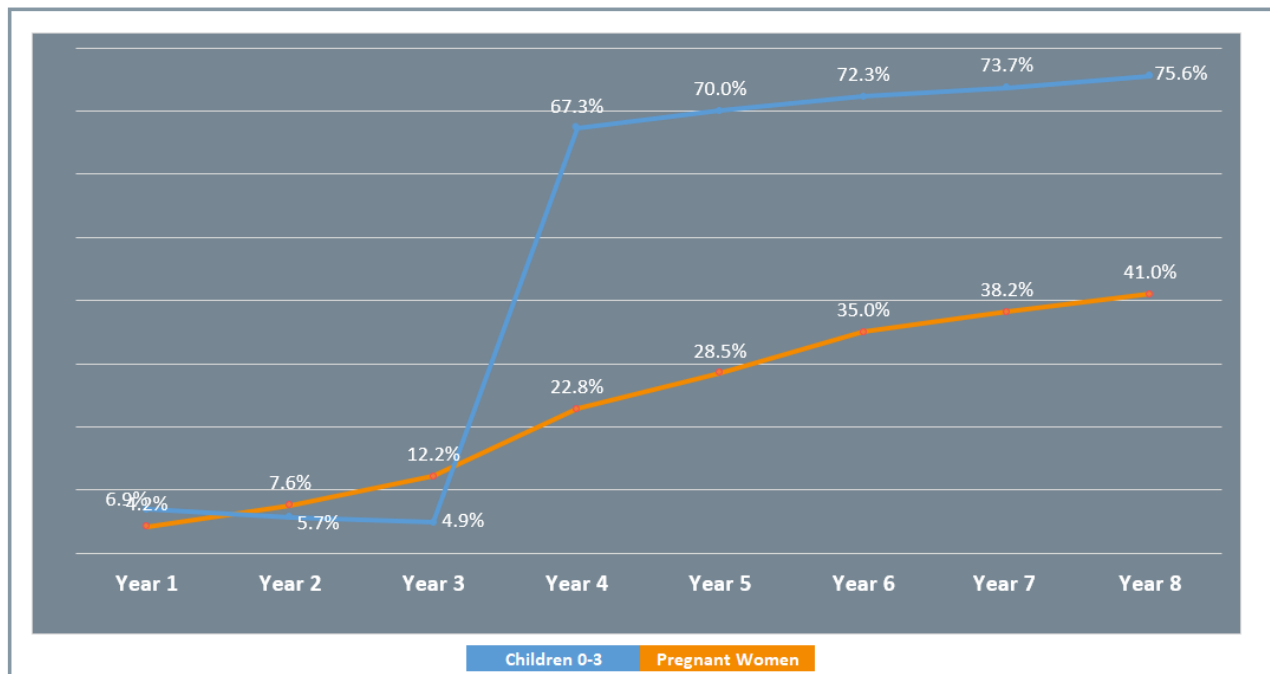

Figure A3.1: Cumulative reach of services to unique beneficiaries, Year 8

In Year 8 there were **1982 unique beneficiaries, 310 Pregnant Women** and **1672 Children aged 0-3** accessing funded services, in addition to the contacts provided universally from Health Visitors. 37% of children in the Better Start Wards accessed funded services in contrast to 22% of children living in the non-Better Start Wards.

	Bloomfield	Brunswick	Claremont	Clifton	Park	Talbot	Victoria	Non-Better Start	Total
Unique Intervention Beneficiaries	18	17	33	15	20	18	16	173	310
Pregnant Women in Year	163	120	179	96	97	91	105	1061	1912
% of population reached	11%	14%	18%	16%	21%	20%	15%	16%	16%

Figure A3.2: Reach of Pregnant Women, Year 8

	Bloomfield	Brunswick	Claremont	Clifton	Park	Talbot	Victoria	Non-Better Start	Total
Unique Intervention Beneficiaries (excluding Health Visitor Contacts)	162	160	173	102	138	78	90	769	1672
Unique Intervention Beneficiaries (Including Health Visitor Contacts)	545	427	524	314	403	262	375	4082	6932
Total Children 0-3 as at end of March 2023	471	358	482	280	337	202	325	3444	5899
Babies born in year 22/23	110	77	122	64	77	60	72	807	1389
% of population reached (excluding Health Visitor Contacts)	34%	45%	36%	36%	41%	39%	28%	22%	28%

Figure A3.3 Reach of services to Children aged 0-3, Year 8

B: Community Development Highlights

1641 Parents accessing support through Community Connectors

1744 Families attending Park Ranger Events
284

1100 Vitamin packs given to pregnant women and children

1383 Total resource packs distributed to families

618 Families receiving New Parent Packs

418 Families receiving Toddler Packs

111 Families receiving Getting Ready for School Packs

178 Families receiving Speech & Language Support Packs

58 Families receiving Oral Health Support Packs

2174 families accessing early years sessions at **335** library events

494 Children 0-3 attending **73** Forest School Events

2206 individuals attending **186** Parent Ideas Factory Events

332 Families receiving Winter Advocacy Support

43 Male carers supported by Dads Connector

274 Baby books given to pregnant couples

12 Street to Scale projects activated by the community

1564 School Readiness books given to children

3105 Total Books gifted

33 Children accessing Early Dental Access Support

C: Workforce and Volunteers Highlights

3996 Total participants at Training and Development Sessions

1079 Cumulative Volunteer Hours

381 Blackpool workforce registering with the Brain Certification Course

821 Registrations for Annual Conference

446 Attendees at Brain Game Sessions

146 Students at Blackpool and The Fylde College receiving Better Start Training

137 Attendees at 'Introduction to Early Child Development'

221 Training and Development Sessions for Workforce and Volunteers

486 Receiving Trauma Informed Training

51 Volunteers

D: Diet and Nutrition Outcomes

ASQ Fine Motor Skills

Percentage of children who reached expected level of development in ASQ Measure at age 12 months

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	93.1	91.5	93.2	91.4	93.4	
Non Better Start Ward	94.1	95.6	89.6	91.9	94.9	
Blackpool	93.8	94.0	90.9	91.7	94.3	

Percentage of children who reached expected level of development in ASQ Measure at age 2 - $2\frac{1}{2}$ years

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	92.8	91.3	84.5	88.5	82.0	
Non Better Start Ward	94.8	93.3	84.1	92.6	90.3	
Blackpool	94.0	92.5	84.3	91.0	87.1	

Percentage of children who reached expected level of development in ASQ Measure at age 3 - $3\frac{1}{2}$ years

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	83.9	87.3	78.8	88.1	81.9	
Non Better Start Ward	89.0	91.5	75.7	91.4	89.3	
Blackpool	87.1	89.8	76.9	90.1	86.5	

Figure D1: ASQ Fine Motor Skills

ASQ Gross Motor Skills

Percentage of children who reached expected level of development in ASQ Measure at age 12 months

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	77.6	75.2	83.0	76.5	77.8	
Non Better Start Ward	79.6	79.8	78.3	82.2	81.0	
Blackpool	78.9	78.1	80.1	80.0	79.6	

Percentage of children who reached expected level of development in ASQ Measure at age 2 - $2\frac{1}{2}$ years

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	91.9	90.9	84.9	87.7	82.0	
Non Better Start Ward	94.3	92.3	83.0	92.8	88.7	
Blackpool	93.4	91.8	83.7	90.8	86.1	

Percentage of children who reached expected level of development in ASQ Measure at age 3 - $3\frac{1}{2}$ years

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	82.3	87.3	80.4	89.7	84.1	
Non Better Start Ward	90.8	91.5	75.2	92.3	90.4	
Blackpool	87.7	89.8	77.2	91.3	88.0	

Figure D2: ASQ Gross Motor Skills

Oral health data indicates a rise in the number of children who have had teeth extracted under general anaesthetic, *figure D3. T*his is likely to be correlated with the drop in families registered with dentists, *figure G1.2*. Due to the pandemic, there has not been an Oral Health Surveys of three-year-olds since the 2020 publication. The latest survey of five-year-olds, published 2023, indicated that there has been little improvement in the number of children who have decayed or missing teeth across Blackpool and the rate is still 30% higher than the national average[1], *figure D4.*

Tooth Extractions

NB: Data for the entirety of Year 8 is unavailable due to change in data system. These figures are across Q2 to Q4

Percentage of children under 4 having tooth extractions under general anaesthetic

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	0.6	0.0	0.0	0.2	0.7	
Non Better Start Ward	0.3	0.0	0.0	0.2	0.3	
Blackpool	0.4	0.0	0.0	0.2	0.5	

Figure D3: Tooth Extractions

Oral Health Surveys

Children reported as having decayed or missing teeth at 3 years

	2013	2020	Trend
Average d3mft (including incisors)	0.6	0.7	
% with decay experience	16.9	20.0	
Average d3mft in those with decay experience	3.2	3.3	

Children reported as having decayed or missing teeth at 5 years

	2012	2015	2017	2019	2022	Trend
Average d3mft (including incisors)	1.8	1.8	1.0	1.2	1.1	
% with decay experience	40.2	42.5	24.9	33.4	31.2	
Average d3mft in those with decay experience	4.5	4.3	3.9	3.4	3.4	

Figure D4: Blackpool Oral Health Survey

The latest NCMP (National Child Measurement Programme) data shows that there is a decrease of 13% in children at reception classified as overweight or obese, *figure D5*, this trend is seen also in the national data[1] where the prevalence in Reception children has decreased by 4.3%. However, it is still more likely for children living in the most deprived areas to be categorised as obese compared with those living in the least deprived areas.

Children classified as overweight or obese

Prevalence of excess weight (including obesity) among children in Reception

	Yr4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	30.3	29.5	28.0	38.6	25.5	
Non Better Start Ward	25.1	28.2	29.2	35.5	27.0	
Blackpool	27.2	28.7	28.7	36.8	26.4	

Figure D5: Children classified as overweight or obese

There appears to be a reduction in the number of children meeting the expected levels of development in the EYFS Profiles, both across all early learning goals (ELGs) and within the seven areas of learning *figures D6, E6-8, F3/4*. In September 2021, the EYFS was reformed to consist of 17 ELGs across seven areas of learning, although these are similar to the categorisations prior to the reforms it is not possible to directly compare the 2021/22 assessment outcomes to previous years.

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[1] Child and Maternal Health - OHID (phe.org.uk)

EYFSP Physical Development

NB: *The EYFSP framework was not conducted in Years 6 and 7 due to COVID-19 and the framework changed in Year 8*

Percentage of children aged 4/5 achieving at least expected across all EYFSP Physical Development Learning Goals

	Yr 2	Yr 3	Yr 4	Yr5	Yr8	Trend
Better Start Ward	82.0	81.3	78.9	81.6	78.2	
Non Better Start Ward	88.7	87.3	86.4	87.4	83.1	
Blackpool	85.5	85.0	83.5	85.3	81.3	

Figure D6: EYFSP Physical Development

E: Social and Emotional Development Outcomes

The ASQ data shows, across the social and emotional domains, that there are more children at 12 months reaching the expected level of development than those assessed at the later time points, *figure E1* and *E2,* and that the percentage is positively at or exceeding the pre pandemic rates. Nationally, the ASQ is only mandated at the 2-2.5-year check, the latest published data being 21/22 (Yr7). Across all five domains 81% of children nationally reached the expected level of development, this drops to 79% in the North West and 75% in Blackpool[2]. Within each of the domains there are variations in the number of children that reach the expected levels of development. However, across all domains in 22/23 (Yr8) it does appear that the social and emotional development domains has seen the larger fall of children not meeting the expected level of development, *figureE1* and *E2*.

ASQ Problem Solving

Percentage of children who reached expected level of development in ASQ Measure at age 12 months

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	93.3	91.5	93.2	91.4	93.4	
Non Better Start Ward	94.1	95.6	89.6	91.9	94.9	
Blackpool	93.8	94.0	90.9	91.7	94.3	

Percentage of children who reached expected level of development in ASQ Measure at age 2 - $2\frac{1}{2}$ years

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	92.8	91.3	84.5	88.5	82.0	
Non Better Start Ward	94.8	93.3	84.1	92.6	90.3	
Blackpool	94.0	92.5	84.3	91.0	87.1	

Percentage of children who reached expected level of development in ASQ Measure at age 3 - $3\frac{1}{2}$ years

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	83.9	87.3	78.8	88.1	81.9	
Non Better Start Ward	89.0	91.5	75.7	91.4	89.3	
Blackpool	87.1	89.8	76.9	90.1	86.5	

Figure E1: ASQ Problem Solving

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[2] Child and Maternal Health - Data - OHID (phe.org.uk)

ASQ Personal Social

Percentage of children who reached expected level of development in ASQ Measure at age 12 months

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	93.3	89.8	91.1	91.2	91.9	
Non Better Start Ward	94.4	94.8	89.7	90.9	93.2	
Blackpool	94.0	92.9	90.2	91.0	92.7	

Percentage of children who reached expected level of development in ASQ Measure at age 2 - 2$^1/_2$ years

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	91.4	89.0	82.6	83.6	77.8	
Non Better Start Ward	94.0	91.0	82.9	88.8	86.9	
Blackpool	93.0	90.2	82.8	86.8	83.3	

Percentage of children who reached expected level of development in ASQ Measure at age 3 - 3$^1/_2$ years

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	80.6	85.1	79.0	87.5	78.0	
Non Better Start Ward	87.2	90.2	75.0	89.4	88.0	
Blackpool	84.8	88.2	76.5	88.6	84.2	

Figure E2: ASQ Personal Social Skills

Blackpool continues to have the third highest rate of Child in Need (CIN) plans in the country, the number of children under 5 across Blackpool on CIN plans has increased this year, *figure E4,* however there is a small decrease in the number of plans where the identified need is abuse or neglect. Across Blackpool there has been an increase across all age groups where the most frequent identified need is the mental health of the parent, or domestic abuse where the parent was the victim[3].

The number of Looked After Children which the Local Authority is the Corporate Parent (Our Children) remains five times higher than the national and regional levels However, there has been a reduction in all age groups since the peak in 2020, although this is seen to a lesser extent in very young children[3].

Child in Need Plans

NB: *The way the data is reported changed in December 2020.*

Percentage of the under 5s population who are subject to a Child in Need Plan.

	Yr4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	1.7	1.1	5.2	4.7	5.4	
Non Better Start Ward	0.9	0.7	2.0	2.0	2.1	
Blackpool	1.4	0.9	3.2	3.0	3.3	

Percentage of the under 5s who are subject to a Child in Need Plan under the Category of Abuse or Neglect

	Yr4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	1.1	0.9	1.9	1.4	1.2	
Non Better Start Ward	0.8	0.6	0.7	0.7	0.6	
Blackpool	1.0	0.7	1.1	1.0	0.8	

Figure E3: Child in Need Plans

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[3] https://www.blackpooljsna.org.uk/Developing-Well/Children-and-young-peoples-wellbeing/Looked-After-Children-Children-in-Need.aspx

Child Protection Plans

NB: The way the data is reported changed in December 2020.

Percentage of the under 5s population who are subject to a Child Protection Plan

	Yr4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	2.2	2.3	2.7	2.1	3.0	
Non Better Start Ward	1.3	1.1	1.2	1.1	0.9	
Blackpool	1.8	1.6	1.7	1.4	1.7	

Percentage of the under 5s who are subject to a Child Protection Plan under the Categories of Abuse or Neglect.

NB: A Child Protection Plan can come under more than one category and there are 4 categories for abuse and neglect (i.e. Emotional Abuse, Physical Abuse, Sexual Abuse and Neglect)

	Yr4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	2.6	2.8	3.2	2.6	3.3	
Non Better Start Ward	1.1	1.1	1.2	1.1	1.0	
Blackpool	1.9	1.8	2.0	1.6	1.9	

Figure E4: Child Protection Plans

Our Children

Previously Looked After Children

NB: The way the data is reported changed in December 2020.

Percentage of the under 5s population who are registered as a Looked After Child

	Yr4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	2.4	3.1	3.1	3.5	2.5	
Non Better Start Ward	0.8	1.1	1.3	1.1	1.1	
Blackpool	1.6	1.9	2.0	2.0	1.6	

Figure E5: Looked After Children

EYFSP All Early Learning Goals

NB: The EYFSP framework was not conducted in Years 6 and 7 due to COVID-19 and the framework changed in Year 8

Percentage of children aged 4/5 achieving at least expected level across all Early Learning Goals

	Yr 2	Yr 3	Yr 4	Yr5	Yr8	Trend
Better Start Ward	59.0	59.0	60.5	61.8	58.1	
Non Better Start Ward	66.6	68.9	70.4	69.8	67.0	
Blackpool	63.2	65.1	66.5	66.9	63.7	

Figure E6: EYFSP All Early Learning Goals (ELGs)

EYFSP Personal, Social and Emotional Development

NB: The EYFSP framework was not conducted in Years 6 and 7 due to COVID-19 and the framework changed in Year 8

Percentage of children aged 4/5 achieving at least expected across all EYFSP Personal, Social and Emotional Development Learning Goals

	Yr 2	Yr 3	Yr 4	Yr5	Yr8	Trend
Better Start Ward	78.6	76.7	78.9	80.2	77.0	
Non Better Start Ward	84.4	86.3	84.7	84.1	83.0	
Blackpool	81.7	82.6	82.5	82.7	80.8	

Figure E8: EYFSP Personal, Social and Emotional Development

EYFSP Understanding the World

NB: *The EYFSP framework was not conducted in Years 6 and 7 due to COVID-19 and the framework changed in Year 8*

Percentage of children aged 4/5 achieving at least expected across all EYFSP Understanding the World Learning Goals

	Yr 2	Yr 3	Yr 4	Yr5	Yr8	Trend
Better Start Ward	77.2	73.8	72.6	73.8	64.2	
Non Better Start Ward	83.2	84.6	82.7	83.3	78.4	
Blackpool	85.9	80.5	78.9	79.9	73.2	

Figure E7: EYFSP Understanding the World

EYFSP Expressive Arts and Design

NB: *The EYFSP framework was not conducted in Years 6 and 7 due to COVID-19 and the framework changed in Year 8*

Percentage of children aged 4/5 achieving at least expected across all EYFSP Expressive Arts and Design Learning Goals

	Yr 2	Yr 3	Yr 4	Yr5	Yr8	Trend
Better Start Ward	80.4	79.6	78.3	79.5	76.7	
Non Better Start Ward	86.5	87.0	87.7	86.6	86.7	
Blackpool	86.4	84.2	84.1	84.1	83.1	

Figure E8: EYFSP Expressive Arts and Design

F: Speech Language and Communication Outcomes

The WellComm Assessment is undertaken in Blackpool through Health Visiting as an additional measure to the statutory ASQ, providing a more nuanced understanding of children's speech and language needs. The measure was undertaken at the 12 month contact with 90% of children, 68% at 2 years, and 70% at 3 years. The data indicates that there has been a decline at all time points of the number of children reaching the expected level of development within the Better Start Wards, and across Blackpool in all but the 2-2.5-year assessment. This contrasts with the ASQ measure which indicates that there has been an improvement with more children reaching the expected level of development at both 12 months and 3-3.5 years and not at the 2-2.5-year check. As the WellComm is not undertaken universally this could be a reason for the difference. The WellComm also specifically looks at language development whereas the ASQ covers multiple domains and therefore the WellComm is arguably more targeted in the assessment.

Options are still being explored for a measure of School Readiness which can be universally undertaken to monitor the impact of town wide approaches to support families and children to be ready for school. This work will continue into year 9 where it is hoped a baseline can be established.

ASQ Communication

Percentage of children who reached expected level of development in ASQ Measure at age 12 months

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	93.7	92.4	94.4	92.4	94.1	
Non Better Start Ward	94.3	95.7	89.7	92.3	94.5	
Blackpool	94.0	94.5	91.5	92.3	94.3	

Percentage of children who reached expected level of development in ASQ Measure at age $2 - 2\frac{1}{2}$ years

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	83.6	79.7	77.0	75.0	70.4	
Non Better Start Ward	87.0	86.1	77.9	82.5	82.3	
Blackpool	85.7	83.6	77.6	79.6	77.7	

Percentage of children who reached expected level of development in ASQ Measure at age $3 - 3\frac{1}{2}$ years

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	74.2	81.8	78.43	84.0	86.6	
Non Better Start Ward	86.2	87.0	74.09	89.6	93.2	
Blackpool	81.9	84.9	75.78	87.4	90.8	

Figure F1: ASQ Communication Skills

Wellcomm Assessment

Percentage of children undertaking the Wellcomm Assessment who reached the expected level of speech, language and communication at age 12 months

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	92.3	91.3	86.6	92.3	87.0	
Non Better Start Ward	90.1	91.3	87.6	91.2	88.9	
Blackpool	90.9	91.3	87.3	91.6	88.1	

Percentage of children undertaking the Wellcomm Assessment who reached the expected level of speech, language and communication at age 2 / 2 $\frac{1}{2}$ years

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	63.7	62.8	70.8	61.1	60.9	
Non Better Start Ward	69.7	63.4	74.6	68.7	74.7	
Blackpool	67.4	63.2	73.3	66.1	69.8	

Percentage of children undertaking the Wellcomm Assessment who reached the expected level of speech, language and communication at age 3 / 3 $\frac{1}{2}$ years

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	68.9	81.7	92.5	87.8	83.6	
Non Better Start Ward	86.0	89.4	90.0	93.8	90.8	
Blackpool	80.2	86.4	91.1	91.8	88.4	

Figure F2: Wellcomm Assessment

EYFSP Speech, Language and Communication

NB: *The EYFSP framework was not conducted in Years 6 and 7 due to COVID-19 and the framework changed in Year 8*

Percentage of children aged 4/5 achieving at least expected across all EYFSP Speech, Language and Communication Learning Goals

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	80.4	79.6	78.3	79.5	72.0	
Non Better Start Ward	86.5	87.0	87.7	86.6	80.0	
Blackpool	86.4	84.2	84.1	84.1	77.1	

Figure F3: EYFSP Speech, Language and Communication

EYFSP Mathematics

NB: *The EYFSP framework was not conducted in Years 6 and 7 due to COVID-19 and the framework changed in Year 8*

Percentage of children aged 4/5 achieving at least expected across all EYFSP Mathematics Learning Goals

	Yr 2	Yr 3	Yr 4	Yr5	Yr8	Trend
Better Start Ward	71.8	67.9	75.3	70.5	68.0	
Non Better Start Ward	76.2	78.0	81.6	75.4	76.4	
Blackpool	73.7	74.2	79.2	73.6	73.3	

Figure F4: EYFSP Mathematics

G: Drivers

OHID public health data estimates that in 2020/2021 there were 18.4% of children living in absolute low-income families in Blackpool and 24% in relative low-income families, which is significantly higher than the national averages.[4] The impact of living in poverty will affect many of the child outcomes presented, the drivers give us insight into the family and household around the child and the significance of the increasing challenges for families is seen.

Oral Health Indicators (Brushing)

Percentage of children whose teeth are brushed per guidelines as at the 12 months check

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	90.9	87.6	90.0	90.8	90.2	
Non Better Start Ward	93.7	92.8	92.0	94.2	93.6	
Blackpool	92.7	90.9	91.2	92.9	92.2	

Percentage of children whose teeth are brushed per guidelines as at the 2 / 2 ½ year check

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	92.3	96.1	92.5	91.8	89.3	
Non Better Start Ward	95.9	94.0	93.7	93.9	94.7	
Blackpool	94.5	94.8	93.2	93.1	92.6	

Percentage of children whose teeth are brushed per guidelines as at the 3 / 3 ½ year check

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	94.3	94.2	92.5	93.5	90.5	
Non Better Start Ward	97.9	95.1	95.6	94.9	96.1	
Blackpool	96.7	94.8	94.4	94.4	94.0	

Figure G1.1: Oral Health Indicators (Brushing)

Oral Health Indicators (Dental Registration)

Percentage of children who have teeth at the 12 month check who are registered with a dentist

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	49.9	51.7	41.0	32.0	29.1	
Non Better Start Ward	66.5	60.4	49.3	43.6	40.4	
Blackpool	60.3	57.2	46.1	39.1	35.6	

Percentage of children who are recorded as being registered with a dentist as at the 2 / 2 ½ year check

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	46.4	64.4	62.8	51.5	32.1	
Non Better Start Ward	57.4	74.9	69.4	63.5	54.8	
Blackpool	53.2	70.9	67.0	58.9	46.0	

Percentage of children who are recorded as being registered with a dentist as at the 3 / 3 ½ year check

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	56.5	64.4	67.8	59.6	25.0	
Non Better Start Ward	76.1	73.8	73.5	69.7	40.0	
Blackpool	69.0	70.1	71.3	65.8	34.3	

Figure G1.2: Oral Health Indicators (Dental Registration)

Due to changes to the maternity data systems the data presented in *figure G2-5/10* and booking data in *figures G6-8* is only collated across three quarters therefore should be cautiously considered.

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[4] Office for Health Improvement and Disparities (OHID) Child and Maternal Health Profiles - https://fingertips.phe.org.uk/profile/child-health-profiles

Smoking

Percentage of pregnant women reporting smoking prior to booking

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	54.1	50.4	50.3	46.7	41.5	
Non Better Start Ward	37.2	33.9	36.1	34.8	32.5	
Blackpool	43.1	40.2	41.6	39.5	36.6	

Percentage of pregnant women reporting still smoking at time of booking

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	39.4	37.4	37.9	30.5	29.9	
Non Better Start Ward	21.4	19.7	20.6	17.4	21.9	
Blackpool	27.7	26.5	27.4	22.6	25.5	

Percentage of pregnant women reporting smoking at time of delivery

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	34.2	34.4	31.3	30.5	13.4	
Non Better Start Ward	19.8	17.0	16.0	15.4	6.9	
Blackpool	25.2	23.5	21.8	21.1	9.7	

Figure G2: Smoking Indicators

Over the eight years of funding there has been a decline, as seen nationally, in the number of births. This year there were 1389 babies born which is a 13% reduction on the previous year. The number of babies with low birth weight and before 37 weeks, *figure G3* and *G4,* is higher than the national and regional averages and both have increased in year 8.[3] Although there has been a positive decline in the number of women smoking at time of delivery, *figure G2,* mothers identifying mental health problems in pregnancy has increased, *figure G6,* as has mothers with a BMI over 35, *figure G10,* which could both contribute to these poorer birth outcomes.

Low Birth Weight (<2,500 grams)

Percentage of full term babies born with a birth weight lower than 2,500 grams

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	10.2	11.0	13.1	10.3	10.7	
Non Better Start Ward	8.3	8.2	7.9	8.1	8.6	
Blackpool	9.0	9.2	9.9	8.9	9.5	

Figure G3: Low Birth Weight

Pre-term birth (<37 weeks)

Percentage of babies born who were born before 37 weeks gestation

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	11.2	11.2	11.6	11.8	13.6	
Non Better Start Ward	9.9	8.9	8.7	8.4	11.7	
Blackpool	10.4	9.8	9.8	9.7	12.5	

Figure G4: Pre-term Birth

Alcohol Consumption

Percentage of pregnant women at booking who reported that they consumed alcohol pre-pregnancy

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	68.4	67.3	59.8	54.8	19.2	
Non Better Start Ward	80.7	75.8	69.2	70.0	27.1	
Blackpool	76.4	72.6	65.5	64.0	23.5	

Percentage of pregnant women at booking who reported that they continue to consume alcohol at any level

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	12.5	1.0	0.1	0.6		
Non Better Start Ward	15.8	0.6	0.1	1.3		
Blackpool	14.6	0.8	0.1	1.0		

Figure G5: Alcohol Consumption Indicators

Maternal mental health appears to be poorer, a larger percentage of women at the 6-8 week check (EVI3) across Blackpool experiencing anxiety (23% increase) or depression (17% increase) than in previous years. Although there has been an increase in comparison to previous years, there is a reduction in both areas than women identifying anxiety and depression at the beginning of their pregnancy *figure G7* and *G8* which is positive.

Depression and Anxiety Screening (Whooley and GAD2)

Percentage of pregnant women, at booking, who when undertaking the Whooley and GAD2 screening tools were then asked to complete the GAD7 or PHQ9 due to concerns

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	3.1	2.7	3.5	3.9	12.0	
Non Better Start Ward	3.3	3.5	2.5	2.8	9.0	
Blackpool	3.2	3.2	2.9	3.2	10.4	

Figure G6: Depression and Anxiety Screening Indicators

Anxiety

Percentage of pregnant women who completed GAD7 whose score at booking indicates they suffer from moderate to severe anxiety

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	78.3	72.2	70.0	75.0	68.0	
Non Better Start Ward	76.1	76.3	84.0	72.0	77.3	
Blackpool	76.8	75.0	77.8	73.3	72.3	

Percentage of women who completed GAD7 whose postnatal score at EIV3 indicates they suffer from moderate to severe anxiety

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	55.6	60.0	55.0	31.3	73.3	
Non Better Start Ward	54.5	37.5	45.7	40.9	52.0	
Blackpool	55.0	47.7	49.1	36.8	60.0	

Figure G7: Anxiety Indicators

Depression

Percentage of pregnant women who completed PHQ9 whose score at booking indicates they suffer from moderate to severe depression

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	87.0	77.8	75.0	65.0	64.9	
Non Better Start Ward	72.3	84.2	76.0	76.0	61.0	
Blackpool	77.1	82.1	75.6	71.1	62.9	

Percentage of women who completed GAD7 whose postnatal score at EIV3 indicates they suffer from moderate to severe depression

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	47.6	55.0	66.7	47.1	60.0	
Non Better Start Ward	22.7	25.9	52.9	37.5	57.1	
Blackpool	34.9	38.3	57.7	41.5	58.3	

Figure G8: Depression Indicators

There have been positive increases in the number of women initiating breastfeeding and continuing to feed at 6-8 weeks, *figure G9. T*he number of women maintaining this has not seen the same positive trend, with less women breastfeeding by 6 months. There has been a positive 13% reduction in the number of babies being weaned before 6 months, but an increase in the number of babies weaned before 3/4 months in the Better Start wards, *figure G12.*

Breastfeeding

Percentage of pregnant women who initiated breastfeeding within 48 hours of delivery

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	53.4	51.0	51.1	53.6	67.0	
Non Better Start Ward	64.5	63.5	61.6	59.5	69.2	
Blackpool	60.3	58.9	57.6	57.3	68.3	

Percentage of babies being breastfed (partially or exclusively) at 6-8 weeks visit

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	21.9	20.6	22.8	24.7	28.7	
Non Better Start Ward	24.1	28.5	27.5	29.7	27.0	
Blackpool	23.3	25.5	25.7	27.7	27.7	

Percentage of babies being breastfed (partially or exclusively) at 3-4 months visit

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	14.8	14.4	19.2	19.0	17.5	
Non Better Start Ward	18.0	20.5	21.3	24.2	21.2	
Blackpool	16.8	18.2	20.5	22.2	19.8	

Percentage of babies being breastfed (partially or exclusively) at 12 months visit

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	8.3	8.3	12.7	10.0	10.5	
Non Better Start Ward	8.9	10.8	13.2	14.3	13.5	
Blackpool	8.7	9.9	13.0	12.7	12.2	

Figure E9: Breastfeeding Indicators

Maternal BMI

Percentage of mothers whose BMI was greater or equal to 35 at booking

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	14.8	13.9	13.7	14.4	16.2	
Non Better Start Ward	11.3	11.2	12.9	12.4	12.1	
Blackpool	12.5	12.2	13.2	13.2	14.0	

Figure G10: Maternal BMI

Adverse Childhood Experiences (ACE)

Percentage of mothers receiving their antenatal visit who have an ACE score of 1 or higher (as a percentage of mothers who have a score recorded on their profile at the antenatal visit)

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	49.0	66.9	60.2	55.8	57.9	
Non Better Start Ward	26.8	52.5	37.9	48.9	47.9	
Blackpool	38.9	59.0	46.1	51.7	51.9	

Figure G11: Maternal Adverse Childhood Experiences (Year 8 completed at 31.1% of visits)

Mothers who report early weaning

Percentage of mothers who reported that they had introduced complementary food before 3 to 4 months visit

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	28.2	38.2	38.6	34.2	35.7	
Non Better Start Ward	21.4	29.0	29.5	26.9	26.0	
Blackpool	23.9	32.5	33.0	29.8	29.6	

Percentage of mothers who, at the time of the 12 months visit, reported that they had introduced complementary food before the child was 6 months old

	Yr 4	Yr5	Yr6	Yr7	Yr8	Trend
Better Start Ward	54.4	59.6	54.7	56.2	43.2	
Non Better Start Ward	49.1	54.1	50.0	48.7	35.1	
Blackpool	51.1	56.1	51.7	51.6	38.4	

Figure G12: Mothers who report early weaning

YEAR 8
2022/23 PART ONE

Trailblazer Sites

In December, Blackpool was confirmed as one of the 14 trailblazer sites for the perinatal mental health and parent-infant relationship support strand of the Family Hub & Start for Life programme.

PIF

The Parents Ideas Factory was launched to the community in May to encourage families to vote for activities they would like to see in their communities. The suggestions made by families are then taken to a parent's panel who decide which activities are funded by Blackpool Better Start.

Blackpool Better Start

Centre for Early Child Development

New Services

In April, a new Co-Production Group was formed with a team of lived experience sessional workers with the aim to reduce the number of babies removed from parents at birth and ensure parents feel safe within the system.

Blackpool was confirmed as one of the 75 pre-selected Family Hub and Start for Life programme sites in October and was awarded £2.7 million for investment into early years programmes and services.

Blackpool was confirmed as a Starting Well site by NHS England and work commenced to reduce oral health inequalities and improve oral health for children aged 0-2 in November.

Launches

May saw the launch of the **Family Hubs timetables** for North, Central and South areas of Blackpool. The family-friendly timetables bring together all the early years activities and groups from across the town.

New weekly **Baby Sensory Group** and early years **Stay and Play sessions** launched in June.

In July, the team, as part of the school readiness work, launched targeted 'Getting Ready for School' **early years sessions** to help support and prepare families for the transition to starting Reception class.

The latest Better Start and Family Hubs **early years activity timetables** was launched in September, allowing families to view all term-time activities for 0-4s across the town.

As part of Blackpool Together pilot, **new preventative oral health sessions** were launched in October with dental nurses for babies, young children, and their families.

A pilot offering **swimming sessions** for dads and their children launched in partnership with Active Blackpool in October. The sessions were created following 'Dad's Play Day' when dads were given the opportunity to suggest activities they would like to do with their children.

Cost of Living Roadshow

The first Cost-of-Living roadshow took place in November giving families the opportunity to speak to 'Money Saving' Community Connectors and other service providers about support and services available to them.

Measuring What Matters scoping review was published in January. This report looks at the current use of outcome measure in parent-infant relationships and helps other areas in the design of their services

Borrow it Blackpool – a community powered membership scheme to loan out community-donated items launched in March.

YEAR 8
2022/23 PART TWO

New Services x 4
Launches x 10
Events and Training x 19
Recruitment x 2
Campaigns x 5

Jubilee Events

June saw the Park Ranger service hold Jubilee Events for families in parks and open spaces and a commemorative Jubilee activity card was created.

Events and Training

Conferences attended in May included The Royal Society of Medicine to present **Blackpool's approach to trauma informed work**. Team members also attended the Health Policy Influencing Group.

In June, the team delivered **workforce training** during Infant Mental Health Week on 'Understanding Early Trauma; Why infant health matters and how we can support it'.

In July, members of the team took part in the Parent-Infant Foundation **peer learning event** 'Parental Engagement in Parent-Infant Relationship Services.'

In July, team members presented at the Nuffield Foundation Conference on 'Early Childhood – What Needs to Change' and took part in the Kindred Squared **Roundtable to discuss improving outcomes** of early years children.

The Big Family Play Day saw families enjoying the sunshine at Revoe Park in August while engaging in free, fun activities and a picnic for all the children who registered to attend. The event supported the Family Hubs relaunch.

Team members **presented at conferences** including Anna Freud's national conference, The Institute of Health Visiting conference, and International MARCE Society symposium in September.

Annual Conference

The seventh annual Blackpool Better Start conference took place in October, attracting over 800 registrations from a national audience. Tackling Poverty, Changing Childhoods included speakers Dame Andrea Leadsom, Dame Rachel de Souza and Carey Oppenheim and was chaired by Sir Peter Wanless. The CECD team presented 'Learning from A Better Start '

In November, members of the team presented on the current use of **outcome measures in parent-infant relationships** at a Parent-Infant Foundation's webinar. The CECD also presented at Lancashire Warm Homes event to highlight cost-of-living work.

The Blackpool Better Start For Baby's Sake team won the Children and Young People Now **Safeguarding Award** at the national award ceremony in London in November.

The **Blackpool Better Start Expert Advisory Group** met in December to discuss the sustainability of Better Start and the Centre for Early Child Development.

The Behavioural Activation **research study** to support women with postnatal depression ended in December. The learning from the pilot is being shared with Health Visitors for wider scale up.

Blackpool **Better Start**

Centre for **Early Child Development**

Blackpool Better Start

YEAR 8
2022/23 PART THREE

New Services x 4
Launches x 10
Events and Training x 19
Recruitment x 2
Campaigns x 5

A **partnership group** supporting the inclusion of fathers in services had its first meeting in December.

In January the team presented at The National Lottery Community Fund's **insight session** about the Community Connector team.

Other events attended by the team in January included iHV Fathers & Perinatal Mental Health **conference** and Neonatal Partnership **workshops**.

February saw the completion of **Trauma Informed Maternity and Perinatal Services training** with Lancashire and Cumbria NHS Trust which was delivered to 223 staff.

The Blackpool Better Start Director took part in a **family policy roundtable** in March with the Cross-Government Advisory Group.

Recruitment

A new **Service Manager** was appointed by HENRY in August, to manage the infant feeding offer in Blackpool.

Four **Community Connectors** and a **Research and Evaluation Officer** joined the CECD team in September.

Campaigns

In May, The CECD team supported NSPCC's '**Fight for a Fair Start**' campaign in Parliament, to ensure perinatal mental health support is available for every family and is not dependent on where you live.

Baby Week

Baby Week was launched in June to support Infant Mental Health Awareness Week. The campaign included a book for parents to read to their unborn baby, and activity cards with bonding activities during Baby Ranger sessions.

Starting School

A Starting School campaign was launched on social media in July. The eight animations gave practical advice to parents about what activities to practise at home to help support their child to be ready to start school.

A **Christmas campaign** ran throughout the month of December, offering a free personalised letter from Father Christmas, a free visit to a grotto and cost-of-living advice for families. The campaign reached 942 families through the letters, 228 families attended the grottos and extra support was provided to 112 families.

Healthy Start

Healthy Start Scheme uptake data was released in February showing a 10% increase in Blackpool over a six-month period. The methods for the successful increase were shared via blogs and a shared learning report with local authorities and relevant charities. Press coverage of the increase was achieved in local broadcast and print media.

Blackpool Better Start

Centre for Early Child Development

Sharing our Learning

BLACKPOOL INCREASES UPTAKE OF HEALTHY START SCHEME FROM 63% to 72%

Figures released by NHS in March 2022 showed that only 63% of eligible families in Blackpool had signed up to the Healthy Start scheme. The scheme helps low-income parents and pregnant women pay for fruit, vegetables, milk, and formula. It is worth £4.25 for each week of pregnancy from 10 weeks, then £8.50 a week for babies up to one year old, and £4.25 a week for children up to four years old. As the cost-of-living crisis deepened, it became a priority for Blackpool Better Start to understand why the take-up of this benefit in the town was lower than the national average, and by doing so, ensure that more eligible families received this extra financial support.

Understanding the Issues

To help understand and combat the low uptake, members of the team conducted research into the barriers families faced when trying to access Healthy Start. By visiting the scheme's Facebook support page, it was clear that the main issue for families across the UK is completing the application forms correctly. For instance, applications will only be approved if the claimant enters their details in exactly the same format as they appear on Universal Credit paperwork, and any discrepancies will result in the application being automatically rejected. Another issue that leads to applications being denied is due to parents not adding children to their Universal Credit claims. Healthy Start only approves claims where children under four years old are also named on Universal Credit claims.

Blackpool Better Start's peer-to-peer service, the Community Connector team, was also instrumental in speaking to local families about barriers to accessing the scheme. Conversations with parents found that there was a general lack of awareness about the scheme with families, as well as confusion over eligibility and criteria. Completing complicated forms was again highlighted as a major barrier to families in Blackpool wanting to access the support.

Centre for **Early Child Development**

WHAT WE DID

The strategy to combat the identified problems families faced was to raise awareness of the scheme locally and to support eligible families to complete the forms through virtual and face-to-face interactions.

Money Saving Connector

In summer 2022 a new role was created in the Community Connector team called 'Money Saving Connector' to support local families with basic money saving advice and to give up to date advice on benefit entitlements. This 'light touch' peer-to-peer approach allows families to feel comfortable when talking about their financial situation so the right support can be given at the right time.

Digital Awareness Campaign

According to the previous research, the most commonly asked questions by parents about the scheme were:
• Do I qualify?
• How do I apply?
• How much can I receive?

To help answer these questions, a film was created with a Money Saving Connector which gave clear and concise answers and signposted to further information and support. The films were posted on Facebook and received a high level of engagement.

A webpage with the film, a FAQ section, and useful links was also created for families to be directed to. Healthy Start - Blackpool Better Start. Between March 2022 and January 2023 there was a total of 1008 page views, with visitors spending an average time of 2mins 26 seconds on the page. In addition to this, a targeted email campaign to help raise awareness of the scheme was sent out to 1600 Blackpool families who had all previously registered interest with Blackpool Better Start

Cost-of-Living Drop-Ins

To compliment the digital campaign, a more hands on approach was also required to give specific support to families. Weekly Cost-of-Living Drop-Ins were organised in key community venues across the town, to allow families to speak directly to the Money Saving Connector who can advise on benefit entitlement, and support families to complete forms.

Aneliesa Forshaw, Money Saving Connector talks about a recent contact with a family:
"One family I spoke to recently said that they had applied previously for Healthy Start and were not entitled. Their circumstances had changed since with a job loss due to Covid-19, another baby and them claiming universal credit. They also were not claiming child benefit.

I encouraged mum to try and claim for both, but she was unsure about how. I arranged to meet mum at Well Baby Clinic, she could get baby weighed. I put together an engagement pack and whilst there I went through the application forms with the mum over a brew. The claim came back as successful and now the family are receiving £12.75 per week in Healthy start vouchers and £14.45 a week child benefit for the new baby.

An increase of £108.80 a month. Mum said a few weeks later at that she had felt some of the pressure of life lifted. She had been using the local community grocery store meaning the healthy start vouchers can go even further (a £4 shop equates to around £25 of food/ toiletries) meaning herself and her children were eating better and using the remaining towards formula milk which has also increased in price recently."

Samantha (Parent)
"I spoke to a Community Connector on the phone a few weeks ago regarding healthy start and child benefit. I have managed to apply and was successful. It says I am entitled to £12.75 a week. First payment will be £51 then every 4 weeks. Child benefit is also £14.45 each week! That's £108.80 a month! I should get my card in about a week. Thank you so much"

OUTCOME

In January 2023, NHS data revealed that 72% of eligible families in Blackpool have signed up to the Healthy Start scheme. The uplift – nearly 10% in the last 10 months – positions Blackpool as the fourth highest area in England for uptake of the benefit.

The national average for take-up is now at 63%, with almost a third of the half a million households (155,000) eligible for the scheme not claiming the support.

Blackpool Better Start will use this new data to identify the 630 families in the town that are still not claiming the benefits, and work towards reaching them in 2023.

Centre for Early Child Development

The Blackpool Better Start Partnership's Oral Health Improvement Plan is committed to addressing the oral health inequalities in Blackpool and improving the oral health of our youngest children and their families.

Dental health impacts a child's quality of life and well-being, and affects their ability to learn, thrive and develop. It is an indicator of parental sensitivity which is a parent's ability to notice and correctly interpret their child's signals or needs, and provide contingent, appropriate, and consistent responses to these signals or needs (Ainsworth et al., 1974).

Despite tooth decay being totally preventable, in 2019/20 a quarter of five-year-olds in England had tooth decay affecting three or four teeth.

During the pandemic there was a lack of access to dental services, and this has resulted in a significant backlog both nationally and locally. Routine dentistry was suspended from March – June 2020 and capacity was greatly reduced until July 2022 due to nationally imposed Infection Prevention and Control measures.

Access to an NHS dentist has been one of the most significant issues raised with Healthwatch by the public over the last 18 months. Not only has there been a large increase in the volume of feedback and negative sentiment, but there has also been a continuation of this new trend over time.

Understanding the Local Issues

There is clear and consistent evidence that inequalities in social economic position and area deprivation affects the prevalence of dental conditions and the impact of poor oral health and service use (PHE, 2021). In Blackpool 20% of three-year-olds are affected by visually obvious tooth decay, compared to 11% nationally. For Blackpool five-year-olds, this rises to a third, which again is higher than the national average.

Tooth decay is the most common reason for hospital admissions in children aged six to 10 years. In 2019/20, 79% of Blackpool children admitted for tooth extraction were under the age of 11, and 32% were under five years old. Again, this is higher than the national average.

In 2021, NHS Dental Statistics data shows that only 29% of Blackpool's children have seen an NHS dentist in the previous 12 months compared to 43% across England. In addition to a lack of access to dentists, families can also face social barriers that include location, cost, and fear.

Healthwatch Blackpool received over 70 calls in 2020/21 about accessing a dentist. A report found that of the 11 dental practices they called in Blackpool:

- **All stated they were not currently accepting new NHS patients.**

- **73% stated they were carrying out routine appointments for registered patients only, but 38% of these were prioritising emergency care or offering a limited service.**

- **There was inconsistent advice about how to access NHS dentistry and a lack of   awareness from public and professionals of where people should go to address these issues.**

Blackpool Better Start

NSPCC

COMMUNITY FUND

How we tackled the issues

Our strategy employed to address oral health inequalities in Blackpool focusses predominantly on behaviour change and the prevention of poor oral health. It includes:

- **Distribution of toothpaste and toothbrushes through health visitor checks. These packs are used as a tool to discuss oral health and reinforce key messages.**

- **Distribution of toothpaste, toothbrushes and sippy cups into the Better Start engagement packs given to expectant and new parents.**

- **Launch of Henry Infant Feeding Service which offer universal support to expectant and new parents about healthy infant feeding and early oral health support.**

- **Supervised tooth brushing schemes across 57 nurseries, childminder settings and reception classes.**

- **Consistent language and oral health messages, and the development of a targeted communications campaign to promote good oral health.**

- **Junior Healthier Choice Awards given to eat-in venues that offer families a safe and welcoming space for breast and bottle feeding, as well as providing free milk and water for young children.**

- **Developing an Oral Health Peer Support role to deliver co-designed and palatable public health messages to the community.**

- **Commissioning an Oral Health Co-ordinator role to provide practitioner training and family support.**

To address the challenges that Blackpool families face in accessing dental services and care, we are working collaboratively with NHS partners and have taken the learning from a 2019 Blackpool pilot called Starting Well to shape our approach. This includes:

- **Developing new models of engagement to identify the health needs of families.**

- **Providing evidence-based oral health training to community practitioners and dental practices.**

- **Working with dental practitioners to promote oral health messages and deliver early interventions from community settings.**

- **Providing an effective pathway into NHS dental care and ensure dental health care providers are aware of and responsive to the social barriers families face which may prevent them engaging with oral health prevention and intervention.**

Centre for **Early Child Development**   **Blackpool Better Start**   **NSPCC**   **COMMUNITY FUND**

Flexible Commissioning

New flexible commissioning arrangements have enabled NHS England partners to work more innovatively by redirecting funding to help target contracted dental activity to specific treatments and patient groups. This has led to working with a local practice who has committed half day per week to see and treat identified children under 5 years who are not currently registered with a dentist.

We are utilising paid protected time for the dentist to initially assess and provide any subsequent dental treatment required to ensure that children are 'orally fit'. To ensure continued capacity the dedicated dental practice will ensure that children are orally fit but will not offer for them to register with the practice. Referrals are currently identified through health visitor and Early Help partners, along with early years settings participating in the Supervised Brushing Scheme.

We are also working with the Oral Health Urgent Care team to develop a referral pathway with them too. Our Community Connector team and dedicated Oral Health Connectors manage referrals and by liaising with both families and the practice, they provide a crucial link to support relationships and improve and maximise take up of appointments. As well as this, Community Connectors attend the half-day session to support parents who may be anxious about attending and to provide advice and signposting.

Blackpool Better Start

Supervised Toothbrushing
for Early Years Settings

Blackpool Council

Delivered by Blackpool Better Start

OUTCOMES

Should the pilot prove successful, future funding may be committed to enable other dental practices across Blackpool to support the project and provide the opportunity to register children and their families.

Since funding was committed in November 2022, 87 families have been referred through the pilot, with 20 families who requested the service failing to either be contacted or attend.

We are currently developing monitoring and information sharing processes to enable Connectors to reach out to families and gain a better understanding of the challenges and barriers families are facing to understand how we can best support them and to better measure the impact of this work on children and their families.

It is anticipated that our combined work to drive behaviour change and prevention will see a significant and permanent shift in the oral health of Blackpool children and families from the very start of life, leading to a reduction in rates of dental decay across communities over time. To achieve this, it will require delivery at scale over the next two years, to ensure that in 3 to 5 years' time babies being born in Blackpool will have better oral health outcomes.

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Project	NLCF Grant Funded Until	Current Provider	Proposal	Licence/Training	Assets	Funding Options	RAG
Universal - EPEC Being a Parent	31/03/25	Local Authority (Family Learning)	Family Hubs (LA) to include within parenting offer and coordinate through their structures. Option to work with SLAM to become a north training centre which could bring in income.	Annual licence of £6,000	Owned by SLAM	BAU Training income	Red
Community - Early Years Park Rangers	31/03/24	Local Authority (Parks)	Parks Department (LA) to maintain free provision through bringing in income through paid for activities/training.	Forest School Training	Model of delivery	BAU Training income Activity income	Red
Community - Community Connector Projects	31/03/25	CECD	Partnership to embed roles within their structures, funded initially through NLCF grant and moving to being funded through partners.		Model of delivery	BAU Methodology - licenced/replicated	Red
Targeted - Behavioural Activation		BTH	Model to be included within Health Visiting/PAIRS teams.	Free licence from Exeter University. Can require clinical supervision.		Included in commissioners contracts (0-19-PH and PAIRS-ICB)	Red
Targeted - Parent Infant Relationship Service	01/03/24	BTH	ICB to continue commissioning the team, subject to positive outcomes and impact. Possibility for development to offer across Lancashire.	Individual interventions hold some licences and clinical supervision requirements.	Model of delivery Training and consultation	ICB to continue to fund within additional funds from Start for Life and beyond.	Red
Universal - Baby Steps	31/03/27	BTH	Antenatal provision to continue to be commissioned through Public Health in the 0-19 contract.	Free licence from NSPCC		Commissioned by PH - PH/ICB to identify funding	Red
Universal - Enhanced Health Visitor Service		BTH	Enhanced model to continue to be commissioned through Public Health in the 0-19 contract.	Some training required on elements within delivery approach.	Enhanced model of delivery	Commissioned by PH - PH to identify funding possible contribution from ICB	Red
Community - Borrow it Blackpool	31/12/24	Volunteer Centre	Community Interest Company formed to continue delivery - self funding		Model of delivery	Self funding Additional Grants	Orange
Community - Early Years Volunteer Academy	31/03/24	Volunteer Centre	Family Hubs (LA) to support parent volunteers. Volunteer Centre to develop Early Years Volunteer support business model to continue work to raise standards.		Early Years Volunteer Framework Early Years Volunteer Charter	Training Provider Organisational Support Additional Grants	Orange
Community - Dad's Peer Support Groups	31/03/27	Empowerment	If peer support approach is impactful to continue delivery or reallocate funds to alternative approach if initial years of delivery are not successful.			Peer support model for Dad's embedded into Family Hub offer.	Orange
Community - Oral Health Prevention			Approach embedded across the partnership utilising PH funding for oral health prevention.		Supervised Toothbrushing approach Messages and communication tools.	BAU	Orange
Community - Sling Library	31/03/24	Carrying with Confidence	Provider to implement a sustainable model of delivery		Sling stock	Self funding Additional Grants	Orange
Systems Change - Born into Care	31/03/27	TBC	Partnership wide systems change programme - approach still in development.	TBC	Approach and learning Pathway mapping tool	TBC	Orange
Targeted - For Baby's Sake	31/03/27	Local Authority (Early Help)		Free licence from For Baby's Sake Trust VIG training and clinical supervision	Owned by For Baby's Sake Trust	Local Authority as identified in systems impact - VRU/other health inequality grants	Orange
Targeted - Safe Care	31/03/25	Local Authority (Early Help)	Early Help team to offer intervention through family workers as part of their delivery models.	£12,000 annual payment to Georgia State. Coaches and trainers to be in place by end of funding.	Owned by Georgia State	UK training base	Orange
Targeted - SLC Home Visiting Service and Groups	31/03/27	Local Authority (Early Years)	Early Years (LA)	HANEN model of delivery		Local Authority/ICB - as identified in systems review	Orange
Targeted - Survivor Mums' Companion	31/03/25	Local Authority (Early Help)	Early Help team to offer intervention through family workers as part of their delivery models.	Training from Growing Forward Together approx £12,000 per cohort	Owned by Growing Forward Together (Michigan University)	BAU	Orange
Targeted - Early Pregnancy Service	31/03/27	BTH	Model to be reviewed after implementation, NLCF grant compliments funding from PH in 0-19 contract.	Some training required on elements within delivery approach.		Commissioned by PH - PH to identify funding possible contribution from ICB	Orange
Targeted - Video Interaction Guidance	31/03/25	Local Authority (Early Help) BTH	Early Help team to offer intervention through family workers as part of their delivery models. BTH to embed through PAIRS service and possibly Health Visiting.	Training, supervision and annual registration required per individual (approx £2500)	Practitioners Advance Practitioners Supervisors	BAU	Orange
Universal - HENRY Infant Feeding and Starting Solids	31/03/27	HENRY	Contract currently enhanced by Start for Life, decision to be made on most impactful elements of the provision for continuation into 26/27 and alternative funding streams.	HENRY delivery model and resources licenced.	Owned by HENRY	Additional grants or partner contributions to be considered	Orange
Workforce Development - Infant Feeding	31/03/25	HENRY	Infant feeding training to be developed by the partnership and cascaded through early years workforce. Train the Trainer model to be considered with HENRY.	HENRY training may require a licence fee.	Owned by HENRY	Local training developed and cascaded by partnership or HENRY delivery funded by partnership	Orange
Universal - HENRY Oral Health	31/03/25	HENRY	Contract joint commissar with Public Health, contract designed to support current issues with dental access and upskilling the workforce to support oral health practices.	HENRY delivery model and resources licenced.	Owned by HENRY	PH to continue funding elements of Oral Health Prevention work	Orange
Universal - SLC, HLE and School Readiness Groups	31/03/27	CECD Local Authority (Early Help)	Family Hubs to adopt group delivery in initially in partnership with CECD, moving to independent delivery.	Early Talk Training Hanen Training	Starting School Resources HLE Delivery Approach	Local Authority - non statutory budget e.g. continuation of start for life monies	Orange
Universal - Early Years Library Engagement	31/10/24	Local Authority (Libraries)	Libraries and Early Years team to continue to support early literacy and engagement through Literacy Events, Weeks and Support		Model of delivery	BAU	Orange

Universal - SLC Early Years Settings Support (Audit and Consultation)	31/03/27	Communicate CIC	Communicate commissioned to deliver both targeted and universal support, joint commission with the LA (NLCF element £168k). Continuation to be reviewed following SLC review (Pan Lancashire)	HANEN model of delivery	Pathway of support and audit tool	Local Authority/ICB - as identified in systems impact review
Targeted - SLC It Takes Two to Talk	31/03/27	Communicate CIC	Communicate commissioned to deliver both targeted and universal support, joint commission with the LA (NLCF element £168k). Continuation to be reviewed following SLC review (Pan Lancashire)	HANEN model of delivery		Local Authority/ICB - as identified in systems impact review
Workforce Development - Dad's Engagement	01/03/27	Washington Group	Delivery maintained through partnership		Training Package	BAU
Workforce Development - Trauma Informed Approaches and Early Child Development	31/03/25	Local Authority (OWD)	Partnership to maintain enhanced training offer using free elements and developed resources.	Harvard - Brain Game (Free) Palix - Brain Certification (Free)	Training Package (online and face to face)	BAU
Campaign - Alcohol Exposed Pregnancies			Partnership using resources as appropriate.		Campaign Materials	BAU
Campaign - Learning to Feed Messages			Messages and volunteers transferred over to HENRY.		Campaign Materials L2F Training	BAU
Community - Birth Registration In Family Hubs		Local Authority (Registrars)	Registrars providing as part of their offer			BAU

Report to:	**CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE**
Relevant Officer:	Sara McCartan, Head of Service, Adolescent Service
Date of meeting:	9 November 2023

BLACKPOOL YOUTH JUSTICE SERVICE

1.0   Purpose of the report

1.1   The purpose of the report is to provide scrutiny committee with an update regarding Blackpool's Youth Justice Service.

2.0   Recommendation

2.1   For the Scrutiny Committee to have oversight of the Youth Justice Partnership plan to provide scrutiny, challenge and support to aid development and ensure positive outcomes for children are achieved.

3.0   Reason for recommendation

3.1   Local authorities have a statutory duty to submit an annual youth justice plan and deliver against the priorities set out in their plan.

3.2   Is the recommendation contrary to a plan or strategy approved by the Council?   No

3.3   Is the recommendation in accordance with the Council's approved budget?   Yes

4.0   Other alternative options to be considered

4.1   No other alternative options to be considered.

5.0   Council priority

5.1   The relevant Council priority is:
- 'Communities: Creating stronger communities and increasing resilience'

6.0   Background and key information

6.1   The Youth Justice Partnership plan outlines the strategic vision and unwavering dedication to providing exceptional support to children and families involved in the youth justice system. Building upon the progress we have already made; our goal is to ensure that the children and families we serve thrive away from the Youth Justice system.

6.2   Blackpool's Youth Justice Partnership acknowledges and supports the research-backed notion that children should be treated in a manner that considers their age, level of comprehension, and overall circumstances. This approach considers their needs and holistic well-being. Blackpool Youth Justice multiagency Executive Board believe the children who display harmful behaviour, and the communities in which they live, are best served by identifying and addressing the underlying welfare and support needs that drive much of this behaviour. We understand that children are inherently vulnerable by virtue of age, levels of maturity and other factors and as such their rights should be protected.

6.3   The Youth Justice Partnership plan along with performance and resource data is monitored quarterly via the Blackpool's Youth Justice Executive Board providing a multidisciplinary strategic focus on the impact of service delivery on children's outcomes. The Executive Board ensures our Youth Justice Partnership is provided with clear and coordinated strategic governance to support with the delivery of high-quality youth justice services with a focus on:
- Ensuring a Child First approach to Youth Justice provision in Blackpool
- Ensuring sure children and young people are safe
- Reducing the likelihood of reoffending
- Reducing the risk of harm that children and young people can cause to other people and themselves.

The annual Executive Board Development Day was held in April 2023 and the outcomes from this have contributed to the development of the plan.

6.4   The priorities outlined in the plan include:
Priority One: Our Youth Justice Partnership will continue to strive to ensure that the Executive Board is efficient and effective, securing positive outcomes for children and families.
Priority Two: Our Youth Justice Partnership will increase prevention and diversion ensuring children receive support at the earliest opportunity to reduce the number of First Time Entrants in Blackpool.
Priority Three: Our Youth Justice Partnership will ensure our Youth Justice workforce have access to appropriate development opportunities and resources to reduce the risk of re-offending.
Priority Four: Our Youth Justice Partnership will ensure the educational needs of children open to the service are understood and appropriate action taken to ensure that they have access to high quality education and training services that met their individual needs.
Priority Five: Our Youth Justice Partnership will seek to reduce the number of children in custody.

6.5   In addition to Blackpool Youth Justice multiagency Executive Board the national Youth Justice Board (YJB) monitor the operation of the youth justice system. The YJB also monitor the provision of youth justice services and the extent to which the system aims are being achieved and any such standards met. In April 2023 the YJB introduced a new Oversight Framework to increase understanding of performance across the system and assure value for money from the Youth Justice Core Grant. As part of the new framework performance quadrant assessments are undertaken quarter. The assessments review service delivery, service leadership, local strategic priorities and continuous improvement. Blackpool Youth Justice partnership is currently in performance quadrant 2 deemed satisfactory performance.

6.6   Does the information submitted include any exempt information?   No

7.0   List of appendices

7.1   Appendix 7(a): Front sheet of Youth Justice Plan
7.2   Appendix 7(b): Youth Justice Board oversight framework service classification and support.
7.3   Appendix 7(c): Case Study

8.0   Financial considerations

8.1   Costs and contributions 2022-23

Agency	Staffing Costs	Other delegated funds	Total
Police	58,336	0	58,336
Probation	24,608	5,000	29,608
Health	39,974	15,442	55,416
Local Authority	345,016	103,807	448,823
YJB	435,178	54,251	489,429
Other			0
Total	903,112	178,500	1,081,612

9.0   Legal considerations

9.1   Local authorities have a statutory duty to submit an annual youth justice plan, relating to their provision of youth justice services, to the Youth Justice Board. Section 40 of the Crime and Disorder Act 1998 sets out the youth justice partnership's responsibilities in producing a plan. It states that it is the duty of each local authority, after consultation with the partner agencies, to formulate and implement an annual youth justice plan, setting out how youth justice services in their area are to be provided and funded, how they will operate, and what functions will be carried out.

10.0   Risk management considerations

10.1   There are no issues of concern as appropriate governance arrangements are in place.

11.0   Equalities considerations and the impact of this decision for our children and young people

11.1   The young people supported by the Blackpool youth justice service in 22/23 were mainly White ethnic background (89%), 8% of young people were mixed ethnicity/heritage which is similar to Blackpool population. The large majority were boys (84%) vastly disproportionate to overall population however similar to national Youth Justice Service pattern (86%). 20% of children assessed by the youth justice service in 22/23 had been in care at some point in their lives (a

reduction on 21/22 which stood at 25%).

12.0   Sustainability, climate change and environmental considerations

12.1   There are no sustainability, climate change or environmental factors to consider.

13.0   Internal/external consultation undertaken

13.1   Blackpool's Youth Justice Service recognise that children and families are more likely to feel motivated to engage with support when they feel understood, valued, and heard. Capturing the voice of the child and using this to inform individual plans and the continued development of our service is a fundamental part of the services function. Please see Appendix 7.3 for an example case study.

14.0   Background papers

14.1   None.

Appendix 7(b): Youth Justice Board oversight framework service classification and support.

Service classification and YJB improvement support

Quadrant 1 services – Strong: encouraged to provide peer-to-peer support and spread good practice to other systems and providers

Quadrant 2 services – Satisfactory (default classification): delivery provides no concern, focus on how to move services from satisfactory to exceptional performance

Quadrant 3 services – Improvement needed: *Investigation and analysis of the cause or nature of concerns impacting on performance outcomes for children; identify where the service may need assistance; offering advice and guidance and broker support and/or direct delivery of intervention support*

Quadrant 4 services – Persistent or significant underperformance *Services ability to improve triggers Ministerial notification of failure - YJB improvement support remains; cross government intervention*

Intervention support varies depending on service needs and their improvement journey, but includes:

Providing tools and resources

Promoting effective practice

Test and challenge support

Brokering support

Peer support

YJB provided activity

Data and intelligence can only identify a possible issue, building relationships and trust with Management Boards, Heads of Service and their staff helps to build a wider understanding. Working **with** the service and its partners embeds practice and delivers sustainable performance improvements.

Restorative Justice – Making things right

Blackpool Council
YOUTH JUSTICE SERVICE

X's Story

The initial Incident

X aged 15 was involved in an assault against another pupil at his school; which caused significant physical harm to the victim.

What happened

X was charged and attended Blackpool Youth Court where he was made subject to a 12 month Referral Order which included:

- Relationship building with X Youth Justice Officer.
- X to continue with his positive interests/activities.
- Referral to Divert Youth for mentoring support and football coaching opportunities.
- X to complete a Parachute Project to develop skills to handle problems and conflict without resorting to violence.
- Explore with X his knowledge and understanding of victims and reparation.
- X to develop a plan for making amends.
- All professionals to promote a sense of optimism about the future and encourage X future aspirations.

How is it going

X has worked alongside his Youth Justice Office for 10 months now and has not received and further convictions. X has successfully completed all of the goals on his intervention plan, with excellent attendance and engagement.

X participated in weekly Parachute Sessions to:
- *Develop self-awareness and self-control*
- *Promote positive social skills*
- *Teach pro-social problem-solving skills*
- *Increase confidence and self esteem*
- *Improve decision making*

X contributed to victim awareness raising sessions.

Following intervention X shared 'I feel like I've matured'.

Last month X supported by his family took part in the Colour Run 2023.

Mum: 'X has tried so hard to be a nicer better person, he has changed and grown in the last few months. He is caring and loving. I'm very proud of him and so is his dad. At times, X has felt his whole world has ended because of this incident and not wanted to move forward but he has made changes and tries every day to better himself. He puts all his energy into football and training and he is looking forward to the future. He has been keeping his head down at school and hopes to get five GCSE's, he would have been able to achieve more had he gone back to mainstream. He has applied to college. He knows what he did was wrong and wouldn't ever do anything like that again'.

The Colour Run

In order to make amends for his offending behaviour X agreed to take part in community reparation.

We agreed that a charity run would be perfect for X as it would be meaningful to him and allow him to make a positive contribution.

X and his family worked hard with getting sponsorship and donations. X raised £175 for Trinity Hospice.

'I'm proud of my medal',

'I would do something like that again',

'It was good to give something back and to help others'.

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Report to:	**CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE**
Relevant Officer:	Paul Turner – Assistant Director – Education, SEND and Early Years.
Meeting:	9 November 2023

STATUTORY ASSESSMENTS AND EXAMINATIONS UPDATE 2022-23

1.0   Purpose of the report:

1.1   To provide the Committee with a summary of the outcomes, in aggregate, for the Blackpool children at each statutory assessment point in 2022-23 school year, starting with GCSE and equivalent.

2.0   Recommendation(s):

2.1   To consider the information provided and identify any further areas for scrutiny.

3.0   Reasons for recommendation(s):

3.1   To ensure the Committee has an overview of results.

3.2   Is the recommendation contrary to a plan or strategy adopted or approved by the Council?   No

3.3   Is the recommendation in accordance with the Council's approved budget?   Yes

4.0   Other alternative options to be considered:

4.1   N/A

5.0   Council priority:

5.1   The relevant Council priority is

- "The economy: Maximising growth and opportunity across Blackpool"

- "Communities: Creating stronger communities and increasing resilience"

6.0   Background information

6.1   The English Government publishes annual measures of school and pupil performance (in aggregate) after each summer's examination results. These are in draft form until all re-marks have been completed and any school level queries answered. Once all the data is ratified,

results are published on the Department for Education's website –

www.compare-school-performance.service.gov.uk

6.2   The headline measures are Attainment 8 and Progress 8, alongside the percentage of children who are entered for an English Baccalaureate, the percentage of pupils who achieve a grade 5+ in English and Math, the average point score for the EBacc subjects, the number of pupils entered for an EBacc and the number of pupils in sustained education, employment and / or training (from the cohort who left school two years prior).

The town-wide results in aggregate show a reduction in overall pass rates since 2019 and no improvement in the headline measures. However, there has been some improvement in the performance of individual schools and many pupils have achieved good or better results.

Individual school results are available at - All schools and colleges in Blackpool - Compare school and college performance data in England - GOV.UK (compare-school-performance.service.gov.uk)

Blackpool (state funded)	
Total pupils	1277
Progress 8	-0.9
Pupils entering EBacc	19%
Sustained EET	75%
Grade 5+ English and Maths	26%
Attainment 8	35 points
EBacc	2.9 points

National (state funded)	
Total pupils	606,947
Progress 8	-0.03
Pupils entering EBacc	39%
Sustained EET	94%
Grade 5+ English and Maths	45%
Attainment 8	46.2
EBacc	4.05 points

6.3   Although not published widely until January, the town-wide results at the end of Key Stage 2

and Key Stage 1 are detailed below. A full report will follow in the new year.

Key Stage 2

		Reading		Writing		Maths		RWM	
National	2021/22	75%		69%		71%		59%	
	2022/23	73%	↓	71%	↑	73%	↑	59%	↔
Blackpool	2021/22	74%		60%		69%		56%	
	2022/23	68%	↓	69%	↑	70%	↑	54%	↓

Key Stage 1

	Reading - Below Expected standard	Reading -At Expected standard	Reading -At Greater Depth	Writing -Below Expected standard	Writing -At Expected standard	Writing -At Greater Depth	Maths - Below Expected standard	Maths - At Expected standard	Maths - At Greater Depth
National	31.5%	68.3%	18.8%	39.7%	60.1%	8.2%	29.4%	70.4%	16.3%
Blackpool	31.5%	68.2%	16.2%	41.0%	58.8%	5.8%	32.1%	67.6%	13.1%

RWM Expected standard	RWM Greater Depth	RWMS Expected Standard
National 56.0%	National 6.2%	National 55.7%
Blackpool 54.8%	Blackpool 4.3%	Blackpool 54.3%

A-Level results are also available in the new year and a report will follow.

6.1   Does the information submitted include any exempt information?   No

7.0   List of Appendices:

7.1   Appendix 8(a): Secondary Accountability Measures document

8.0   Financial considerations:

8.1   N/A

9.0   Legal considerations:

9.1   N/A

10.0   Risk management considerations:

10.1   N/A

11.0   Equalities considerations:

11.1   N/A

12.0   Sustainability, climate change and environmental considerations:

12.1   None.

13.0   Internal/external consultation undertaken:

13.1   N/A

14.0   Background papers:

14.1   None.

Secondary accountability measures

Guide for maintained secondary schools, academies and free schools

October 2023

Contents

List of Tables

Summary

This document explains how Key Stage 4 (KS4) performance measures have been calculated based on pupils at the end of KS4[1] in the academic year 2022/23.

The headline measures which appear in performance tables are:

- **Progress 8** - progress across 8 qualifications
- **EBacc entry** - percentage of pupils entering the English Baccalaureate
- **Pupil destinations** - percentage of students staying in education or going into employment after Key Stage 4
- **Attainment in English and maths** - percentage of pupils achieving a grade 5 or above in English and maths.
- **Attainment 8** - attainment across the same 8 qualifications as Progress 8
- **EBacc APS** - English Baccalaureate Average Point Score

A range of additional performance measures and contextual information is also published alongside the headline measures.

The KS4 measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core.

Expiry or review date

This guidance will be reviewed before February 2024.

Who is this publication for?

This guidance is for:

- senior leaders working in secondary schools and trusts, including maintained schools, academies, alternative provision, free schools and special schools;
- independent schools or colleges with 14-16 provision seeking information on secondary accountability measures;
- governors and trustees;

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[1] Pupils are identified as being at the end of KS4 if they were on roll at the school and in year 11 at the time of the January school census. Age is calculated as of 31 August at the start of the academic year, and the majority of pupils at the end of KS4 were age 15 at this point. Some pupils may complete this key stage in an earlier or later year group.

Main points

The guidance includes further information about KS4 performance measures for 2022/23 and the use of 2022/23 KS4 school and college level performance data. This update also includes information about how we will calculate KS4 MAT measures for the academic year 2022/23.

The tables and diagrams in the guidance have been updated to reflect the provisional 2022/23 data.

The guidance also includes information about KS4 performance measures for 2023/24 and plans for the headline EBacc attainment measure.

2022/23 performance measures

We will publish provisional KS4 school and college level performance data for academic year 2022/23 in autumn 2023. It is important we have publicly available data about exam results in a school or college, for transparency and as a starting point to support parents and students when choosing schools or post-16 institutions.

We intend to present the 2022/23 performance measures in a broadly similar way to prior to the pandemic, for example, with comparison tables for schools, local authorities and multi-academy trusts.

For 2022/23, all headline KS4 performance measures will remain the same. These are:

- **Progress 8** - progress across 8 qualifications
- **EBacc entry** - percentage of pupils entering the English Baccalaureate
- **Pupil destinations** - percentage of students staying in education or going into employment after Key Stage 4
- **Attainment in English and maths** - percentage of pupils achieving a grade 5 or above in English and maths.
- **Attainment 8** - attainment across the same 8 qualifications as Progress 8
- **EBacc APS** - English Baccalaureate Average Point Score

2023/24 performance measures

We plan to make the following changes to KS4 performance measures for 2023/24, to be published in autumn 2024:

entries into triple science (the percentage of pupils entered for biology, chemistry and physics) and **entries into languages** (the percentage of pupils entered for an EBacc language) will change from being additional measures to become headline measures for 2023/24, and will be reported on the main school page in performance tables from autumn 2024.

EBacc headline attainment measure

We want to move to a headline EBacc attainment measure that incentivises full EBacc entry. We will explore making changes to the headline EBacc attainment measure (EBacc Average Point Score). We plan to engage with the sector on this during the autumn, with a view to confirming the approach in early 2024. The change would be introduced for 2024/25 measures, to be published in autumn 2025.

How will the 2022/23 KS4 performance data be used?

We have always been clear that all users of education school performance data need to consider this data alongside a range of other information about the school and its individual circumstances, for example by speaking to the school or college directly, and that conclusions should not be drawn on a single piece of data alone. This will continue to be important given the ongoing impacts of the pandemic which we know affected individual schools/colleges and pupils differently.

When we publish 2022/23 KS4 performance measures in performance tables in October 2023, we will place wording alongside the data to make clear that users should be aware of the following:

- The return to pre-pandemic grading, with some protections, in 2023.
- Performance data may include results achieved in 2022 and 2023, and there were different approaches to grading in those years.
- Performance data may include entries, but not results, from 2020 and 2021 due to DfE's commitment not to use results achieved in 2020 and 2021 in future performance measures and adaptions to the way we calculate performance measures.
- Ongoing uneven impacts of the pandemic on pupils, schools and colleges.
- KS4 data based on qualification outcomes cannot be compared between 2021/22 and 2022/23. This is because for the majority of qualifications that count in performance measures, a different grading approach was used in 2021/22, to take account of the impact of the pandemic.
- 2022/23 KS4 data can be used to make cautious comparisons between schools/colleges, trusts, local authority and national averages from the same year.

As set out in DfE guidance[2], school and trust leaders should not make pay progression for teachers dependent on the assessment data for a single group of pupils. Performance management targets relating to pupil performance should not be used in isolation and other factors, in this case the ongoing uneven impact of the pandemic on pupils and schools and the caution needed when using the 2022/23 performance data, should also be taken into account.

Ofsted

Last year, Ofsted set out that 2022 outcomes would only be used with caution, that 2021/22 data would only be used to inform discussion with the schools about pupil outcomes, and that no school would be marked down on the basis of 2021/22 data alone.

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[2] School teachers' pay and conditions: guidance - GOV.UK (www.gov.uk)

That continues to be the case for 2021/22 data, but 2022/23 performance data will be used to inform inspection in the normal way. This means, as set out in Ofsted's school inspection handbook, Inspectors will use nationally published school performance data as a starting point on inspection, where it is available. National assessments and examinations are useful indicators of pupils' outcomes, but they only represent a sample of what pupils have learned. Inspectors will consider any outcomes data, where this is available in nationally published data, but it does not constitute a substitute for inspectors' first-hand inspection activities. Inspectors will be aware of the return to pre-pandemic grading, with some protections, in 2022/23, and the impact this may have on nationally published school performance data.

Regional Directors

As set out in Section 2 of the [Comissioning High-Quality Trusts](#) and [Annex B – Trust Quality Evidence](#) Regional Directors will have 2022/23 assessment, test and exam results data to refer to. This data will be treated with caution due to the ongoing impacts of the pandemic. 2022/23 data can be used to make comparisons between schools, trusts and with local authority and national averages. Decisions will not be made on a single year's data and will continue to be informed by a range of factors. KS2 data for 2022/23 may be cautiously considered alongside data from 2021/22, as the STA standards setting and maintenance approach was consistent across both years.

KS4 performance measures

The following sections set out how we have calculated the headline KS4 performance measures for 2022/23. Pupils reaching the end of KS4 in 2022/23 will have achieved most of their qualifications in academic years 2021/22 and 2022/23. We have used the usual methodology to calculate KS4 performance measures as far as that is possible. A few pupils may have results from qualifications achieved in 2019/20 or 2020/21. Where a pupil has entered a qualification early and has a qualification result from 2019/20 or 2020/21, we will apply the adapted methodology set out in annex D, whereby we will count the entry but not the result. This is in line with our commitment not to use qualification results achieved between January 2020 and August 2021 in future performance measures.

Progress 8

Progress 8 aims to capture the progress that pupils in a school make from the end of primary school to the end of KS4. It is a type of value-added measure, which means that pupils' results are compared to other pupils nationally with similar prior attainment. Every increase in grade a pupil achieves in their Attainment 8 subjects counts towards a school's Progress 8 score.

Progress 8 is calculated for individual pupils solely in order to calculate average Progress 8 scores including school Progress 8 scores. Schools should not share individual pupil progress scores with pupils or parents.

A Progress 8 score is calculated for each pupil by comparing their Attainment 8 score with the average Attainment 8 scores of all pupils nationally who had a similar starting point, using assessment results from the end of primary school. In 2016, changes were introduced to KS2 outcomes in English reading and maths. They are now reported as scaled scores instead of national curriculum levels (more information is available in the [measurement of prior attainment](#) section).

The greater the Progress 8 score, the greater the progress made by the pupil compared to the average for pupils with similar prior attainment.

A school's Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

- a score of zero means pupils in this school on average did as well at KS4 as other pupils across England who got similar results at the end of KS2
- a score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of KS2
- a score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of KS2

A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of KS2.

Worked examples on how Attainment 8 and Progress 8 measures are calculated are shown in annex A.

Gaps in the Progress 8 baseline

As primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19 disruption, there will be no KS2 prior attainment data available to use to calculate Progress 8 when the relevant cohorts reach the end of KS4 in academic years 2024/25 and 2025/26. We will explore whether there are any alternative options for producing a progress measure in the affected years, and will announce our approach nearer the time.

Pupils with extremely negative progress scores

We limit how negative[3] a pupil's progress score can be when calculating the school average. These pupils still have large negative scores (to reflect that the pupils have made much less progress than other pupils in the same prior attainment group as them), but the disproportionate effect they have on their school's score has been reduced.

We do this by setting a minimum progress score that can be assigned to pupils within the prior attainment groups where extremely negative scores exist. Prior attainment groups from 1 to 16 (inclusive), will not have a minimum progress score threshold set as the average Attainment 8 scores at KS4 for these groups are not high enough to allow for extremely negative progress scores.

Further information on the calculation and minimum thresholds for each prior attainment group is available in annex B.

Progress figures published in performance tables are calculated using the methodology outlined above, and in annex B. We also publish figures in download data that do not place limits on pupil progress scores for transparency.

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[3] We do not set a maximum limit on how positive a pupil's progress score can be as there are much smaller numbers of extremely positive progress scores that have a disproportionate impact than extremely negative ones.

Attainment 8

Attainment 8 measures pupils' attainment across 8 qualifications including:

- maths (double weighted) and English (double weighted, if both English language and English literature are sat)
- 3 qualifications that count in the English Baccalaureate (EBacc) measures – (see EBacc entry and attainment measures section)
- 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list Key stage 4 qualifications, discount codes and point scores - GOV.UK (www.gov.uk).

Attainment 8 and Progress 8 calculations are described in more detail in the calculating Attainment 8 and Progress 8 section, with worked examples in annex A.

EBacc entry and attainment measures

The EBacc entry measure reports the percentage of pupils entered for the EBacc. To enter the EBacc, pupils must take up to eight GCSEs across five subject 'pillars.'[4] The structure of the EBacc is set out on page 7 of the Government's response to its consultation on implementing the EBacc.

EBacc APS measures pupils' point scores across the five pillars of the EBacc. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential. For English results to be included in the EBacc APS calculation, pupils must sit both English language and English literature. The better grade counts towards EBacc APS. The way we calculate EBacc APS is set out in annex C.

Percentage of pupils staying in education or going into employment after Key Stage 4 (pupil destinations)

The headline pupil destination measure shows the percentage of pupils continuing to a sustained education, employment, or training destination in the year after completing KS4 study (after year 11). The data published is for pupils who finished year 11 in 2021. Pupils are counted in a sustained destination if they have a recorded activity throughout the first two terms of the 2021/22 academic year (or any consecutive 6 months in the year for apprenticeships).

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[4] Some AS level qualifications in the same subject pillars can also count towards the EBacc.

Additional breakdowns show whether pupils were in education, apprenticeships, or employment, did not stay in education or employment for at least two terms, or whether activity was not captured in the data. Education destinations including further education (FE) colleges and other FE providers, sixth-form colleges, school sixth forms and other education destinations are also shown. Further information on the KS4 destination measures can be found in annex E.

We recognise that destination measures may have been affected by the broader impacts of COVID-19, including school and college closures during 2020 and 2021 and alternative grading arrangements. Guidance will be provided alongside the data, to encourage users to approach the data with this in mind.

Attainment in English and maths measures

These measures show the proportion of pupils achieving a grade 5 and above (a headline measure) and the proportion of pupils achieving a grade 4 and above in GCSE English and maths. A pupil has to achieve the relevant threshold grade in either English literature or English language; there is no requirement to sit both.

Publication of KS4 secondary accountability measures

Headline secondary accountability measures are published as a statistical publication at national and local authority level on Explore Education Statistics and at school level on the performance tables website. From 2022/23 institution level data for all schools, including independent schools and FE colleges, will be published in October.[5] The statistical publication includes student characteristic breakdowns including gender and disadvantaged status.

Progress 8 and its constituent elements, and pupil destinations, are not published for independent schools and independent special schools.[6] Pupil destinations are also only published for schools which had pupils completing the key stage two years previously.

As usual, suppression is applied at school level, so we do not disclose the results of small numbers of pupils. Figures are suppressed if the school has five or fewer pupils included in the cohort. This applies to sub-groups of pupils as well as the whole cohort; for example, if there were 5 boys and 3 girls in a school, we would not publish attainment for boys or girls separately but would publish attainment for all pupils (as this is based on 8 pupils). The same rules are applied across pupils included in each headline measure. We apply extra suppression, where appropriate, to destination measures because it contains employment data and to protect confidentiality. The Progress 8 score is suppressed if fewer than 50% of pupils at the end of KS4 are included in the measure (for example because they do not have KS2 prior attainment recorded).

Schools, colleges and local authorities also have access to school and pupil level performance data via Analyse School Performance (ASP) and pupil level performance data via Get Information About Pupils (GIAP).

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[5] In previous years school level data for state-funded schools has been published in the provisional October publication. Results data for independent schools and FE colleges were published alongside state-funded schools with the revised February publication.

[6] We do not publish KS2 data for independent schools because they don't have to follow the national curriculum or enter pupils for KS2 tests. This means that independent schools are not included in the calculation of Progress 8. They are still included in other attainment measures at KS4.

Calculating Attainment 8 and Progress 8

Qualifications included in the measures

Progress 8 and Attainment 8 are based on a calculation of pupils' performance across 8 qualifications. These qualifications are:

1. a double weighted **maths** element that will contain the point score of the pupil's English Baccalaureate (EBacc) maths qualification.

2. an English element based on the higher point score of a pupils' EBacc **English language** or **English literature qualification**. This will be double weighted provided a pupil has taken both qualifications.

3. an element which can include the three highest point scores from any of the **EBacc** qualifications in science subjects, computer science, history, geography, and languages. For more information see the list of qualifications that count in the EBacc. The qualifications can count in any combination and there is no requirement to take qualifications in each of the 'pillars' of the EBacc.

4. the open element contains the three highest point scores in any three **other** subjects, including English language or literature (if not counted in the English slot), further GCSE qualifications (including EBacc subjects) or any other technical awards from the DfE approved list: Performance measures: technical and vocational qualifications. For more information, see the list of qualifications included in the KS4 performance measures: Key Stage 4 qualifications discount codes and point-scores.

If a pupil has not taken the maximum number of qualifications that count in each group then they will receive a point score of zero where a slot is empty.

Maths qualifications

This element of Progress 8 is double weighted. Only maths qualifications which also count towards the EBacc can count in the maths element of Progress 8.

Where a pupil has taken more than one EBacc maths qualification, qualifications which are not used in the maths element cannot count elsewhere in Progress 8.[7]

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[7] First entry and discounting rules as set out in the discounting and early entry section still apply.

Approved mathematical type qualifications that do not count towards the EBacc, for example GCSE statistics, can be counted in a slot in the 'open' element of Progress 8 regardless of whether or not a pupil has also taken an EBacc maths qualification.

For more information on Free Standing Maths Qualifications see Level 3 qualifications section.

English qualifications

If a student sits both English language and English literature, the higher grade is double weighted in the English element. The lower grade can count in the 'open' element of subjects (not in the EBacc element).

If only one of GCSE English literature or English language is taken then this qualification will count in the English element but will not be double-weighted.

An explanation of how English counts towards other headline performance measures is provided in annex F.

Qualifications in the English Baccalaureate (EBacc) subjects

Only qualifications that count towards the EBacc measure can be included in the Progress 8 element reserved for EBacc qualifications.

Maths cannot be included in the EBacc element. English literature and English language cannot be included in the EBacc element - the better of these qualifications will count in the 'English' element, and the other can count in the 'open' element if the grade is higher than other eligible subjects.

There are no other stipulations about the types of EBacc subjects which can count in the three slots of the EBacc element. Any combination of EBacc subjects can be used to fill these slots, including for example:

- biology, chemistry, French

- or Spanish, French, German

- or history, geography, Spanish

Science and computer science qualifications

All students have to study science up to the age of 16. The KS4 science and computing curricula are compulsory in state-funded maintained schools, and academies are required to provide a broad and balanced curriculum, including English, maths and science, up to the age of 16.

There is the combined science GCSE (double award), the single science GCSEs (biology, chemistry and physics) and computer science GCSE.

Separate GCSEs in biology, chemistry, physics and computer science each take up one slot, and can count in Progress 8 in any combination. The combined science GCSE can take up two slots in either the EBacc or open elements of Progress 8 where this represents the highest relevant grades achieved. One grade from this qualification can fill one slot if higher grades are achieved in other qualifications.

The points awarded to combined science are averaged, which means for example, that a combined science grade of a grade 6 and a grade 5 would be averaged to two 5.5 points to fill either one or two slots as appropriate (a maximum of 11 points across two slots). This is shown in more detail in Table 22.

Any other science subject may count in the open element of Progress 8.

Details of the combined science, single science and computer science qualification pathways and how they may count in the headline measures can be found in the Discounting and Early Entry Guidance at: [Key Stage 4 qualifications discount codes and point-scores](#) and an example of the science pathways is found in annex G.

Qualifications in the 'open' element

Up to 3 GCSE qualifications (including EBacc subjects not used to fill the slots in the EBacc element) and/or technical awards that are included in the approved list for the year in which the student will reach the end of KS4 can count towards the three slots in the 'open' element in the Progress 8 measure. For example if a student takes a technical award early in Year 10 in 2022/23 the technical award must be on the approved list for 2023/24 to count in performance measures as this is when the student will reach the end of KS4.

Technical awards are approved level 1 and 2 qualifications that equip 14 to 16-year-olds with applied knowledge and practical skills not usually acquired through general education[8].

The Department introduced a revised approval process for KS4 technical qualifications for inclusion in 2024 performance measures. Only those technical qualifications that meet stretching requirements, have been approved by the Department to be included in the 2024 KS4 performance measures alongside academic qualifications.

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[8] See the technical guidance for further information: [14 to 19 technical and applied qualifications technical guidance](#).

Level 3 qualifications

AS levels can count in the appropriate element of the Progress 8 measure for their subject (for example, maths AS-levels count in the maths slot, a French AS-level in the 'EBacc group', and an Art AS-level in the 'open' element). If a GCSE in the same subject has been taken the AS-level will always count in Progress 8 and the GCSE will not count, even if the AS has a lower point score than the GCSE. AS-levels at grade A score higher points in Progress 8 than a grade 9 GCSE.

Level 3 qualifications not included in the EBacc list can only count in an 'open' slot. This includes Free Standing Maths qualifications (FSMQ).

FSMQ will only count in an 'open' slot if a pupil has not taken an EBacc maths qualification. FSMQ do not discount EBacc maths qualifications therefore early entry rules are not applicable across these qualifications. For example, even if a pupil sat an FSMQ in year 10 and an EBacc maths qualification in year 11, the 'open' slot would not be filled by the FSMQ as the pupil would have an EBacc maths qualification which counts.[9]

One graded music qualification can count in the 'open' element of Progress 8 and can count alongside GCSE music.

Point Scores

The point scores for different types of qualifications for performance measures for academic year 2022/23 and in future performance measures can be found in annex G.

Discounting, pathway and first entry rules

Discounting ensures that, where a pupil has taken two or more qualifications with a significant overlap in content, the performance tables only give credit once for teaching a single course of study.

Rules for first entry in a particular subject apply under Progress 8 and Attainment 8, as do rules for pathways in English, maths and science qualifications. The discounting and early entry guidance is published here: Key stage 4 qualifications discount codes and point-scores.

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[9] If the EBacc maths qualification was taken between January 2020 and August 2021 and therefore was impacted by COVID-19 the result for the EBacc maths qualification would not count but the Free Standing Maths Qualification could count in the 'open' element.

Interpreting Progress 8 scores

A school's Progress 8 score is calculated as the average of its pupils' Progress 8 scores. For all mainstream pupils nationally, the average Progress 8 score will be zero. When including pupils at special schools the national average will be slightly less than zero as Progress 8 scores for special schools are calculated using Attainment 8 averages based upon mainstream pupils. School scores should be interpreted alongside their associated confidence intervals (see annex I for more information).

The minimum grades each pupil requires to achieve a positive Progress 8 score will not be known in advance. This is because each pupil's results are compared to other pupils with similar prior attainment within the same national cohort.

It is highly advisable that care should be taken when using a previous year's attainment averages as a guide to potential future Progress 8 results. This is because changes to national subject entry patterns and performance, as well as changes to the methodology for calculating measures and to grading as a result of the pandemic will cause these averages to change. Schools may change their curriculum offer in response to the Progress 8 measure and to the Government's EBacc ambition, so any modelling based on current national results could be misleading.

Pupils reaching their estimated grades

A pupil's estimated grade is what they are anticipated to achieve based on the national average for their prior attainment group. Progress 8 does not give particular credit to a school for helping a pupil reach his or her estimated grade. Schools get credit for each increase in grade a pupil achieves, regardless of how this grade relates to their estimated grade. For example, the Progress 8 score can improve equally if a pupil working well below their estimated grade moves up one grade, or if another pupil moves up one grade to achieve their estimated grade.

Impact of the number of qualifications taken on a pupil's Progress 8 score

The number of qualifications each pupil should enter remains a professional judgement for schools led by what best meets the needs of an individual.

The Progress 8 score for each pupil will always be determined by dividing the points total for their eight qualifications included in Attainment 8 by 10 (the eight qualifications with English and maths both double-weighted), regardless of how many qualifications the pupil sits.

This approach supports the policy aim to encourage schools to offer a broad and balanced curriculum with an academic core.

It may benefit some less able pupils to work towards good grades (and hence score more points) in fewer subjects, with the emphasis on doing well in English and maths, rather than to take more subjects but achieve lower grades overall.

Presentation of Progress 8 scores in performance tables

Progress 8 scores are presented in performance tables alongside confidence intervals and a banding. Further information on bandings can be found in annex O.

Confidence intervals

Progress 8 results are calculated for a school based on a specific cohort of pupils. A school may have been just as effective but have performed differently with a different set of pupils. Similarly, some pupils may be more likely to achieve high or low grades independently of which school they attend. To account for this natural uncertainty 95% confidence intervals around Progress 8 scores are provided as a proxy for the range of scores within which each school's underlying performance measure can be confidently said to lie. The results of schools with a small cohort tend to have wider confidence intervals; this reflects the fact that the performance of a small number of pupils taking their KS4 exams can have a disproportionate effect on the school's overall results. Both the Progress 8 score and the confidence interval for a school should be taken into account when comparing with other schools, pupil groups or national or local authority averages.

Information about how confidence intervals are calculated is described in Annex H.

Rounding method used in performance tables

Progress scores (including confidence intervals) are published to two decimal places and use normal rounding conventions. For example, digits less than 5 are rounded down and those that are 5 or more are rounded up. Therefore a score of 0.21453 will be rounded down to 0.21 and a score of 0.09540 will be rounded up to 0.10. The bandings are calculated on rounded data and this is an established convention within the performance tables. We base our bandings, and whether we consider a school's score to be above or below average (significantly different from 0), on the published value of the confidence interval at two decimal places. For example, we do not treat a school with an upper confidence limit of -0.00234, which is shown as 0.00, as significantly below average.

Making comparisons between years

Progress 8 is a relative, in-year measure and cannot be compared directly year on year. For example, knowing a school had a Progress 8 score of -0.2 in 2022 and a score of -0.3 in 2023 tells you how the school did compared to the national average in those years

but not whether their performance improved across years. Scores may also be affected by the different approaches to grading in those years and by changes made to way we calculate measures due to the impact of the pandemic. We have made clear in performance tables that KS4 performance measures based on qualification results from 2022/23 cannot be directly compared to measures from 2021/22 due to the different approaches to grading in 2021/22 and 2022/23.

Using performance data to predict individual pupils' scores and sharing pupils' progress data

The Government response to the Workload Advisory Group report 'Making Data Work'[10] provides advice to schools about proportionate use of setting predictions or targets for individual pupils to aid teaching. It makes clear that predicting pupils' attainment can sometimes be appropriate, but that pupils or their parents need not be routinely told the levels that they 'should' or 'are likely to' achieve at the end of KS4. The Group also stated that 'flight paths', where pupils are told the levels they will achieve based on the performance data of pupils with similar starting points in previous years, are not valid as a prediction, as they understate the variation in pupil trajectories of development. Schools are not held to account by the Department for pupil targets and predictions, and local authorities or multi-academy trusts should not routinely request such information.

Similarly, schools should not share individual pupil progress scores with pupils or parents. Schools should not try to predict pupil or school level progress scores in advance of official provisional data being available in the autumn. The Progress 8 score is an in-year relative measure.

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[10] The teacher workload advisory group report and government response.

Measurement of Prior Attainment

Changes to the KS2 baseline for calculating Progress 8

In 2016, changes were introduced to KS2 national curriculum tests, with pupil outcomes expressed as KS2 scaled scores for English reading and maths instead of national curriculum levels. Further information can be found here.

Most pupils reaching the end of KS4 in 2022/23 took national curriculum tests in 2018. A few may have completed KS4 in a longer or shorter period of time, and will have taken national curriculum tests in 2017 or 2019.

Most of the first cohort who took national curriculum tests in summer 2016 reached the end of KS4 in 2020/21 academic year. We did not publish Progress 8 in 2020/21, so many of these changes came into effect in the 2021/22 performance measures. The way we define low, middle and high prior attainment at KS4 using KS2 scaled scores was reflected in KS4 attainment statistics and accompanying data files published in November 2021.

When reporting on prior attainment, we define low, middle and high prior attainment at KS4 using KS2 scaled scores as follows:

Table 1: Low, middle and high prior attainment definitions

Prior Attainment Group	Average scaled score in English reading and maths
Low prior attainers	Below 100
Middle prior attainers	Greater than or equal to 100 but less than 110
High prior attainers	Greater than or equal to 110

Using these definitions changed the percentage of pupils in each group, compared to when prior attainment was defined using national curriculum levels. This is discussed in the KS4 attainment statistics publication (on Explore Education Statistics) published in November 2021.

Pupils working below the standard of the test at KS2 are assigned nominal point scores for the purposes of including them in prior attainment measures. The process used from 2021 to define low, middle and high prior attainment is described in guidance accompanying the 2023 KS4 attainment statistics publication.

Pupils with test results in both English reading and maths

Most pupils will have been awarded a scaled score for English reading and maths. For these pupils, their prior attainment has been calculated as the average of their English reading and maths scaled scores.

Average scaled scores are calculated to one decimal place meaning, for example, a pupil getting an English reading scaled score of 110 and a maths scaled score of 105 would be allocated an average scaled score of 107.5.

KS2 scaled scores, when used for the purpose of the Progress 8 baseline, do not have special consideration applied.[11]

Pupils working below the level of the test

Pupils working below the level of the test will have KS2 teacher assessed outcomes instead of test results. For the purposes of including these pupils in KS4 progress measures, their teacher assessed outcomes have been assigned nominal scaled scores, with the calculation of average scaled scores then proceeding as described above (i.e., a pupil's average scaled score is the average of their English reading and maths nominal scaled scores or, in the case of pupils with one teacher assessed outcome and one test result, the average of their test result and nominal scaled score).

As we have done in previous years, we have allocated a nominal point score for pupils without a pre-key stage teacher assessment who were entered for the test but gained too few marks to achieve a scaled score. These pupils will have been allocated a code N[12]. In 2023, the points assigned to code N are 79.

Pupils with a pre-key stage teacher assessed outcome are converted into nominal scaled scores using the KS2 methodology from the year the pupil completed their KS2 studies. Most pupils reaching the end of KS4 in academic year 2022/23 will have completed their KS2 assessments in 2018, while a minority will have completed KS2 in 2017 (taking one year longer between Key Stages 2 and 4) or 2019 (taking one year less between Key Stages 2 and 4). The methodology used to convert KS2 teacher assessed outcomes to nominal scaled scores in 2016, 2017, 2018 and 2019 is described below.

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[11] The DfE add 3 points to a pupil's scaled score for each subject where special consideration is applied. The score is capped at the maximum score available for a test. For pupils who took KS2 tests from 2018/19 onwards, KS2 scores for reading, maths and Grammar Punctuation and Spelling (GPS) without special consideration applied are shown in Get Information About Pupils (GIAP). There is also a flag to show where special consideration has been applied. More information on special consideration can be found in the KS2 tests: special consideration guidance.

[12] Code N was introduced from 2017 onwards.

In 2016, pupils were allocated one of four nominal scaled scores, depending on whether they were assessed as being below the interim pre-key stage standards, meeting the foundations for the expected standard, showing early development of the expected standard or showing evidence for growing development of the expected standard.

For 2017 and 2018, changes were made to the nominal scores allocated to pupils assessed as being below the interim pre-key stage standards, with nominal scores between 59 and 71 being allocated depending on the pupil's P scale teacher assessment outcome.

In 2019 new pre-key stage standards were used for the first time to report teacher assessment in English reading, English writing and mathematics for pupils working below the standard of national curriculum assessments engaged in subject-specific study. The pre-key stage standards replaced the interim pre-key stage standards and P scales 5-8. The pre-key stage standards included six standards at key stage 2.

P scales 1 to 4 were still used for the statutory assessment of pupils not yet engaged in subject-specific study at the end of Key Stage 2.

The nominal scaled scores allocated to pupils with KS2 teacher assessed outcomes obtained from 2016 to 2019 are shown in the tables 2 and 3.

Table 2a: Points allocated to each Key Stage 2 teacher assessment category 2016 to 2018

Teacher assessment for pupils below the level of the test at Key Stage 2 2016 to 2018	Points (below the scaled score range) 2016	Points (below the scaled score range) 2017	Points (below the scaled score range) 2018
Below the standard of the interim pre-key stage standards - assessment based on P-scales	See table 3	See table 3	See table 3
Pupils below the interim pre-key stage standard but not on P-scales	70	71	71
Foundations for the expected standard	73	73	73
Early development of the expected standard	76	76	76

Growing development of the expected standard	79	79	79

Table 2b: Points allocated to each Key Stage 2 teacher assessment category 2019

Teacher assessment for pupils below the level of the test at Key Stage 2 2019	Points (below the scaled score range) 2019
Below the standard of the pre-key stage standards - assessment based on P-scales	See table 3
Below pre key stage standard but not on p scales	62
Standard 1	64
Standard 2	67
Standard 3	70
Standard 4	73
Standard 5 (working towards the KS1 expected standard)	76
Standard 6 (working at the KS1 expected standard)	79

Table 2c: Disregard codes for Key Stage 2 teacher assessment categories

Disregard codes	
M – Missing	A – Absent
U – Unable to access test	J – Just arrived
CA – Ability to represent their actual ability in the test affected	CN – Ability to represent their actual ability in the test not affected
HNM – Has not met the standard	D – Disapplied
F – Pupil will take the test in the future	P – Pupil has taken the test in the past
L– Left	Z – Ineligible
Q - Maladministration	S – Pending maladministration
X – Lost	

Table 3: Points scores for pupils working below the pre-key stage standards

P-scale teacher assessment for pupils below the level of the test and below (interim) pre-key stage standards at Key Stage 2	Points (below the scaled score range) 2016[13]	Points (below the scaled score range) 2017	Points (below the scaled score range) 2018	Points (below the scaled score range) 2019
P1i to P3ii	70	59	59	59
P4	70	61	61	61
P5	70	63	63	n/a
P6	70	65	65	n/a
P7	70	67	67	n/a
P8	70	69	69	n/a

Pupils missing one result

Some pupils might not have test results or teacher assessed outcomes in both English reading and maths. Where pupils have one result (either a test result or a teacher assessed outcome) their average scaled score is equal to their one result. These pupils are then treated in the same way as pupils with results in both English reading and maths for the purposes of placing them into prior attainment groups and calculating their Progress 8 scores.

Pupils who have no KS2 assessment

There will be some pupils who have no KS2 results to use as the baseline for the Progress 8 measure, for example, those arriving at secondary school from the

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[13] In 2016, all pupils on P-scales at Key Stage 2 got the same nominal point (70).

independent sector or abroad or where test results have been annulled due to KS2 maladministration. These pupils' scores will not be included in the Progress 8 measure (and the pupils will not be included in the denominator when calculating the average of the progress scores for the school).

However, these pupils will be included in the attainment measures for the school, unless they have arrived from a non-English speaking country in year 10 or year 11 and the school requests for their results to be removed. We also expect the school to be able to discuss with Ofsted, parents and others the progress these pupils have made through secondary school.

Information available to secondary schools about their year 7 pupils

Secondary schools receive information via common transfer files on the teacher assessment and test score (the scaled score) awarded to each pupil.

Question Level Analysis data is available to secondary schools via the Analyse School Performance (ASP) service. This will help secondary schools identify strengths and weaknesses of incoming year 7 pupils in each test subject.

Get information about pupils (GIAP) provides access to pupil level census and attainment data as well as providing pupil level pupil premium allocation details. The service can be accessed via the DfE Sign-in.

Secondary schools should continue to view KS2 test results as just one piece of data available to them and continue to supplement this data with their own ongoing assessments of what pupils know and can do.

KS4 multi-academy trust (MAT) measures

We intend to produce and publish KS4 MAT measures in February 2024 for the 2022/23 academic year based on revised data. As in previous years, we will produce the following KS4 measures at MAT level:

- Progress 8
- percentage entering EBacc
- EBacc Average Point Score (APS)
- percentage achieving EBacc at grade 5 and above/grade 4 and above[14]
- Attainment 8
- percentage of pupils achieving grade 5 or above in English and maths GCSE

As MAT-level measures are an aggregate of school-level measures, we have used the usual methodology to calculate MAT measures, as far as possible. Where appropriate, the adapted methodology for calculating KS4 performance measures set out in annex D will also apply to MAT-level measures.

Eligibility for inclusion in the MAT measures

We include data at MAT level for MATs that are sufficiently well established to have had time to a) have an impact on the performance of schools within the MAT and b) so that aggregate data tells you more than the individual institution data would.

For the 2022/23 academic year, we will produce measures for MATs:

- that have at least three schools with results at KS4, and
- where those schools have been with the MAT for at least three academic years (defined as having joined that MAT before 14 September 2020). [15]

This means that we do not produce measures for all MATs. It also means that, where we do produce measures for a MAT, the measures may be based on the results from only some of their schools (i.e., if they have at least 3 schools, that have been part of the MAT for 3 or more years that have results at KS4, but also have schools with results at KS4 that have been with the MAT for less than 3 years).

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[14] More information on what counts in EBacc can be found in the ['English Baccalaureate: eligible qualifications'](#) guidance.

[15] Where an academy has joined a trust since 14 September 2020 but immediately prior to that date the academy was part of a trust that was sponsored by their current trust since at least 14 September 2020, we will include the academy in the measures for their trust.

The measures cover state-funded mainstream schools within MATs only. Special schools, pupil referral units, alternative provision academies and alternative provision free schools are not included.

As the MAT sector continues to mature, each year the number of MATs that have at least 3 academies, that have been part of the MAT for at least 3 years increases. This means that each year we expect to produce measures for more MATs than we did for the previous academic year, and some MATs will have MAT measures produced for the first time.

Previously, we have calculated and reported at sponsor level, for the very small number of MATs this affects. We will no longer be reporting at this level and will be reporting at trust level only.

Calculating KS4 measures at MAT level

For each of the measures we publish at MAT level, the score or percentage for each MAT is based on the weighted average of its individual schools' respective progress/attainment scores. This is to ensure that a school's contribution to the overall MAT level score is proportional to its size when calculating the average.

For Progress 8, Attainment 8, EBacc entry and attainment measures, and attainment in English and maths, the score is weighted for:

- the number of pupils at the end of the key stage;
- the length of time the school has been with that MAT (those that have been with the MAT for three years are given a weight of three, those with the MAT for four years are given a weight of four and those with the MAT for five or more years are given a weight of five; as the usual combined duration of KS3 and KS4 is five years).

Disadvantaged pupils and MAT measures

We calculate breakdowns of all KS4 MAT level measures for disadvantaged pupils. Evidence shows that overall performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a MAT improves the performance of disadvantaged pupils. Disadvantaged pupils are those who were eligible for free school meals at any time during the last six years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

Worked examples of KS4 MAT measures are included in annex I.

Annex A – Progress 8 and Attainment 8 worked examples – usual methodology

Calculating Attainment 8

Worked Example A

Table 4 sets out how the Attainment 8 score would be calculated for a particular pupil, Gillian, based on current point scores.

Table 4: Key stage 4 results for Gillian

ID	Qualification	Grade	Points	Included in the measure	Element	Doubled?	Total points
Qa1	GCSE maths	7	7	Yes	Maths	Yes	14
Qa2	GCSE English language	8	8	Yes	English	Yes	16
Qa3	GCSE English literature	6	6	Yes	Open	No	6
Qa4	GCSE biology	7	7	Yes	EBacc	No	7
Qa5	GCSE art	4	4	Yes	Open	No	4
Qa6	GCSE physics	6	6	Yes	EBacc	No	6
Qa7	GCSE French	9	9	No			
Qa8	AS Level French	C	7	Yes	EBacc	No	7
Qa9	GCSE Spanish	6	6	Yes	Open	No	6
Qa10	GCSE religious studies	3	3	No			

Referring to the IDs of qualifications above, the following illustrates the calculation of the Attainment 8 score for Gillian:

Mathematics — Qa1 = 7, Qa1 = 7
English — Qa2 = 8, Qa2 = 8
Other EBacc qualifications — Qa4 = 7, Qa6 = 6, Qa8 = 7
Other qualifications — Qa3 = 6, Qa5 = 4, Qa9 = 6
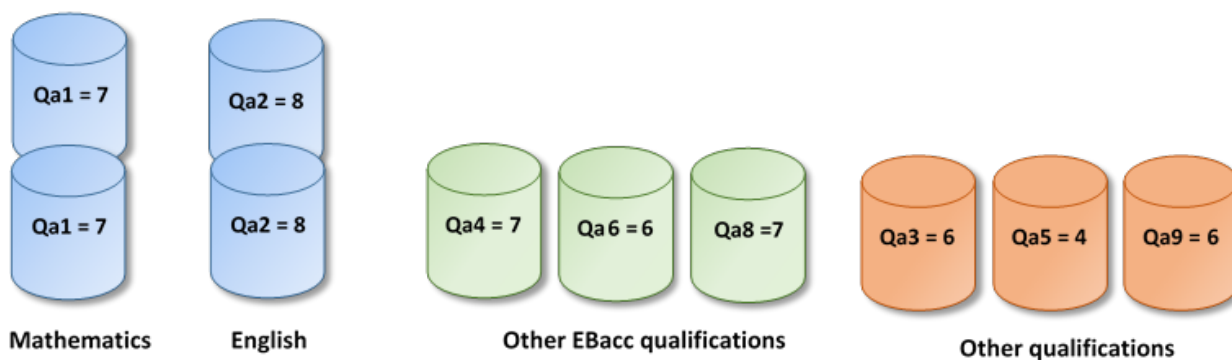
Attainment 8 score = (Qa1 + Qa1) + (Qa2 + Qa2 as taken English literature)

$$+ Qa4 + Qa6 + Qa8 + Qa3 + Qa5 + Qa9$$

= (7 + 7) + (8 +8) + 7 + 6 + 7 + 6 +4 +6

= **66**

Dividing the Attainment 8 score by 10 gives a pupil's average grade. In this case it is 6.6.

Worked Example B

Table 5 sets out how the Attainment score would be calculated for another pupil, Hardip.

Table 5: Key stage 4 results for Hardip

ID	Qualification	Grade	Points	Included in the measure	Element	Doubled?	Total points
Qb1	GCSE Maths	3	3	Yes	Maths	Yes	6
Qb2	GCSE English Language	4	4	Yes	English	No	4
Qb3	GCSE Combined Science	5-5	5	Yes	EBacc Ebacc	No No	5 5
Qb4	GCSE Computer Science	4	4	Yes	EBacc	No	4
Qb5	WJEC Vocational Award in Hospitality and Catering	Distinction	7	Yes	Open	No	7

Qb6	BTEC First Award in Sport	Merit	5.5	Yes	Open	No	5.5
Qb7	NCFE Certificate in Business and Enterprise	Level 2 Pass	4	Yes	Open	No	4
Qb8	Pearson BTEC Tech Award in Health and Social Care	Level 1 Pass	1.25	No			

Mathematics: Qb1 = 3, Qb1 = 3
English: Qb2 = 4, EMPTY = 0
Other EBacc qualifications: Qb3 = 5, Qb3 = 5, Qb4 = 4
Other qualifications: Qb5 = 7, Qb6 = 5.5, Qb7 = 4

Attainment 8 score = (Qb1 + Qb1) + (Qb2 + 0)

Qb3 + Qb3+ Qb4 + Qb5 + Qb6 +Qb7

= *(3 + 3) + (4 +0) + 5 + 5 + 4 +7 + 5.5 +4*

= **40.5**

Dividing the Attainment 8 score by 10 gives a pupil's average grade. In this case it is 4.05.

Hardip has not taken English literature, so his score for English language is not doubled. Furthermore, he has taken two EBacc subjects, as computer science[16] counts as a separate science in addition to combined science, so he scores in each of the three EBacc slots. The three highest scores from the four technical awards he entered count towards the open slots.

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[16] Since 2014 computer science has counted as an individual science in the performance tables. However, it can also count alongside combined science or single sciences in Attainment 8/Progress 8 and it is not involved in science pathway discounting, so it is possible for computer science to count in Attainment 8 and Progress 8 measures alongside combined science.

Calculating a pupil's Progress 8 score

Hardip has an Attainment 8 score of 40.5. His KS2 scaled score was 101. The national average revised Attainment 8 score for pupils with Hardip's KS2 result is 38.00 in 2023. Provisional 2023 attainment averages are shown in annex J Hardip's Progress 8 score is the difference between his actual Attainment 8 score and the estimated Attainment 8 score, divided by 10 - that is 40.5 – 38 = 2.5 /10 = 0.25 (to 2d.p.).

Table 6: Worked example of pupil Progress 8 score

Hardip's Prior Attainment Group - includes those with scaled score of	*Average Attainment 8 score of all pupils in this Prior Attainment Group*	Hardip's estimated Attainment 8 score	Hardip's actual Attainment 8 score	Hardip's Progress 8 score (actual - estimate)
100.5 to 101	→	38.00	40.5	40.5 – 38/10 = 0.25

Calculating a school's Progress 8 score

The school's Progress 8 score is the mean average of its pupils' Progress 8 scores.

Worked Example A

Hardip is one of 142 pupils in his school's KS4 cohort, who gain a range of Progress 8 scores:

Table 7: Worked example of unadjusted school Progress 8 score

Pupil Number	Pupil name	P8 score
1	Hardip	+0.25
2	Sarah	-0.20
…		…
142	Ollie	+1.10
	Sum	+36.94

So the school's unadjusted Progress 8 score is calculated as 36.94/142 = 0.26.

Calculating a school (adjusted) Progress 8 score

At Hardip's school there is a pupil called Stuart, who is the only person in the school with an extremely negative Progress 8 score, Stuart's KS2 prior attainment was higher than most pupils nationally and has a KS2 scaled score of 116. He achieved no Attainment 8 points by the end of KS4. As a result, his (unadjusted) Progress 8 score is -7.32.

In this hypothetical example, the minimum progress for pupils in Stuart's prior attainment group is -3.32 therefore this extremely negative pupil progress score will be adjusted from -7.32 to -3.725.

Table 8: Worked example of school adjusted Progress 8 score

Pupil Number	Pupil name	P8 score
1	Poppy	+0.56
2	Sarah	-0.20
3	Stuart	-3.72
…		…
142	Ollie	+1.10
	Sum	+40.54

So the school's adjusted Progress 8 score is calculated as 40.54/142 = 0.29. Note that the unadjusted score was 0.26.

The impact is larger on smaller schools, for example, if there 50 pupils in this school at the end of KS4 then this would raise the school's adjusted Progress 8 score to 0.81.

Annex B - Prior Attainment Group thresholds for pupils with extremely negative progress scores

Minimum thresholds are set using provisional data for mainstream provision.[17] Where a minimum score is set for a prior attainment group, this is based on the variation in pupil progress scores within that prior attainment group (as measured by the standard deviation). The minimum scores are fixed at a set number of standard deviations below the mean for that prior attainment group so that approximately 1% of pupils are identified nationally[18] (in most cases, this is no more than 1 or 2 pupils per school). By design, these minimum scores will change each year. As such, predicting which pupils will, and will not, have their score affected by this methodology change, in advance of progress scores being made available, will not be possible.

Adjusting extremely negative progress scores, number of standard deviations and prior attainment group thresholds

The threshold score applied to the pupil's progress score is dependent on the prior attainment group that the pupil is in.[19] To work these thresholds out:

The **first step** is to calculate the mean and standard deviation of Progress 8 scores within each prior attainment group.

The **second step** to ascertain the number of standard deviations each pupil's Progress 8 score is from their prior attainment group average.

The **third step** is to order the numbers of standard deviations from step two from low to high and select the number of standard deviations such that about 1% of pupils nationally[20] are below this value. In 2023 this number is -2.815121, to 6 decimal places.

The **fourth step** is to multiply the standard deviations found in the first step with the results from the third step to give the threshold for each prior attainment group – the minimum score for that prior attainment group.

The **fifth step**: a pupil's progress score will be replaced by the minimum, only if their original score falls below this minimum.

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[17] Data from special schools are not included when setting minimum thresholds. Students in special schools who have extremely negative progress scores are not capped.

[18] Due to natural fluctuation of performance year-on-year, it may not be possible to use the same standard deviation value each year to calculate the minimum scores.

[19] Set at the provisional data stage, updated in the amended data stage, based on mainstream provision.

[20] Of pupils who are included in Progress 8.

Finally, the school's progress score is calculated by averaging the adjusted progress score.

Table 9: Minimum scores in 2023

Prior Attainment Group	Key Stage 2 average scaled score range	Minimum threshold for adjusted Progress 8
1 to 16	59 to 102	N/A
17	102.5 to 103	-4.133
18	103.5 to 104	-4.150
19	104.5 to 105	-4.203
20	105.5 to 106	-4.243
21	106.5 to 107	-4.251
22	107.5 to 108	-4.299
23	108.5 to 109	-4.283
24	109.5 to 110	-4.299
25	110.5 to 111	-4.249
26	111.5 to 112	-4.234
27	112.5 to 113	-4.125
28	113.5 to 114	-3.974
29	114.5 to 115	-3.854
30	115.5 to 116	-3.715
31	116.5 to 117	-3.592
32	117.5 to 118	-3.394
33	118.5 to 119	-3.162
34	119.5 to 120	-2.997

Schools can use table 9 above to see which prior attainment group a pupil will have been allocated to depending on their KS2 average scaled score, and what the lowest score they can be allocated in 2023 is.

Not all prior attainment groups have extremely negative scores. This is because the average Attainment 8 score for pupils in the lowest prior attainment groups will be relatively low, for example in prior attainment group 1 (scaled scores between 59 and 82), the average Attainment 8 score was 15.83, whereas for prior attainment group 34 (scaled scores between 119.5 and 120), the average Attainment 8 score was 81.85. So, a pupil doing very badly in group 34 can get an extremely negative score (e.g.,-8.19), whereas the lowest score a pupil in group 1 can get is -1.58 In short, it is pupils in the middle to higher prior attainment groups that can gain a Progress 8 score that is so far below those for others with similar prior attainment that it has a disproportionate impact on the school's score. There is, in effect, already a minimum possible score for the lower groups.

As set out in the table 9, the lowest prior attainment groups (1-16) have minimum scores that are above the threshold for that prior attainment group, due to no pupils having scores extreme enough to be below the threshold. The middle to higher prior attainment groups (17-34) have pupils with extreme progress scores below the threshold. These are the only prior attainment groups where pupils' scores have been changed by this methodology.

Annex C: EBacc APS worked examples - usual methodology

This measure shows pupils' point scores across the five pillars of the EBacc. The EBacc APS is calculated by allocating points to a pupil's best grades in EBacc subjects:

- the better grade of either English language or English literature when both subjects are taken
- the grade for maths
- the best two grades from exams taken in science - grades will be taken from the following: - if the single sciences option is chosen, three out of four single sciences must be chosen. The best two grades will be taken from these subjects - grades for GCSE combined science
- the better grade of either geography or history
- the best grade in a language

These points will be totalled for each pupil, with a zero for any missing pillars, and then divided by six to create an average point score per pupil[21]. These scores are added together for all pupils in a school's end of key stage 4 cohort and divided by the number in the cohort, to calculate the EBacc average point score per pupil for each school.

Worked example 1

Table 10 sets out how the EBacc APS would be calculated for a particular pupil, Sumita, based on her attainment in EBacc subjects.

Table 10: Key stage 4 results for Sumita

ID	Qualification	Grade	Points	Included in the measure	Element	Points used toward EBacc APS
Qc1	GCSE English language	8	8	Yes	English	8
Qc2	GCSE English literature	7	7	No	English	No
Qc3	GCSE Maths	5	5	Yes	Maths	5

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[21] Science grades count in two pillars, meaning a total of six pillars for EBacc APS.

Qc4	GCSE Biology	4	4	No	Science	No
Qc5	GCSE Physics	5	5	No	Science	No
Qc6	GCSE Chemistry	7	7	Yes	Science	7
Qc7	GCSE Computer Science	7	7	Yes	Science	7
Qc8	GCSE History	5	5	Yes	Humanities	5
Qc9	GCSE French	4	4	Yes	Languages	4
Qc10	GCSE Religious studies	5	5	No	None - does not count towards EBacc	No

Sumita sat both English language and English literature, so her English score can be used toward her EBacc APS. Her score in the English element was taken from English language as this was her best result. Sumita took a maths GCSE that counts towards the EBacc maths element, so this score is used.

Sumita chose the single sciences option and sat four single sciences, so her science score can be used toward her EBacc APS. Her two highest scoring grades were in GCSE chemistry and GCSE computer science.

Sumita's results for history and French are used toward the humanities and languages elements, respectively. Sumita did not enter for other qualifications in these areas so these points are used. GCSE religious studies does not count toward the EBacc so is not used in the calculation of EBacc APS.

Total EBacc point score = Qc1 + Qc3 + + Qc6 + Qc7 + Qc8 + Qc9

    = 8 + 5 + (7 + 7) + 5+ 4

    = 36

Average EBacc point score =

36 ÷ 6 = **6**

Worked example 2

Table 11 sets out how the EBacc APS would be calculated for a particular pupil, Steven, based on his attainment in EBacc subjects.

Table 11: Key stage 4 results for Steven

ID	Qualification	Grade	Points	Included in the measure	Element	Points used toward EBacc APS
Qd1	GCSE English language	3	3	No	English	No
Qd2	GCSE Maths	5	5	Yes	Maths	5
Qd3	GCSE Combined Science	3-3	6	Yes	Science	6
Qd4	GCSE German	4	4	Yes	Languages	4
Qd5	GCSE Music	4	4	No	None – does not count towards EBacc	No
Qd6	BTEC Travel and Tourism	Distinction	7	No	None – does not count towards EBacc	No

Steven did not sit both English language and English literature, so his English score cannot be used toward his EBacc APS. Steven took GCSE maths, which counts towards the EBacc maths element, so this score can be used.

Steven took GCSE combined science so both grades are used towards EBacc APS. His GCSE German qualification counts towards the EBacc languages element. However, Steven did not take any humanities qualifications so scores a 0 for this element for EBacc APS. His remaining two qualifications do not count towards EBacc so cannot be included in the calculation.

Total EBacc point score = Qd2 + Qd3 + Qd4
    = 0 (English) + 5 + (3 + 3) + 0 (Humanities)+ 4
    = 15
Average EBacc point score =

15÷ 6 = **2.5**

Calculating a school's EBacc APS score

Let us then say that Steven and Sumita are two of 200 pupils in their school's key stage 4 cohort, each assigned EBacc APS scores:

Table 12: School Ebacc APS score

Pupil #	Pupil name	EBacc APS
1	Sumita	6.0
2	Sarah	5.42
…	…	…
200	Steven	2.5
Sum:		912.43

So the school's EBacc APS is calculated as 912.43/200= **4.56**

Annex D – adapted methodology and worked examples for results achieved between January 2020 and August 2021

Early entries achieved between January 2020 to August 2021

We have made clear that results from qualifications achieved between January 2020 and August 2021 would not be used in school and college level performance measures in future years[22]. In light of this, we adjusted the methodology for calculating KS4 performance measures for the 2021/22 academic year. This was to take account of pupils entered early[23] for qualifications between January 2020 and August 2021, who have reached the end of KS4 in the 2021/22 academic year. We will continue to apply this adapted methodology when calculating KS4 performance measures for 2022/23, where a pupil has entered a qualification early and has a qualification result achieved between January 2020 and August 2021.

It is important to note that these changes to methodology minimise, but cannot eliminate completely, the impact of gaps in data. The approach is the best option available, given our commitment not to use qualification results achieved between January 2020 and August 2021. We will ensure messages are placed in performance tables to highlight the change in methodology and potential impact on a school's performance measures.

When calculating KS4 performance measures for 2022/23, we have counted entries but not results from qualifications taken between January 2020 and August 2021.[24] This means that, for example, if a pupil has taken GCSE English literature in summer 2021, and GCSE English language in summer 2023, we will count the summer 2021 entry in English literature for the purposes of triggering the double weighting for English in Progress 8 and Attainment 8. However, only the summer 2023 result in English language will count towards the Progress 8 and Attainment 8 scores, regardless of which grade is higher.

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[22] We will include results from qualifications taken in autumn 2019, as these were pre-pandemic. We will not include results from qualifications taken in autumn 2020.

[23] Most commonly when pupils were in year 10 but also in year 9.

[24] We also count the results of qualifications achieved in autumn 2019 and first entry rules will apply.

Discounting and early entries from qualifications achieved between January 2020 and August 2021 and re-entries in the 2022/23 academic year

Discounting ensures that, where a pupil has taken two or more qualifications with a significant overlap in content, the performance measures only give credit once for teaching a single course of study.

Where a pupil has been entered early in a subject between January 2020 and August 2021 and is then re-entered for the same subject in the 2022/23 academic year, the first entry rule will apply and the result achieved in the re-entry in 2022/23 academic year will not count towards any KS4 performance measures for 2022/23. More information can be found in the discounting and early entries guidance.

Technical Awards and unit grades achieved in 2019/20 and 2020/21 academic years

We will include qualification grades in Technical Awards achieved in 2021/22 academic year in KS4 performance measures for academic year 2022/23 and in future KS4 performance measures, even if some of the constituent units of that qualification were given a grade in the 2019/20 or 2020/21 academic years via Centre Assessment Grades, Teacher Assessed Grades or another process, such as remote invigilation or special consideration.

Worked example of Progress 8/Attainment 8 with adapted methodology

Figure 1: Progress 8 and Attainment 8 buckets
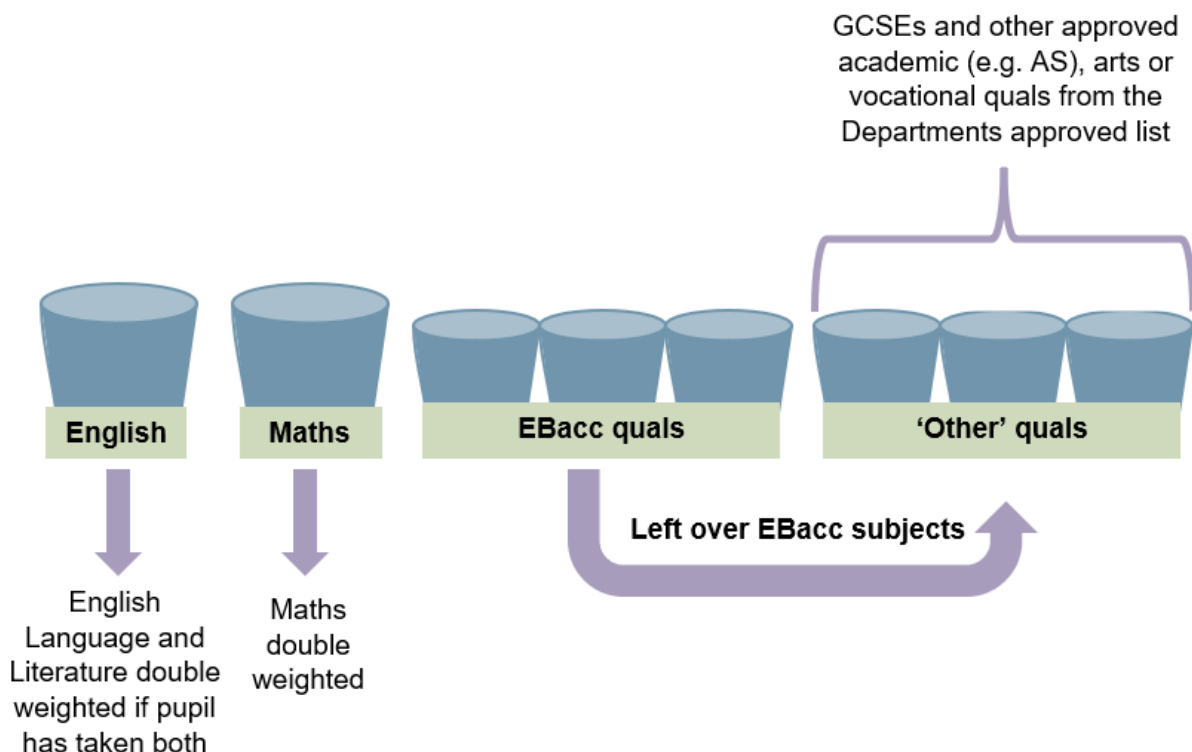
Poppy has entered GCSE English literature early in year 10 in the academic year 2020/21, gaining a grade 7, and GCSE English language in year 11 in 2022/23 academic year, gaining a grade 6. The 2020/21 entry in English literature is used to trigger the double weighting for English. In line with the Department's commitment not to use qualification results achieved between January 2020 and August 2021 in future measures, only the grade 6 (double weighted) in English language gained in the 2022/23 academic year would count towards her school's performance measures.

Poppy would be assigned 12 performance measure points for English in Attainment 8/Progress 8 for the 2022/23 academic year. The English literature grade from the 2020/21 academic year would not be included.

Step 1: English & Maths

Poppy has entered both English Literature and English language, and so triggers double weighting. However, because her English Literature entry was in 2021, we cannot use the grade. Instead, we double weight her English Language grade in the final calculation.

Table 13: Step 1 in Progress 8 worked example using adapted methodology

Subject	Year Taken	Grade	Points Used in P8/A8
English Literature	2021	7	No
English Language	**2023**	**6**	**12**
Maths	**2023**	**7**	**14**

Step 2: EBacc qualifications

Poppy's three highest scoring EBacc qualifications count towards the EBacc bucket. The remaining qualifications can count in the 'Other' bucket.

Table 14: Step 2 in Progress 8 worked example using adapted methodology

Subject	Year Taken	Grade	Points Used in P8/A8
Chemistry	**2023**	**8**	**8**
Biology	**2023**	**6**	**6**
Physics	**2023**	**5**	**5**
History	2023	5	No
German	2023	4	No

Step 3: Other qualifications

The three best results of the remaining qualifications are counted from the 'Other' bucket.

Poppy's final Attainment 8 score = 12 + 14 + 8 + 6 + 5 + 5 + 6 + 8 = 64

Table 15: Step 3 in Progress 8 worked example using adapted methodology

Subject	Year Taken	Grade	Points Used in P8/A8
History	**2023**	**5**	**5**
German	2023	4	No
Music	**2023**	**6**	**6**
Art	**2023**	**8**	**8**

Calculating a pupil's Progress 8 score - adapted methodology continued

Poppy has an Attainment 8 score of 64. Her KS2 scaled score was 110. The national average revised Attainment 8 score for pupils with Poppy's KS2 result is 58.14 in 2023. Provisional 2023 attainment averages are shown in annex J Poppy's Progress 8 score is the difference between her actual Attainment 8 score and the estimated Attainment 8 score, divided by 10 - that is 64-58.14 = 5.86/10 = 0.59 (to 2d.p.).

Table 16: Worked example of pupil Progress 8 score

Poppy's Prior Attainment Group - includes those with scaled score of	*Average Attainment 8 score of all pupils in this Prior Attainment Group*	Poppy's estimated Attainment 8 score	Poppy's actual Attainment 8 score	Poppy's Progress 8 score (actual - estimate)
109.5 to 110	→	58.14	64	64 - 58.14/10 = 0.59

Calculating a school's Progress 8 score

The school's Progress 8 score is the mean average of its pupils' Progress 8 scores.

Poppy is one of 142 pupils in her school's KS4 cohort, who gain a range of Progress 8 scores:

Table 17: Worked example of unadjusted school Progress 8 score

Pupil Number	Pupil name	P8 score
1	Poppy	+0.59
2	Sarah	-0.20
…		…
142	Ollie	+1.10
	Sum	+36.94

So the school's unadjusted Progress 8 score is calculated as 36.94/142 = 0.26.

Details of how an adjusted Progress 8 score is calculated are set out in annex A.

Worked example of EBacc attainment measures with adapted methodology

When calculating EBacc entry and attainment measures, we will count entries but not results from qualifications taken between January 2020 and August 2021.

EBacc attainment measures including EBacc Average Point Score (APS), EBacc threshold attainment measures (9-5, 9-4, 9-1) and EBacc value added measures at school level may be impacted by our commitment not to use results from qualifications achieved between January 2020 and August 2021.

If a pupil was entered for GCSE Spanish in summer 2021 and received a teacher assessed grade (TAG) and is entered for the other subjects required for EBacc entry in summer 2023, then the GCSE Spanish entry from summer 2021 would count towards the EBacc entry measure.

Given our previous commitment not to include qualification results achieved from January 2020 to August 2021 in performance measures, the grade achieved in GCSE Spanish in summer 2021 would not count towards any of the EBacc attainment measures for 2022/23 academic year. This would mean that the pupil would not be counted as having achieved a grade 5 or above in all EBacc subjects (even if the summer 2021 result is a grade 5 or above), and their EBacc APS score would be affected as they would not receive a score for the languages pillar.

Table 18 below sets out how the EBacc APS would be calculated in 2023 for Luke, based on his attainment in EBacc subjects taken in 2021 and 2023 exam years.

Table 18: EBacc average point score (EBacc APS) using adapted methodology

Exam Number	Qualification	Grade	Points	Exam year	Exam season	Element	Points used toward EBacc APS
E1	**GCSE English language**	**7**	**7**	**2023**	**Summer**	**English**	**7**
E2	GCSE English literature	8	0	2021	Summer	English	No
E3	**GCSE maths**	**7**	**7**	**2023**	**Winter**	**Maths**	**7**
E4	**GCSE combined science**	**55**	**10**	**2023**	**Summer**	**Science**	**10**

E5	**GCSE geography**	**6**	**6**	**2023**	**Summer**	**Humanities**	**6**
E6	GCSE physical education	7	7	2023	Summer	None - does not count towards EBacc	No
E7	GCSE Spanish	9	0	2021	Winter	Languages	No
E8	**GCSE French**	**8**	**8**	**2023**	**Summer**	**Languages**	**8**
E9	GCSE history	7	0	2021	Summer	Humanities	No
E10	BTEC travel and tourism	Distinction	7	2023	Summer	None - does not count towards EBacc	No

Total EBacc point score = E1 + E3 + E4 + E5 + E8

= 7 + 7 + 10 + 6 + 8 = 38

EBacc average point score (EBacc APS) =

38 ÷ 6 = 6.33

Note that any exam from summer of 2021 has its points set to 0.

Therefore, despite Luke achieving a higher grade in GCSE English literature than GCSE English language, the GCSE English language score is the one used in the calculation.

The GCSE maths exam is a 2021 Autumn resit, taken in the winter season, but not classed as an extraordinary resit, so therefore the grade will be counted.

The GCSE Spanish exam is a 2021 Autumn resit, taken in the winter season, but falls into the extraordinary exam series, so the grade will not count.

Note that GCSE French and GCSE Spanish do not discount each other, so the GCSE French result in 2022 can be counted.

Worked examples of science pathways with adapted methodology and impact on EBacc APS

Science pathways example 1

Table 19 below sets out how the science pathways would work when calculating EBacc APS in 2023 for Liam, based on his attainment in EBacc subjects in 2021 and 2023 exam years.

Table 19: Science pathways 1

Exam Number	Qualification	Grade	Points	Exam year	Exam Season	Element	Points used toward EBacc APS
E1	GCSE English language	6	6	2023	Summer	English	No
E2	**GCSE English literature**	**8**	**8**	**2023**	**Summer**	**English**	**8**
E3	**GCSE maths**	**7**	**7**	**2023**	**Summer**	**Maths**	**7**
E4	**GCSE biology**	**7**	**0**	**2021**	**Summer**	**Science**	**No**
E5	GCSE chemistry	6	0	2021	Summer	Science	No
E6	**GCSE computer science**	**5**	**5**	**2023**	**Summer**	**Science**	**5**
E7	**GCSE history**	**7**	**7**	**2023**	**Summer**	**Humanities**	**7**
E8	GCSE music	6	6	2023	Summer	None - does not count towards EBacc	No
E9	GCSE religious studies	7	6	2023	Summer	None - does not count towards EBacc	No

Exam Number	Qualification	Grade	Points	Exam year	Exam Season	Element	Points used toward EBacc APS
E10	GCSE German	6	6	2023	Summer	Languages	6

Total EBacc point score = E2 + E3 + (E4 + E6) + E7 + E10

= 8 + 7 + (0+5) + 7 + 6

= 33

EBacc average point score (EBacc APS) =

33 ÷ 6 = 5.5

Note how the Science results are treated.

Liam is on the Individual Science pathway because he entered GCSE biology and chemistry in summer 2021.

We are able to count his entries from summer 2021 but the results for those qualifications are allocated 0 points.

Therefore, in the calculation (taking the two best grades in the individual sciences), we use the grade 5 from Computer Science, but it is coupled with a 0 from Biology.

The calculation is still divided by 6, despite two qualification results not counting in the Science pillar.

Science pathways example 2

Table 20 below sets out how the science pathways would work when calculating EBacc APS in 2023 for Noah, based on his attainment in EBacc subjects in 2021 and 2023 exam years.

Table 20: Science pathways 2

Exam Number	Qualification	Grade	Points	Exam year	Exam Season	Element	Points used toward EBacc APS
E1	GCSE English language	6	6	2023	Summer	English	None
E2	GCSE English literature	8	8	2023	Summer	English	8

E3	GCSE maths	7	7	2023	Summer	Maths	7
E4	GCSE physics	6	0	2021	Summer	Science	None
E5	GCSE combined science	7:7	0	2023	Summer	Science	None
E6	**GCSE geography**	**4**	**4**	**2023**	**Summer**	**Humanities**	**4**
E7	**GCSE French**	**6**	**6**	**2023**	**Summer**	**Languages**	**6**
E8	GCSE art	6	6	2023	Summer	None - not part of the EBacc	None
E9	GCSE drama	5	5	2023	Summer	None - not part of the EBacc	None
E10	GCSE physical education	7	7	2023	Summer	None - not part of the EBacc	None

Total EBacc point score = E2 + E3 + E6 + E7

= 8 + 7 + 0 + 4 + 6

= 25

EBacc average point score (EBacc APS) =

25 ÷ 6 = 4.17

This example highlights how a pupil is allocated to a science pathway.

Noah starts on the Individual Science pathway in 2021, because he is entered for GCSE physics. Noah then enters GCSE combined science in 2023. Noah is considered to be on the Individual Science pathway, and therefore his GCSE combined science results are discounted.

Note that Noah has also not met EBacc requirements for individual sciences. If a pupil is on the individual science pathway, three out of four single sciences must be chosen, and the two best grades will count towards EBacc APS.

Worked example of Attainment in English and maths measures with adapted methodology

When calculating attainment in English and maths measures, we will count entries but not results from qualifications taken between January 2020 and August 2021.

If a pupil was entered for GCSE English literature in summer 2021 and received a TAG and entered for GCSE English language and GCSE maths in 2022/23 academic year, then we will count the results from GCSE English language and GCSE maths in 2022/23.

In the event that the pupil achieved a grade 5 in GCSE English literature in summer 2021 and a grade 4 in GCSE English language in 2022/23 academic year, this means that their result in 2022/23 would count towards the attainment in English and maths at grade 4 and above, but not towards attainment in English and maths at grade 5 and above (because we would not count the result achieved in GCSE English literature in summer 2021).

If a pupil was entered for GCSE maths in summer 2021 and GCSE English language and/or GCSE English literature in 2022/23, they would count as "entered in both subject areas" but their GCSE maths grade from summer 2021 would not count towards the attainment in English and maths measure at grade 4 and above, or at grade 5 and above in 2022/23 academic year.

Table 21: Attainment in English and maths with adapted methodology

Exam Number	Qualification	Grade	Exam year	Exam Season	Points	Discounted	Achieved 9-5
E1	GCSE English language	6	2021	Winter	6	No	Yes
E2	GCSE English literature	4	2023	Summer	4	No	No
E3	GCSE maths	7	2021	Summer	0	No	No
E4	GCSE maths	8	2023	Summer	0	Yes	No

Sumita has taken the above exams relating to English and maths GCSEs.

The GCSE English language exam is a 2021 Autumn resit, taken in the winter season, but not classed as an extraordinary resit, so therefore the grade will count.

Sumita has also re-entered for GCSE maths in 2023, after receiving a TAG in 2021.

The 2021 TAG result cannot be used in 2023 calculations. However, because there is already an entry to GCSE maths in 2021, the 2023 re-entry is still discounted because of the first entry rule.

So Sumita will receive a score of 0 for her maths element of this measure – and therefore not achieve the 9-5 English and maths measure overall.

Annex E: Understanding Destination measures

Data sources

Data from the national pupil database (NPD) are used to calculate education destinations. The national pupil database links pupil and student characteristics (for example age, gender, and ethnicity) to school and college learning aims and attainment information for children in schools in England. Five administrative data sources used in compiling the national pupil database have been used to determine pupils' education destinations:

- Individualised Learner Record (ILR) covering English further education providers and specialist post-16 institutions
- school census covering English schools
- awarding body data
- alternative provision census
- Higher Education Statistics Authority (HESA) data covering UK universities

Employment data and out-of-work benefit data have been linked to the national pupil database to form the longitudinal education outcomes (LEO) dataset. Along with local authority data, LEO data is used to calculate employment destinations. Three administrative datasets are used as follows

- employment data from His Majesty's Revenue and Customs (HMRC)
- out-of-work benefit data from the Department for Work and Pensions (DWP) and local authority data from the National Client Caseload Information System (NCCIS)

Cohort

The KS4 cohort is from state-funded mainstream schools and maintained and non-maintained special schools.

The national and local authority totals on the performance tables website include both state-funded mainstream and special schools.

Destinations are not reported for independent schools (including independent special schools).

Schools with destinations reported

The 2023 KS4 performance measures include information on schools which were open during the 2022/23 academic year, and which had pupils at the end of KS4 in this academic year.

Because destinations measures are calculated for pupils who completed KS4 at the school two years previously (in the 2020/21 academic year) not all schools with attainment results have destination measures reported.

The reference date for open schools is at the start of each academic year, so changes to school types, openings and closures between 12 September 2020 and 12 September 2022 affect reporting.

Information included in the table

Destination categories reported

Pupils staying in education or employment for at least two terms after KS4

Any sustained education, apprenticeship, or employment destination.

Total number of pupils included in destination measures (cohort)

This is the total number of pupils in the 2020/21 academic year cohort and is used to create the denominator for the measure.

Pupils staying in education for at least two terms after KS4

Students finishing KS4 who stayed in education from October to March the following year, including at school sixth forms, sixth-form colleges, further education colleges and other settings in England.

Further education college or other further education provider

Sustained participation in one or more FE institutions identified from the Individualised Learner Record collection (ILR). General and specialist FE colleges (other than sixth-form colleges) are reported here as well as other FE providers.

Any provider in the ILR not identified as a sixth form college or FE college is designated as 'other FE provider'. It also includes pupils studying further education in a higher education institution. Pupils may be identified within the higher education statistics agency (HESA) data as being registered for FE level study at an HE institution.

School sixth form

State-funded mainstream school sixth forms are identified from the school census data. The measure reports the proportion of the cohort participating at these institutions.

Sixth-form college

Sixth-form colleges are identified separately from the ILR data. The measure reports the proportion of the cohort participating at these institutions.

Other education

All remaining education destinations are grouped under this heading and include:

- *independent schools*: These destinations were identified from awarding body data that has been used to provide an indication of participation. For example, if a student sat an A level exam in Summer 2023, it has been assumed the student completed a two-year course of study and fulfilled the full six months participation from October 2021 to March 2022.
- *alternative provision*: Data on pupils in alternative provision includes those who have their primary registration at a Pupil Referral Unit, an AP academy, an AP free school or a hospital school. These destinations include other alternative provision of education funded by the local authority outside of state place funded schools, including independent schools, non-maintained special schools, and providers who do not meet the criteria for registration as a school.

Attendance via alternative provision for a period of time in the first five months of the academic year is used as a proxy for sustained participation.

- *special schools*: Pupils recorded on the school census as attending maintained or non-maintained special schools.
- *specialist post-16 institutions*: This includes data on pupils attending specialist post-16 institutions, obtained from the ILR data.
- *UK higher education institutions*: Pupils who have gone to any HE institution in the UK, for higher level study (level 4 and above), as recorded in HESA data.
- *education combinations*: A number of students were identified as attending more than one type of institution over the 6 months. For example, a student may have attended an FE college for 3 months and a school sixth form for 3 months. Providing they fulfilled the sustained participation criteria across the institution types, they were counted in the measure.

Apprenticeships

Pupils who started an apprenticeship at any point in the year and continued it for at least 6 months (2021/22 academic year). Since October 2018, apprenticeship destinations have been reported separately from education and employment.

Pupils staying in employment for at least two terms after KS4

Pupils finishing KS4 who were in employment in the UK from October to March the following year.

Employment destinations are calculated from HMRC data in the LEO dataset and NCCIS data recorded by local authorities. To count as a sustained destination a pupil must be recorded as in employment in 5 out of the 6 months between October and March. A one-month pause is permitted to allow for those pupils taking separate periods of temporary employment. Should the one month pause occur in March then the student is required to be in employment in April for the destination to be counted as sustained.

Pupils with training participation recorded in NCCIS are also included in this category as are those completing the required 6 months participation through a combination of employment and education.

This category also includes pupils who have been identified as being self-employed because they completed a self-assessed tax return in the destination year (covering the financial year form April 2021 to April 2022). This is provided that they did not claim benefits for more than one month in the period from October to March.

Pupils who have sustained participation in education throughout the period are reported as being in a sustained education destination and not in employment, even if they were in employment alongside their study.

Pupils not staying in education or employment for at least two terms after KS4

Students finishing KS4 study who did not stay in education or employment for at least two terms. They may have been enrolled on a course or in employment for part of this time, but not sustained this activity, or have been recorded by their local authority as 'NEET' or claimed out-of-work benefits in the year.

Destination unknown

Students finishing KS4 who had no participation in education or employment found from October to March the following year and were not recorded by their local authority as NEET, nor recorded as receiving out-of-work benefits at any point in the year. Possible reasons for this could be that the young person was:

- not in education, employment, or training
- living, working, or studying overseas
- attending a Scottish, Welsh, or Northern Irish school or college
- undertaking activity other than paid employment or study in the UK
- not successfully matched to a record in our data sources

Suppression of destination data

The Code of Practice for Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality. Where appropriate we apply disclosure control to protect confidentiality.

Annex F – English in the headline performance measures

Progress 8 and Attainment 8

If a pupil sits both English language and English literature, the higher grade is double-weighted. The lower grade can count in the 'open' element of these measures. If only GCSE English literature or English language is taken then this qualification will count but will not be double-weighted[25].

EBacc average point score (EBacc APS)

For English results to be included in the EBacc APS calculation, pupils must sit both English language and English literature. The better grade counts towards EBacc APS.[26]

Attainment in English and maths at grade 5 or above

A pupil would have to achieve a grade 5 or above in either English literature or English language. There is no requirement to sit both.

The department also publishes as an additional measure the percentage of pupils achieving a grade 4 or above in English and maths. The same English requirements apply to this measure as for English and maths at grade 5 or above.

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[25] If a pupil is entered for both English language and English literature but does not sit one of them and receives a grade X for that subject, then the pupil's numerical grade in the other English GCSE will count in the English element of Progress 8/Attainment 8 but will not be double weighted.

[26] If a pupil is entered for both English language and English literature but does not sit one of them and receives a grade X for that subject, then the pupil's numerical grade in the other English GCSE is not included in EBacc APS and they will receive a zero for the English pillar.

Annex G – Point score scales for 2022 and future years

This annex explains the point score scales that are used in 2022 and future performance measures.

The tables on the following pages contain the 2022 and future years performance measure points for level and grade structure combinations. A list of all qualifications which count at KS4, and their corresponding performance points is available here: [Key Stage 4 qualifications discount codes and point-scores.](#)

Table 22: Point score scales for combined science qualifications in Attainment 8 and Progress 8

Combined science qualification grade	Points
Grade 9-9 (Double Award)	9
Grade 9-8 (Double Award)	8.5
Grade 8-8 (Double Award)	8
Grade 8-7 (Double Award)	7.5
Grade 7-7 (Double Award)	7
Grade 7-6 (Double Award)	6.5
Grade 6-6 (Double Award)	6
Grade 6-5 (Double Award)	5.5
Grade 5-5 (Double Award)	5
Grade 5-4 (Double Award)	4.5
Grade 4-4 (Double Award)	4
Grade 4-3 (Double Award)	3.5
Grade 3-3 (Double Award)	3
Grade 3-2 (Double Award)	2.5
Grade 2-2 (Double Award)	2
Grade 2-1 (Double Award)	1.5
Grade 1-1 (Double Award)	1

Table 23: Point score scales for level 1 qualifications

Level 1 grade structure	Example grade	Points
4 grade scheme	Distinction*	3.00
	Distinction	2.00
	Merit	1.50
	Pass	1.00
3 grade scheme	Distinction	3.00
	Merit	2.00
	Pass	1.25
2 grade scheme	Advanced Credit	2.5
	Credit	1.25
Pass only	Pass	1.75

Table 24: Point score scales for level 2 qualifications

Level 2 grade structure	Example grade	Points
4 grade scheme	Distinction*	8.50
	Distinction	7.00
	Merit	5.50
	Pass	4.00
3 grade scheme	Distinction	7.75
	Merit	6.25
	Pass	4.00
Pass only	Pass	5.50

Table 25: Point score scales for AS level

AS level grade	Points
A	10.75
B	8.88
C	7.00
D	5.13
E	3.50

Table 26: Point score scales for graded music examinations

Graded music level	Grade	Points
Grade 8	Distinction	8.50
	Merit	8.50
	Pass	8.50
Grade 7	Distinction	8.50
	Merit	8.50
	Pass	7.00
Grade 6	Distinction	8.50
	Merit	8.50
	Pass	7.00

Table 27: Point score scales for free standing maths qualifications

Free standing maths qualification grade	Points
A	5.13
B	4.00
C	3.25
D	2.50
E	1.88

Illustrative examples of how to use these tables – points for all qualifications can be calculated following this method

Example A - Calculating the points for a level 2 qualification with four passing grades

These qualifications are at level 2, so table 24 should be used.

There are four possible passing grades (Distinction*, Distinction, Merit, Pass), so the level 2 four grade scheme should be used.

Table 28 below shows the 2022 points for a level 2 qualification with 4 passing grades:

Table 18: Point score scales for level 2 qualification with four passing grades

Level 2 qualification with four passing grades	Points
Distinction*	8.50
Distinction	7.00
Merit	5.50
Pass	4.00

The Performance Points a Practical Guide document provides a step by step guidance on points: Performance points: a practical guide to Key Stage 4 and 5 points.

Example B - Calculating the points for a BTEC First Award

BTEC First Awards can be both level 1 and level 2 qualifications.

At level 1, there is a pass only grade structure, and table 23 gives the points of 1.75.

At level 2 in a BTEC First Award there are four possible outcomes Distinction*/Distinction/Merit/Pass which makes for a 4-grade structure, and table 24 gives the points of between 4.00 and 8.50.

The table below shows the point score scales for the BTEC First Award:

Table 29: Point score scales for BTEC First Award

BTEC First Award grade	Points
Level 2 Distinction*	8.50
Level 2 Distinction	7.00
Level 2 Merit	5.50
Level 2 Pass	4.00
Level 1 Pass	1.75

Example C - Calculating the points for an OCR Cambridge National Certificate

OCR Cambridge National Certificates can be both level 1 and level 2 qualifications.

Grades level 1 distinction/ level 1 merit/ level 1 pass are at level 1, which makes for a 3-grade structure, and table 23 gives the points of between 1.25 and 3.

Grades level 2 distinction*/ level 2 distinction/ level 2 merit/ level 2 pass are at level 2, which makes for a 4-grade structure, and table 24 gives the points of between 4 and 8.5.

Table 30 below shows the point scores for the OCR Cambridge National Certificate:

Table 30: Point score scales for OCR Cambridge National Certificate

OCR Cambridge National Certificate grade	Points
Level 2 Distinction*	8.50
Level 2 Distinction	7.00
Level 2 Merit	5.50
Level 2 Pass	4.00
Level 1 Distinction	3.00
Level 1 Merit	2.00
Level 1 Pass	1.25

Point scores for other qualifications can be calculated using a similar method as in examples A, B and C above.

Annex H – Confidence Intervals

A 95% confidence interval is calculated around each school's Progress 8 score, providing a proxy for the range of values within which we are statistically confident that the true value of the Progress 8 score for the school lies.

The confidence interval, denoted $[LowCI_s, UppCI_s]$, is given by the formula:

$$[LowCI_s, UppCI_s] = [P8_s - CI_s, P8_s + CI_s]$$

where:

$LowCI_s$	is the lower confidence limit for the school's Progress 8 score
$UppCI_s$	is the upper confidence limit for the school's Progress 8 score
$P8_s$	is the school's Progress 8 score
CI_s	is the size of the confidence interval for the school's Progress 8 score

$$CI\_s = 1.96 \times \sigma\_N / \sqrt{(n\_S)}$$

where:

1.96	is the critical value for a 95% confidence interval
σ_N	is the standard deviation of the Progress 8 scores for all eligible pupils <u>nationally</u>
η_s	is the number of eligible pupils that belong to the school

The national average Progress 8 score of all pupils at state-funded maintained mainstream school scores will be 0.

- when a school has their lower confidence interval limit higher than zero (LowCI_s > 0), the school's Progress 8 score is above average, and the result is statistically significant
- when a school has their upper confidence interval limit lower than zero (UppCI_s< 0), the school's Progress 8 score is below average, and the result is statistically significant
- in the other case when the confidence interval straddles zero (LowCI_s< 0 <UppCI_s), the school's Progress 8 score is likely to be above or below average, and the result is not statistically significant

Figure 2: Confidence intervals
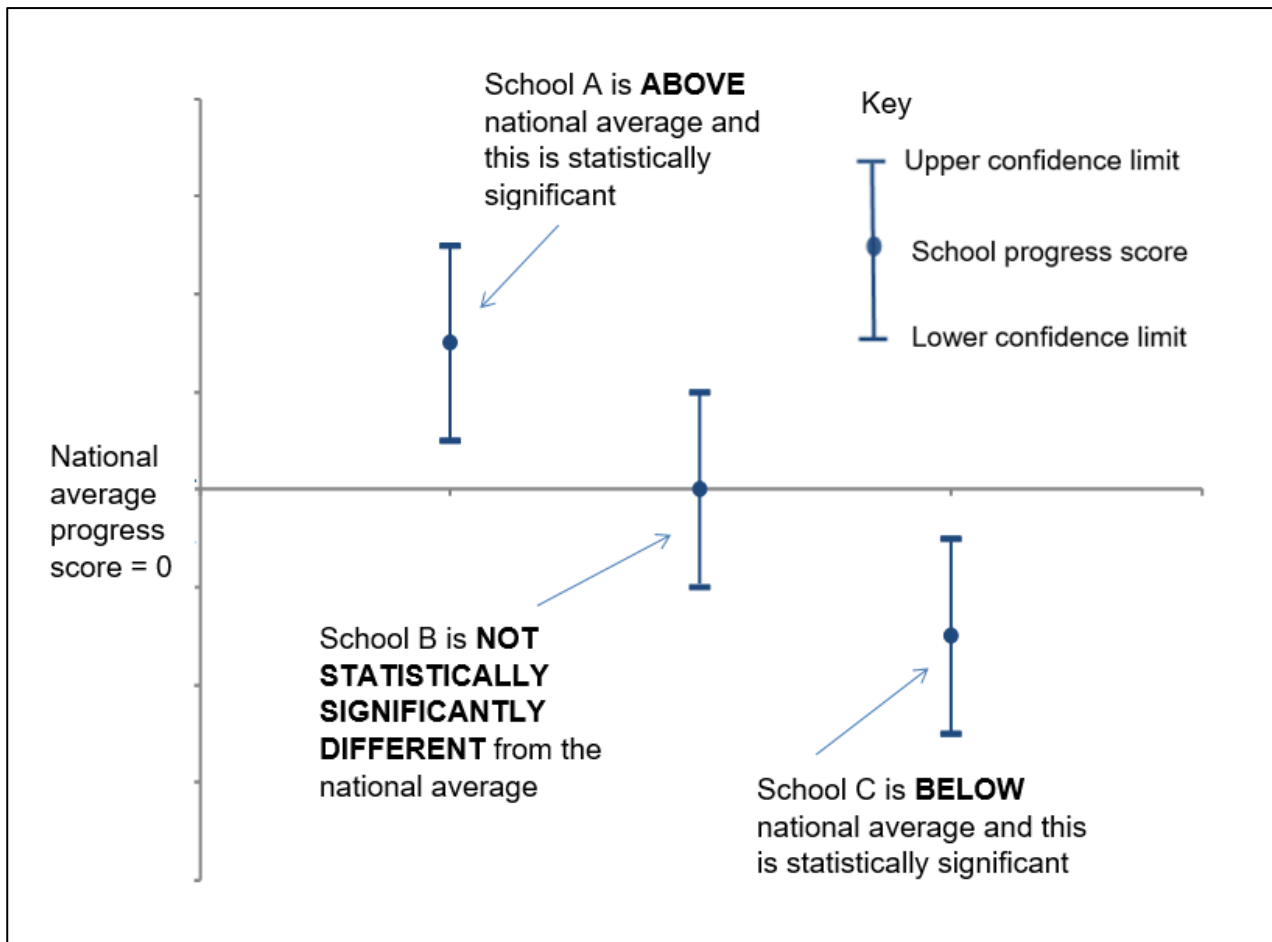
Worked example A – continued

We can calculate the size of the confidence interval for the school's Progress 8 score using CI_s:

$$CI\_s = 1.96 \times \sigma\_N/\surd(n\_S)\ 1.96 \times 1.412814/\surd 142 = 1.96 \times 0.1186 = 0.23$$

We derive the confidence interval for the school's Progress 8 score:

$$= [+0.26 - 0.23\ ,\ +0.26 + 0.23] = [+0.03,\ +0.49]$$

As $LowCI_s > 0$, we can say that the school's Progress 8 score is above the national average Progress 8 score, and say this result is statistically significant.

Standard deviation of all Progress 8 scores and Progress 8 element scores nationally

The below standard deviations are based on the Progress 8 scores of all eligible pupils at mainstream schools and are the national figures used in confidence interval calculations.

Table 31: Provisional 2023 standard deviations of Progress 8 and Progress 8 element scores nationally

Measure	Provisional 2023
Progress 8	1.412814
Progress 8 English element	1.635252
Progress 8 Maths element	1.488701
Progress 8 EBacc element	1.633377
Progress 8 Open element	1.621232

Annex I: Worked examples of MAT measures

MAT level Progress 8

Table 32 shows a MAT with 5 eligible academies, with a range of Progress 8 scores. In the worked example each academy is given a weighted score by multiplying the academy's Progress 8 score by the total weight (number of pupils at the end of key stage 4 multiplied by number of years in the MAT) of the academy. To get the MAT Progress 8 score, the total weight of all academies in the MAT is divided by the total weighted score also of all academies in the MAT. This value is then rounded to one decimal place.

Table 32: MAT measures Progress 8 worked example

	(i) Progress 8 score	(ii) Number of pupils at end of key stage	(iii) Number of years with MAT	(iv) Total weight (ii) * (iii)	(v) Weighted score (i) * (iv)
Academy 1	2.5	140	5	700	1,750
Academy 2	-2.5	224	3	672	-1,680
Academy 3	3.3	188	4	752	2,481.6
Academy 4	-1.5	111	3	333	-499.5
Academy 5	-1.5	124	3	372	-558
Total		787		2,829	1,494.1

MAT score (sum of v / sum of iv) = + 0.5

MAT level EBacc entry

Table 33 outlines a MAT with 5 eligible academies, with a range of EBacc entry percentages. Each academy is given a total weighted pupils entered for EBacc score by multiplying the pupils entered for the EBacc in that academy by the number of years in the MAT. The total weighted pupils entered for EBacc in all academies in the MAT is then divided by the total weighted pupils at end of key stage (number of pupils at end of key stage multiplied by number of years in the MAT) in all academies in the MAT, to give the MAT EBacc entry percentage.

Table 33: MAT measures EBacc entry worked example

	(i) Number of pupils at end of key stage	(ii) Pupils entered for the EBacc	% of pupils entered for the EBacc	(iii) Number of years with MAT	(iv) Total weighted pupils at end of key stage (i) *(iii)	(v) Total weighted pupils entered for EBacc (ii) * (iii)
Academy 1	172	13	8%	5	860	65
Academy 2	264	121	46%	4	1,056	484
Academy 3	194	83	43%	5	970	415
Academy 4	102	25	25%	4	408	100
Academy 5	89	71	80%	3	267	213
Total	821	313			3,561	1,277

Unweighted MAT EBacc entry rate ((sum of ii / sum of i) * 100) = 38%
Weighted MAT EBacc entry rate ((sum of v / sum of iv) * 100) = **36%**

MAT level achieving EBacc at grade 5 or above

Table 34 outlines a MAT with 5 eligible academies, with a range of achieving EBacc at grade 5 or above percentages. Each academy is given a total weighted pupils achieving grade 5 or above for EBacc score by multiplying the pupils achieving 9-5 for the EBacc in that academy by the number of years in the MAT. The total weighted pupils achieving 9-5 for EBacc in all academies in the MAT is then divided by the total weighted pupils at end of key stage (number of pupils at end of key stage multiplied by number of years in the MAT) in all academies in the MAT, to give the MAT EBacc entry percentage.

Table 34: MAT measures achieving 9-5 in EBacc worked example

	(i) Number of pupils at end of key stage	(ii) Pupils achieving EBacc at grade 5+	% of pupils achieving EBacc at grade 5+	(iii) Number of years with MAT	(iv) Total weighted pupils at end of key stage (i) *(iii)	(v) Total weighted pupils achieving EBacc at grade 5+ (ii) * (iii)
Academy 1	163	98	60%	5	815	490
Academy 2	215	61	28%	5	1,075	305
Academy 3	222	42	19%	4	888	168
Academy 4	114	30	26%	4	456	120
Academy 5	124	27	22%	3	372	81
Total	838	258			3,606	1,164

Unweighted MAT pupils achieving EBacc at grade 5+ ((sum of ii / sum of i) * 100) = 31%

Weighted MAT pupils achieving EBacc at grade 5+ ((sum of v / sum of iv) * 100) = **32%**

MAT level achieving grade 5 or above in English and Maths

Table 35 outlines a MAT with 5 eligible academies, with a range of achieving grade 5 or above in English and maths percentages. Each academy is given a total weighted pupils achieving grade 5 or above in English and maths score by multiplying the pupils achieving grade 5 or above in English and maths in that academy by the number of years in the MAT. The total weighted pupils achieving grade 5 or above in English and maths in all academies in the MAT is then divided by the total weighted pupils at end of key stage (number of pupils at end of key stage multiplied by number of years in the MAT) in all academies in the MAT, to give the MAT achieving English and maths percentage.

Table 35: MAT measures achieving grade 5 or above in English and maths worked example

	(i) Number of pupils at end of key stage	(ii) Pupils entered achieving grade 5+ in English and Maths	% of pupils achieving grade 5+ in English and Maths	(iii) Number of years with MAT	(iv) Total weighted pupils at end of key stage (i) *(iii)	(v) Total weighted pupils achieving grade 5+ in English and Maths (ii) * (iii)
Academy 1	155	91	59%	5	775	455
Academy 2	162	68	42%	3	486	204
Academy 3	123	61	50%	5	615	305
Academy 4	223	105	47%	4	892	420
Academy 5	198	116	59%	4	792	464
Total	861	441			3,560	1,848

Unweighted MAT pupils achieving grade 5+ in English and Maths ((sum of ii / sum of i) * 100) = 51%

Weighted MAT pupils achieving grade 5+ in English and Maths ((sum of v / sum of iv) * 100) = **52%**

MAT level Attainment 8

Table 36 shows the Attainment 8 score for a MAT, with 5 eligible academies, each with their own Attainment 8 score. Each academy is given their own weighted score by multiplying the academy's Attainment 8 score by the total weight of that academy (number of pupils at end of Key Stage 4 multiplied by the number of years in the MAT). To get the MAT score the total weighted score of all academies in the MAT is divided by the total weight of all academies in the MAT. This value is then rounded to the nearest decimal place.

Table 36: MAT measures Attainment 8 worked example

	(i) Attainment 8 score	(ii) Number of pupils at end of key stage	(iii) Number of years with MAT	(iv) Total weight (ii) * (iii)	(v) Weighted score (i) * (iv)
Academy 1	54	140	5	700	37,800
Academy 2	41	224	3	672	27,552
Academy 3	36	188	4	752	27,072
Academy 4	61	111	3	333	20,313
Academy 5	58	124	3	372	21,576
Total		787		2,829	134,313

MAT score (sum of v / sum of iv) = 47.5

The same measure is also produced for disadvantaged pupils in the MAT:

Table 37: Attainment 8 for disadvantaged pupils in a MAT

	(i) Disadvant aged Attainment 8 score	(ii) Number of disadvanta ged pupils at end of key stage	(iii) Number of years with MAT	(iv) Total weight (ii) * (iii)	(v) Weighted score (i) * (iv)
Academy 1	40	30	5	150	6,000
Academy 2	45	59	3	177	7,965
Academy 3	39	50	4	200	7,800
Academy 4	51	22	3	66	3,366
Academy 5	47	90	3	270	12,690
Total		251		863	37,821

MAT score (sum of v / sum of iv) = 43.8

MAT level EBacc APS

Table 38 shows the EBacc APS score for a MAT, with 5 eligible academies, each with their own EBacc APS score. Each academy is given their own weighted score by multiplying the academy's EBacc APS score by the total weight of that academy (number of pupils at end of Key Stage 4 multiplied by the number of years in the MAT). To get the MAT score the total weighted score of all academies in the MAT is divided by the total weight of all academies in the MAT. This value is then rounded to the nearest 2 decimal places.

Table 38: MAT measures EBacc APS worked example

	(i) EBacc APS	(ii) Number of pupils at end of key stage	(iii) Number of years with MAT	(iv) Total weight (ii) * (iii)	(v) Weighted score (i) * (iv)
Academy 1	3.74	210	4	840	3,141.6
Academy 2	3.77	178	3	534	2,013.18
Academy 3	5.44	142	5	710	3,862.4
Academy 4	4.27	232	5	1,160	4,953.2
Academy 5	4.96	114	3	342	1,696.32
Total		876		3,586	15,666.7

MAT score (sum of v / sum of iv) = 4.37

Annex J – Provisional 2023 Attainment 8 averages

Each Attainment 8 average is the average Attainment 8 score of all pupils nationally in state-funded mainstream schools within the same prior attainment group at KS2. The following tables show the revised Attainment 8 averages for each KS2 prior attainment group, based on the 2022 cohort averages.

Changes to national subject entry patterns and performance, as well as changes in methodology for calculating measures and the approach to grading can cause these averages to change. Schools may change their curriculum offer in response to the Progress 8 measure and to the Government's EBacc ambition, so any modelling based on current national results could be misleading.

Table 39: Provisional 2023 Attainment 8 averages and English, maths, EBacc and open averages for each KS2 prior attainment group

KS2 prior attainment group	KS2 average scaled score range	Attainment 8 average	English average	Maths average	EBacc average	Open average
1	59 to 82	15.83	3.81	2.29	4.19	5.55
2	82.5 to 86	16.44	4.08	2.37	4.13	5.86
3	86.5 to 87.5	19.24	4.74	3.03	4.89	6.57
4	88 to 89	20.73	5.02	3.34	5.33	7.03
5	89.5 to 90.5	22.14	5.35	3.63	5.77	7.4
6	91 to 92	23.82	5.65	4.07	6.2	7.9
7	92.5 to 93	25.65	6	4.5	6.73	8.43
8	93.5 to 94	26.96	6.31	4.79	7.08	8.77
9	94.5 to 95	28.14	6.56	5.1	7.42	9.07
10	95.5 to 96	29.73	6.88	5.44	7.9	9.51
11	96.5 to 97	31.05	7.13	5.77	8.29	9.86
12	97.5 to 98	33.02	7.52	6.21	8.88	10.42
13	98.5 to 99	34.57	7.81	6.59	9.34	10.83
14	99.5 to 100	36.31	8.15	6.94	9.89	11.32
15	100.5 to 101	38.00	8.46	7.35	10.42	11.77
16	101.5 to 102	39.81	8.8	7.75	11.02	12.25
17	102.5 to 103	41.48	9.12	8.09	11.57	12.7
18	103.5 to 104	43.64	9.53	8.53	12.28	13.3
19	104.5 to 105	45.47	9.88	8.9	12.9	13.79
20	105.5 to 106	47.68	10.28	9.39	13.64	14.37
21	106.5 to 107	50.31	10.73	9.95	14.56	15.07
22	107.5 to 108	52.77	11.18	10.47	15.4	15.72
23	108.5 to 109	55.5	11.65	11.09	16.32	16.43
24	109.5 to 110	58.14	12.11	11.65	17.23	17.15
25	110.5 to 111	60.52	12.54	12.15	18.01	17.81
26	111.5 to 112	63.26	13	12.74	18.98	18.54
27	112.5 to 113	66.03	13.44	13.36	19.91	19.31
28	113.5 to 114	68.46	13.88	13.85	20.73	19.99
29	114.5 to 115	70.88	14.22	14.47	21.56	20.64
30	115.5 to 116	73.19	14.6	14.93	22.32	21.34
31	116.5 to 117	75.46	14.97	15.4	23.08	22.02
32	117.5 to 118	77.37	15.36	15.75	23.64	22.62
33	118.5 to 119	79.63	15.71	16.26	24.37	23.29
34	119.5 to 120	81.85	16.16	16.6	24.98	24.11

Table 40: Provisional 2023 Attainment 8 averages for EBacc pillars

KS2 prior attainment group	KS2 average scaled score range	Science average	Humanities average	Languages average
1	59 to 82	1.78	1.61	4.31
2	82.5 to 86	1.70	1.43	3.16
3	86.5 to 87.5	1.96	1.63	3.11
4	88 to 89	2.12	1.73	3.39
5	89.5 to 90.5	2.24	1.89	3.35
6	91 to 92	2.40	1.98	3.31
7	92.5 to 93	2.54	2.14	3.34
8	93.5 to 94	2.68	2.28	3.36
9	94.5 to 95	2.79	2.37	3.34
10	95.5 to 96	2.91	2.52	3.43
11	96.5 to 97	3.05	2.64	3.44
12	97.5 to 98	3.21	2.82	3.49
13	98.5 to 99	3.37	2.98	3.61
14	99.5 to 100	3.54	3.14	3.66
15	100.5 to 101	3.70	3.32	3.72
16	101.5 to 102	3.88	3.52	3.84
17	102.5 to 103	4.05	3.73	3.91
18	103.5 to 104	4.26	4.00	4.05
19	104.5 to 105	4.44	4.20	4.18
20	105.5 to 106	4.67	4.45	4.27
21	106.5 to 107	4.95	4.76	4.47
22	107.5 to 108	5.21	5.06	4.62
23	108.5 to 109	5.49	5.35	4.87
24	109.5 to 110	5.78	5.65	5.09
25	110.5 to 111	6.03	5.90	5.28
26	111.5 to 112	6.33	6.23	5.58
27	112.5 to 113	6.64	6.52	5.83
28	113.5 to 114	6.90	6.78	6.08
29	114.5 to 115	7.18	7.00	6.34
30	115.5 to 116	7.44	7.26	6.64
31	116.5 to 117	7.69	7.49	6.89
32	117.5 to 118	7.87	7.66	7.1
33	118.5 to 119	8.12	7.86	7.39
34	119.5 to 120	8.33	8.08	7.65

Table 41: Provisional 2023 Average EBacc and open slots filled for each KS2 prior attainment group

KS2 prior attainment group	KS2 average scaled score range	Average EBacc slots filled (out of 3)	Average open slots filled (out of 3)
1	59 to 82	1.87	2.06
2	82.5 to 86	2.08	2.23
3	86.5 to 87.5	2.24	2.35
4	88 to 89	2.33	2.42
5	89.5 to 90.5	2.40	2.46
6	91 to 92	2.46	2.53
7	92.5 to 93	2.53	2.59
8	93.5 to 94	2.55	2.61
9	94.5 to 95	2.58	2.62
10	95.5 to 96	2.63	2.68
11	96.5 to 97	2.66	2.69
12	97.5 to 98	2.71	2.74
13	98.5 to 99	2.72	2.75
14	99.5 to 100	2.76	2.78
15	100.5 to 101	2.78	2.80
16	101.5 to 102	2.80	2.82
17	102.5 to 103	2.81	2.83
18	103.5 to 104	2.83	2.85
19	104.5 to 105	2.85	2.86
20	105.5 to 106	2.87	2.88
21	106.5 to 107	2.89	2.90
22	107.5 to 108	2.90	2.91
23	108.5 to 109	2.92	2.92
24	109.5 to 110	2.93	2.93
25	110.5 to 111	2.94	2.94
26	111.5 to 112	2.94	2.94
27	112.5 to 113	2.95	2.95
28	113.5 to 114	2.96	2.96
29	114.5 to 115	2.97	2.96
30	115.5 to 116	2.97	2.97
31	116.5 to 117	2.97	2.97
32	117.5 to 118	2.98	2.98
33	118.5 to 119	2.98	2.98
34	119.5 to 120	2.98	2.98

Annex K – Other additional measures

We also publish some additional measures in performance tables. These are outlined below..

The proportion of pupils achieving a grade 4 or above in English and maths

For transparency and to help schools show progress, the headline threshold attainment measure in English and maths is also published at grade 4 and above. This measure has the same methodology as its headline counterpart regarding qualification inclusion and requirements. The additional measure shows where pupils achieved a grade 4 or above in GCSE English language or English literature and maths.

The proportion of pupils achieving the EBacc at grade 5 or above and grade 4 and above.

Following the introduction of EBacc APS in 2018, the EBacc attainment threshold measure is no longer a headline measure. We will continue to publish as additional measures the proportion of pupils achieving the EBacc at grade 5 and above, and at grade 4 and above.

Average number of EBacc slots filled in Attainment 8 at school level

To help schools understand their EBacc entry rates in more detail, the number of EBacc slots filled per pupil within a school divided by the total number of pupils at the end of KS4 within the school. The number of EBacc slots filled per pupil is calculated according to Attainment 8 methodology outlined earlier in the guidance.[27]

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[27] In 2022, this measure did **not** include entries data from qualifications taken between January 2020 and August 2021, because the measure is calculated using results included in Attainment 8.

Average number of open slots filled in Attainment 8 at school level

The number of Open slots filled per pupil within a school divided by the total number of pupils at the end of KS4 within the school. The number of Open slots filled per pupil is calculated according to Attainment 8 methodology outlined earlier in the guidance.[28]

Pupils achieving 5 or more GCSEs at grade 4 or above including English and maths

This measure is calculated as per the following:

- the attainment threshold is set to include those who achieve a grade 4 or above
- a pupil would have to achieve a grade 4 or above in English literature or English language. There is no requirement to sit both.
- the combined science qualification is counted as one GCSE.

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[28] In 2022, this measure did **not** include entries data from qualifications taken between January 2020 and August 2021, because the measure is calculated using results included in Attainment 8.

Annex L – Pupils and Institutions included in KS4 Performance Measures

Pupils at the end of KS4

Pupils are identified as being at the end of KS4 if they were on roll at the school and in year 11 at the time of the January school census. Age is calculated as of 31 August at the start of the academic year, and the majority of pupils at the end of KS4 were age 15 at this point. Some pupils may complete this key stage in an earlier or later year group.

Institutions

Included in KS4 National statistics

National statistics include all state funded schools. This includes academies, free schools, city technology colleges, further education colleges with provision for 14- to 16-year-olds and state-funded special schools. The statistics also include separate figures for independent schools.

Included at school level in performance tables

Provisional performance measures are published at school level for state funded schools[29], FE colleges with 14-16 direct entry and for independent schools.

Pupils and their results are attributed to schools according to rules set out in the ['Understanding school and college performance measures' guidance.](#)

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[29] All state-funded schools include local authority maintained mainstream schools, academies, free schools, city technology colleges, state-funded special schools and some information for further education colleges with provision for 14 to 16 year-olds. They exclude independent schools, independent special schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision. Alternative provision includes academy and free school alternative provision.

Annex M – Timeline of changes since 2016

Table 42 provides a high-level summary of the range of school and college KS4 performance measures since 2016, detailing extensions to reporting (additional measures, or extending coverage to include more qualifications). It also outlines any methodological changes to how measures are calculated. Note methodological changes are not applied retrospectively to previous cohorts/tables.

Table 42: Timeline of changes since 2016

Year	Change
2016	**A new set of headline measures** were introduced for all state funded secondary schools: • Progress 8 • Attainment 8 • the percentage of pupils achieving A*-C in English and Maths • the percentage of pupils achieving the English Baccalaureate • the percentage of pupils entering the English Baccalaureate • the percentage of students staying in education or employment after Key Stage 4 (destinations) **New additional measures introduced:** • percentage of pupils entering more than one language qualification • the percentage of pupils entering physics, chemistry and biology **Methodology change:** Point score scale changes from 16-58 scale to a 1-8 point scale, where 1 is equivalent to a grade G GCSE and 8 equivalent to an A* GCSE **Removal of 'in school' disadvantaged gap measures** **Floor standard definition changed**: Progress 8 score below -0.5, unless the confidence interval suggests the score may not be below average.
2017	**Reformed GCSE qualifications:** English and maths GCSEs, graded 9-1, were included in performance tables. **Change to headline performance measures** to reflect changes in grading: • the proportion of pupils achieving a grade 5 or above in English and maths • the proportion of pupils achieving the EBacc - grade 5 or above in English and maths, and grade C or above in unreformed subjects **New additional measures:** • the proportion of pupils achieving in English and maths – grade 4 or above

2021 (continued)	• the proportion of pupils achieving the EBacc – grade 4 or above in English and maths, and grade C or above in unreformed subjects. **New supporting information published**: • average number of EBacc slots filled in Attainment 8 at school level • average number of open slots filled in Attainment 8 at school level **Multi academy trust measures introduced:** • Progress 8 • Percentage entering EBacc • Percentage achieving EBacc at grade 5 and above/grade 4 and above
2018	**Reformed GCSE qualifications:** most GCSEs in EBacc subjects were graded 9 to 1. **Change in headline performance measure:** EBacc threshold attainment measure replaced as a headline measure with a new measure; EBacc average point score (APS). **New additional measures** (to replace old threshold measures based on unreformed GCSEs)**:** • EBacc attainment at grade 4 and above • EBacc attainment at grade 5 and above **Methodology change:** A minor change to Progress 8 to reduce the disproportionate effect that extremely negative individual scores can have on a school's overall score. **Multi academy trust measures introduced:** • EBacc average point score
2019	Almost all GCSEs were graded 9-1. There were no changes to KS4 performance measures The floor and coasting standards were removed.
2020	**No accountability measures produced at school level** (apart from destination measures) due to the COVID-19 pandemic and the cancellation of most exams, tests and assessments. The school and college checking exercise was also cancelled. Centre Assessed Grades were used to award qualifications.
2021	**No accountability measures produced at school level** (apart from destination measures, exam entries information and EBacc entry measure) due

	to the COVID-19 pandemic and the cancellation of most exams, tests and assessments. The school and college checking exercise was also cancelled. Teacher Assessed Grades were used to award qualifications.
2022	**Accountability measures at school level return, following return of exams.** **Methodology changes:** • New KS2 baseline for Progress 8 due to the introduction of scaled scores to replace levels • Qualification results achieved between January 2020 and August 2021 not included in performance measures but entries are. **New MAT measures published:** • Attainment 8 • Percentage of pupils achieving grade 5 or above in English and maths
2023	No changes to KS4 performance measures.

Annex N: Secondary performance measures

Table 43 below shows the performance measures and breakdowns that will be available on a school's page for 2022/23. There is further performance data and measures available about a school in the download data.

Table 43: Secondary performance measures

Headline measures	**Progress 8:** score **EBacc entry:** percentage of pupils entering the EBacc **Destination measures**: Percentage of pupils staying in education or employment for at least two terms after KS4 **Attainment in English and maths**: percentage of pupils achieving a grade 5 or above in English and maths **Attainment 8**: score **Attainment in EBacc**: EBacc Average Point Score (APS)
Subjects entered	**The subjects entered** by pupils attending the school at KS4
Results by pupil characteristics	Breakdowns of headline measures are presented for: • **Disadvantaged pupils** • **Prior attainment** (low, middle and high attainers) • **English as an additional language (EAL)** • **Gender** • **Non mobile pupils**
EBacc – additional measures	EBacc attainment at grade 5 and above EBacc attainment at grade 4 and above EBacc attainment at grade 5 and grade 4 and above by subject groups EBacc attainment at grade 1 or above by subject groups EBacc entries by subject group EBacc value added by subject group

Other KS4 results	**Progress 8 and Attainment 8 scores by subject areas** **Additional entry and achievement measures** • Entries into triple science: the percentage of pupils entered for biology, chemistry and physics • Attainment in English and maths: percentage of pupils achieving a grade 4 or above in English and maths • Exam entries per pupil, all KS4 quals • Exam entries per pupil GCSEs • Percentage of pupils entered for more than one foreign language • Percentage of pupils achieving at least one qualification
Pupil destinations	**Pupils staying in education or employment** for at least two terms after KS4 **Pupils staying in education** (split by institution type) **Pupils staying in apprenticeships** **Pupils staying in employment** **Pupils not staying in education or employment**
MATs	**Overall Progress 8 score** **EBacc** • Percentage of pupils entering the EBacc • EBacc APS • EBacc at grade 5 and grade 4 and above **English and maths grade 5 and above** **Attainment 8 score** The above measures are broken down by disadvantaged pupils

Annex O – Progress 8 bandings

How we calculated the bandings for 2023

Progress bandings	A school is given this banding if…
Well above average	The progress score is greater than or equal to 0.5, and the entire confidence interval is above 0. 16% of state-funded mainstream schools in England.
Above average	The progress score is greater than 0 but lower than 0.5, and the entire confidence interval is above 0. 16% of state-funded mainstream schools in England.
Average	The confidence interval for the progress score spans both above and below 0. 35% of state-funded mainstream schools in England.
Below average	The progress score is score is lower than 0 but greater than or equal to -0.5, and the entire confidence interval is below 0. 18% of state-funded mainstream schools in England.
Well below average	The progress score is score is lower than -0.5 and the entire confidence interval is below 0. 15% of state-funded mainstream schools in England.

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Report to:	**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE**
Relevant Officer:	Vicky Gent, Director of Children's Services
Date of meeting:	9 November 2023

COUNCIL PLAN PERFORMANCE Q1 – Q2 2023/24

1.0   Purpose of the report

1.1   To present performance against the Council Plan key performance indicators (KPIs) relevant to the remit of this Committee.

2.0   Recommendation(s)

2.1   The Committee is asked to consider the content of the report and highlight any areas for further consideration.

3.0   Reason for recommendation(s)

3.1   To ensure constructive and robust scrutiny of performance against the Council Plan.

3.2   Is the recommendation contrary to a plan or strategy approved by the Council?   No

3.3   Is the recommendation in accordance with the Council's approved budget?   Yes

4.0   Other alternative options to be considered

4.1   N/A

5.0   Council priority

5.1   The relevant Council priority is:

- 'Communities: Creating stronger communities and increasing resilience'

6.0   Background and key information

6.1   Performance against the Council Plan headline KPIs has previously been reported to the Scrutiny Leadership Board. At the Scrutiny Leadership Board meeting on 11th July 2023,

the Board agreed that going forward Council Plan performance data should be presented to the individual Committees to ensure that service managers were present to answer questions on performance and that data could be cross-checked with the narrative being presented to the Committees.

6.2   This report includes performance against the Council Plan KPIs relating to children's social care, SEND, mental health, free schools meals and educational attainment.

6.3   Benchmarking data has been included where available to provide additional context for the Council's performance.

6.4   Does the information submitted include any exempt information?   No

7.0   List of appendices

7.1   Appendix 9(a): – CP Performance Summary 2023/24

8.0   Financial considerations

8.1   N/A

9.0   Legal considerations

9.1   N/A

10.0   Risk management considerations

10.1   N/A

11.0   Equalities considerations and the impact of this decision for our children and young people

11.1   N/A

12.0   Sustainability, climate change and environmental considerations

12.1   N/A

13.0   Internal/external consultation undertaken

13.1   N/A

14.0   Background papers

14.1   N/A

Appendix 9(a) – Council Plan Performance Summary 2023/24

Priority: Our Communities – Creating stronger communities and increasing resilience

| THEME - Families are supported to provide stable home lives where children and young people can flourish | | | | | | | | | |

Indicator	Outturn 2022/23	Q1 23/24	Q2 23/24	Q3 23/24	Q4 23/24	Outturn 2023/24	DoT Previous Performance	Target	DoT Against Target
Number/rate of Children Looked After per 10,000 population	No. 539 Rate 193.8	No. 550 Rate 197.8	No. 542 Rate 194.9				N/A	*Monitoring purposes only*	N/A
Number / % of children placed in foster care	360 (66.8%)	376 (68.4%)	365 (67.3%)				N/A	*Monitoring purposes only*	N/A
Number of statutory assessments undertaken	3,078	768	746				N/A	*Monitoring purposes only*	N/A
Number of Education, Health and Care Plans issued	174	65	59				N/A	*Monitoring purposes only*	N/A
Number of referrals to CAMHS, CYP LD, Youtherapy, CASHER and school MHSTs (under 25)	2,456	654	598				N/A	*Monitoring purposes only*	N/A
% of children in receipt of free school meals	41.4%	A	A	A			N/A	*Monitoring purposes only*	N/A

Appendix 9(a) – Council Plan Performance Summary 2023/24

Commentary:

- The number of Children Looked After at the close of Quarter 2 was 542, a rate of 194.9 per 10,000 population. This is a decrease compared with the previous quarter and the same period in 2022/23. Of those 542 children, 370 (68.3%) are placed within the FY postcode area.

- Of the 542 Children Looked After, 365 (67.3%) were placed in foster care. This is a decrease compared with the previous quarter (68.4%) and an increase compared with the same period in 2022/23 (63.7%)

- The number of statutory assessments undertaken in Quarter 2 was 746 bringing the total number of statutory assessments undertaken within the first 6 months of 2023/24 to 1,514, which is a reduction compared with the same period in 2022/23 (1,650).

- The number of Education, Health and Care Plans (EHCPs) issued this quarter was 59 bringing the total number of EHCPs issued within the first 6 months of 2023/24 to 124. This is an increase compared to the same period in 2022/23 (81). Of the 59 EHCPs issued in Quarter 2, 88.1% were issued within the statutory 20-week timescale, which is an improvement on the previous quarter (80%) and the same period in 2022/23 (73.1%).

- Comparative data for children's social care measures is published annually and will be included in the Quarter 3 Council Plan performance report.

- The KPI on the number of referrals to Blackpool CAMHS, Youtherapy and CASHER has been amended to cover a broader range of mental health services for children and young people. The KPI now includes referrals to CAMHS, CYP LD, Youtherapy, CASHER and school mental health support teams (MHSTs) for those under 25. Data for Quarter 2 shows that the number of referrals was 598 which is a decrease compared to the previous quarter (654) but an increase compared to the same period in 2022/23 (473).

- Data for the proportion of children in receipt of free school meals is an annual measure and will be reported in Quarter 4 2023/24.

Appendix 9(a) – Council Plan Performance Summary 2023/24

THEME - Good quality education provision in Blackpool supporting all children and young people to develop skills and obtain qualifications which set them up for a range of employment options

Indicator	Outturn 2022/23	Q1 23/24	Q2 23/24	Q3 23/24	Q4 23/24	Outturn 2023/24	DoT Previous Performance	Target	DoT Against Target
Proportion of schools in Blackpool that are rated as good or better by OFSTED	86%	A	86%	A	A	86%	⇔	100% by 2030	N/A
Percentage of pupils who achieved a 9-4 pass in GCSE English and maths	*No data available*	A	A	44.9%	A	44.9%	N/A	*No target set*	N/A
Percentage of pupils who achieved a 9-5 pass in GCSE English and maths	*No data available*	A	A	26.4%	A	26.4%	N/A	*No target set*	N/A
Progress made by pupils across 8 GCSE subjects at KS4, relative to others with similar prior attainment	*No data available*	A	A	-0.86	A	-0.86	N/A	*No target set*	N/A
Percentage of 16-17 year olds who are not in education, employment or training	7.5%	A	A	A			N/A	*No target set*	N/A

Commentary:

- Data for the following KPIs is included in the Educational Attainment update:

  - Proportion of schools in Blackpool that are rated as good or better by OFSTED
  - Percentage of pupils who achieved a 9-4 pass in GCSE English and maths
  - Percentage of pupils who achieved a 9-5 pass in GCSE English and maths
  - Progress made by pupils across 8 GCSE subjects at KS4, relative to others with similar prior attainment

Appendix 9(a) – Council Plan Performance Summary 2023/24

- Data for the proportion of 16–17-year-olds who are not in education, employment or training (NEET) will be reported at year end. However, the latest verified data (August 2023) shows NEET levels are currently at 7%. This is a higher rate than our closest statistical nearest neighbour authority, Hartlepool (5.9%) and the North West rate (4.4%).

Report to:	**CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE**
Relevant Officer:	Vicky Gent, Director of Children's Services, Blackpool Council
Date of Meeting:	9 November 2023

CHILDREN'S SAFEGUARDING ASSURANCE PARTNERSHIP ANNUAL REPORT

1.0   Purpose of the report:

1.1   To consider the Children's Safeguarding Assurance Partnership Annual Report to year end 31 March 2023.

2.0   Recommendation(s):

2.1   To consider the contents of the report, provide challenge and identify any issues for further scrutiny.

3.0   Reasons for recommendation(s):

3.1   To allow Members of the Scrutiny Committee to be fully informed of the work of the Children's Safeguarding Assurance Partnership.

3.2   Is the recommendation contrary to a plan or strategy adopted or approved by the Council?   No

3.3   Is the recommendation in accordance with the Council's approved budget?   Yes

4.0   Other alternative options to be considered:

4.1   None.

5.0   Council priority:

5.1   The relevant Council priority is "Communities: Creating stronger communities and increasing resilience".

6.0   Background information

6.1   This is the annual report of the Children's Safeguarding Assurance Partnership (CSAP), covering the period 1 October 2021 – 31 March 2023.

6.2   The annual report provides the CSAP with an opportunity to celebrate what has been achieved during the reporting period, reflect on what could have been done better and identify what can be done in future years.

6.3   The forthcoming year will be a period of change for the partnership, moving from Pan-Lancashire arrangements to place-based models and a briefing has been arranged for Members to receive additional information on the new arrangements on 21 November 2023.

6.4   Does the information submitted include any exempt information?   No

7.0   List of Appendices:

7.1   Appendix 10(a) – Children's Safeguarding Assurance Partnership Annual Report

8.0   Financial considerations:

8.1   None.

9.0   Legal considerations:

9.1   None.

10.0   Risk management considerations:

10.1   None.

11.0   Equalities considerations and the impact of this decision for our children and young people:

11.1   None

12.0   Sustainability, climate change and environmental considerations:

12.1   None

13.0   Internal/external consultation undertaken:

13.1   None

14.0   Background papers:

14.1   None

Children's
Safeguarding Assurance
Partnership

Blackburn with Darwen - Blackpool - Lancashire

CSAP Annual Report 2023

The Children's Safeguarding Assurance Partnership
Annual Report for
1st October 2021 to 31st March 2023

NHS   Lancashire Constabulary   BLACKBURN with DARWEN   BlackpoolCouncil   Lancashire County Council

Contents

Foreword by the Senior Safeguarding Partners

Having taken up my interim Director of Childrens Service and Education post in November 2023 and being appointed Strategic Director of Childrens Service and Education since April 2023, it has been a privilege to be part of the CSAP executive board since November 2023.

Although new to the Executive Board, I have been a regular member of our Pan Lancashire partnership for several years in my previous Deputy Director role as a serving Headteacher.

I am extremely proud of how practitioners across the Pan Lancashire footprint have adapted to ever changing circumstances, most significantly emerging from the Covid pandemic.

Our ability to safeguard children and vulnerable families has continued and we have been able to continue progressing our priorities and strengthening multi-agency support to families in need.

I look forward to continuing to work with our statutory and wider partners to continue to improve the lives of the children and families we serve.

Jo Siddle

Strategic Director of Children's Services and Education

Blackburn with Darwen Council

The last 18 months has seen a large scale transition for the NHS with the NHS Lancashire and South Cumbria Integrated Care Board (ICB) being formed, after the closing down of the 8 Clinical Commissioning Groups (CCGs), on 1st July 2022.
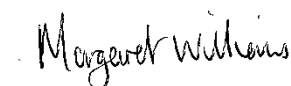
During this time the ICB has continued to focus on NHSE/I national priorities for Safeguarding and the Pan Lancashire CSAP priorities.

Changes in Partnership Executive Board leadership will support to refresh insight and a reinvigorate our drive for change and improvement.

The coming months will see more planned changes to the governance structures in the Pan Lancashire CSAP.

Following the ICB appointment of my Job share Ann Dunne I will be stepping down from the CSAP Executive Board in May 2023, this is to allow me to work more closely with Adult Boards.

I am confident that the partnership will continue to deliver their safeguarding duties effectively.

Margaret Williams

Director of Safeguarding

Lancashire and South Cumbria Integrated Care Board

I have been immensely proud of the work undertaken by Lancashire Constabulary as a statutory partner of the Childrens Safeguarding Assurance Partnership over the last 18 months.

CSAP has continued to work collaboratively to deliver on the challenges we have faced in a post pandemic era.

The safeguarding of children, young people and families continues to receive considerable public scrutiny, both locally and nationally. We are appreciative of the support and challenge offered to us by colleagues and other statutory partners to maintain high standards and enhance our services.

As we approach another 12 months of changes with our governance structures, and we will continue to work together effectively to protect the children and families in our care.

Neil Drummond

Detective Superintendent

Head of Public Protection Unit

Lancashire Constabulary

I joined the CSAP Executive Board in October 2022 and it has been a busy 6 months getting to know my fellow partners and my own local authority area.

I am continuously impressed by the hard work and dedication shown by our front-line colleagues to ensure our children are safeguarded and our families are well supported.

Our recent Ofsted inspection in November 2022 has shown that we have made great strides in our ability to safeguard children and we will continue to work on this mission with our partners to give our families the best support that we can.

Jacqui Old OBE

Executive Director Education and Children's Services

Lancashire County Council

The emergence from the pandemic has shown a fantastic ability of all front-line colleagues to adapt to changing circumstances.

Whilst the pandemic forced meetings to go online, this has continued post pandemic, and these have generally been positive and has enabled more partners to attend than previously.

I am immensely proud of the work of CSAP as we continued to safeguard children and support families in difficult, unprecedented circumstances.

Our recent Ofsted inspection in January 2023 has shown that though we have made improvements there is still a lot of work to do.

I am confident that we will continue to work together to improve services to support children and families in the best way we can.

Vicky Gent

Director of Children's Services

Blackpool Council

Having recently joined the CSAP Executive Board, the last few months have been spent acquainting myself with the Pan-Lancashire footprint, the challenges and the needs of each individual area.

I am really pleased to see the work undertaken towards ensuring that the focus has remained on strengthening responses to our joint priorities of Contextual Safeguarding, Domestic Abuse and Neglect.

With much change expected in the coming months, I look forward to working with the other Statutory Partners to better the lives of the children and families in the Pan-Lancashire area.

Ann Dunne

Director of Safeguarding

Lancashire and South Cumbria Integrated Care Board

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Introduction

We want to keep children in Blackburn with Darwen, Blackpool and Lancashire safe by ensuring everyone understands their safeguarding roles and responsibilities through effective use of local resources, sharing of best practice and learning and development.

This report sets out what we have done to achieve our shared vision for our partnership.

Our Vision

We will continue to champion the right of children to be proactively safeguarded from abuse and neglect and will hold each other and our partner agencies to account for our combined responsibility.

How we provide leadership for effective safeguarding practice

The priority operational groups consist of operational leads from each local area's organisations who deliver services that affect families' and children's lives. These operational groups report into the tactical groups which consist of strategic leads from the same local organisations in the area footprints described in the above diagram. These tactical groups report into the CSAP Executive group.

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Our Children

Blackburn with Darwen, Blackpool and Lancashire are large and diverse areas with a combined child population of over 320,000. Between 2020 and 2021 the number of children between the ages of 0-18 reduced by 0.42%[1].

By monitoring broader population trends the safeguarding partners can develop an understanding of current and emerging needs, ensuring that help is provided at the earliest possible opportunity, without the need for more invasive safeguarding interventions.

Within the wider child population, a small number will require the involvement of statutory services to ensure that they are kept safe from abuse and neglect. The safeguarding partners seek to monitor and understand this cohort, to ensure interventions are timely and effective throughout the area, with operational groups receiving data relevant to their area of concern.

Data highlights

	Blackburn with Darwen	Blackpool	Lancashire
Early Help	Referrals have increased by 21% in this reporting period.	Referrals have increased by 88% in this reporting period.	Referrals have increased by 16% in this reporting
MASH/CADS referrals	13393 contacts. This is a 10% increase in this reporting period.	12956 contacts. This is a 3% increase in this reporting period.	36109 contacts. This is a 40% increase in this reporting period.
Number of children on Child protection plans	155 at the beginning of this reporting period to 139 now. A 0.1% decrease.	310 at the beginning of this reporting period to 356 now. A 14.8% increase.	452 at the beginning of this reporting period to 738 now. A 63% increase.
Number of children on Child in Need Plans	348 at the beginning of this reporting period to 369 now. A 6% increase.	435 at the beginning of this reporting period to 463 now. A 6.4% increase.	1471 at the beginning of this reporting period to 1546 now. A 6% increase.
Number of children in our care	390 at the beginning of this reporting period to 355 now. A 9% decrease.	593 at the beginning of this reporting period to 539 now. A 9.1% decrease.	1919 at the beginning of this reporting period to 1911 now. A 0.4% decrease.

[1] ONS mid-year estimates 2020 and 2021

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Our Safeguarding Priorities

Our partnership has three safeguarding priorities:

1. Contextual Safeguarding

Key Achievements

- A Contextual Safeguarding strategy was published in November 2022 describing how agencies across the Pan-Lancashire footprint will work together to address concerns relating to Child Sexual Exploitation, Child Criminal Exploitation, Missing children, and Modern Day Slavery with a trauma informed and strength based approach.

- The Missing from Home Protocol and Trigger Plan was launched in February 2023. The protocol is intended to assist in developing robust responses to children who are at risk of going missing or who are already doing so. Agencies are expected to implement this protocol, regularly review, and audit its implementation. An online launch event was delivered on 14th March with further events planned in April, May, and June.

Looking to the Future

- There are links between children diagnosed with ASD and/or ADHD being at risk of exploitation. We are currently developing a multi-disciplinary model of delivery to strengthen links/speedier access to support for young people where there is a communication/speech and language difficulty.

- Emerging risk of children in our care (CIOC) from out of area being placed in Lancashire provision. Guidance is being developed by multi-agency partners to tackle this emerging threat and due to launch in Summer 2023.

- Child F Child Safeguarding Practice Review highlighted contextual safeguarding concerns. It will be used as a topic for a Learning from Reviews webinar to share learning with multi-agency practitioners.

- The partnership plan to understand the outcome and recommendations of the IICSA independent inquiry and how practice and procedure within partnerships can be improved to safeguard children and young people from sexual abuse. Partaking in any government consultation resulting from this report will be important to shape any future legislation.

2. Neglect

Key Achievements

- The continued roll out of GCP2 has created a common language across multi-agency partners and has improved the quality of referrals.

- The Neglect Scrutiny work showed that the partnership's response to neglect is working well, with recommendations being used to form action plans in each area's operational group.

Looking to the Future

- There will be adaptations to the GCP2 tool developed in the next reporting period in order to make it more user friendly for Health and Education colleagues.

- Medical Neglect pathways are due to be strengthened including the consistent approach to the 'was not brought' policy.

3. Domestic Abuse

Key Achievements

- Operation Provide has been fully rolled out across the Pan Lancashire footprint and will be evaluated by UCLAN to understand the best approach for victims in Lancashire.

- Two independent scrutineers have been commissioned to undertake a thematic scrutiny of Domestic Abuse (DA) to include a multi-agency audit, practitioner and stakeholder focus groups and practitioner training surveys, to provide robust assurance, with a final report due in Autumn 2023.

Looking to the Future

- The DA Scrutiny will enable each of the three areas to develop action plans to strengthen delivery by cementing best practice and addressing any gaps identified in the findings collated by the independent scrutineers.

- DA Masterclass training will be delivered by multi-agency partners and coordinated by the CSAP business unit which will reinforce key messages, share good practice, and provide an opportunity for front line staff to listen to agency experts. Dates are already in the calendar for Non-Fatal Strangulation and Suffocation.

Child Safeguarding Practice Reviews

Working Together to Safeguard Children 2018 requires the statutory safeguarding partners to make arrangements to review serious child safeguarding cases, and others where there may be learning, to prevent or reduce the risk of recurrence of similar incidents.

Below is a summary of the reports and notifications received in this reporting period:

Number of published CSPR reports in Blackburn with Darwen	1
Number of published CSPR reports in Blackpool	0
Number of published CSPR reports in Lancashire	5
Number of rapid reviews in Blackburn with Darwen	2
Number of rapid reviews in Blackpool	3
Number of rapid reviews in Lancashire	14
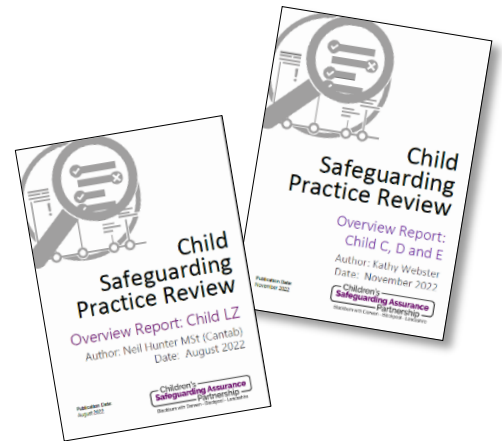
Based on the information available from the initial notification and the rapid review meetings the primary concern(s) that prompted the notifications were Neglect (3), Suicide (3), Child Sexual Exploitation (2), Abusive Head Trauma (2), Non-Accidental Injury (2) and Safer Sleep (1).

As a result of learning from these reviews, CSAP initiated the commencement of a Task and Finish Group to look at children whose medical needs had been neglected and the publication of 7 Minute Briefings including Coercive and Controlling Behaviour.[2]
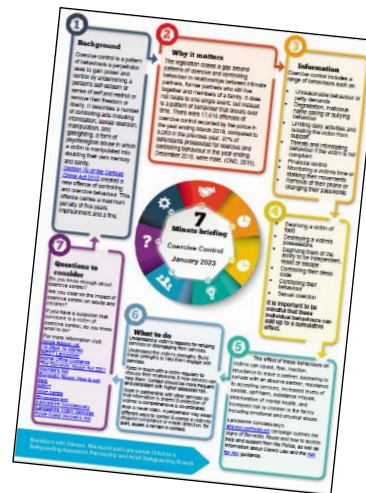
Legacy Case Reviews

It was noted in the last CSAP annual report that matters relating to 8 Serious Case Reviews (SCR) were still outstanding from the three former LSCBs. In this reporting period six of these have been published and the remaining two will be concluded in 2023-24.

Key Achievements

- Robust management and oversight of the high number of outstanding actions from historical SCRs and CSPRs has led to the most notable achievement in this reporting period as 115 actions have been reduced to single figures.
- Rapid Reviews are meeting statutory deadlines and there has been an overall positive response and engagement with the National Panel.

Looking to the Future

- A CSPR development day will be held in May 2023 to enable partners to effectively review and discuss matters which will enhance the CSPR process including CSPR and Rapid Review methodology, managing parallel investigations, and improving how CSAP measures and monitors the impact of learning.
- Implementation of the QES Case Management system to manage notifications, rapid reviews and CSPRs will provide a more effective approach to managing processes and providing reports.
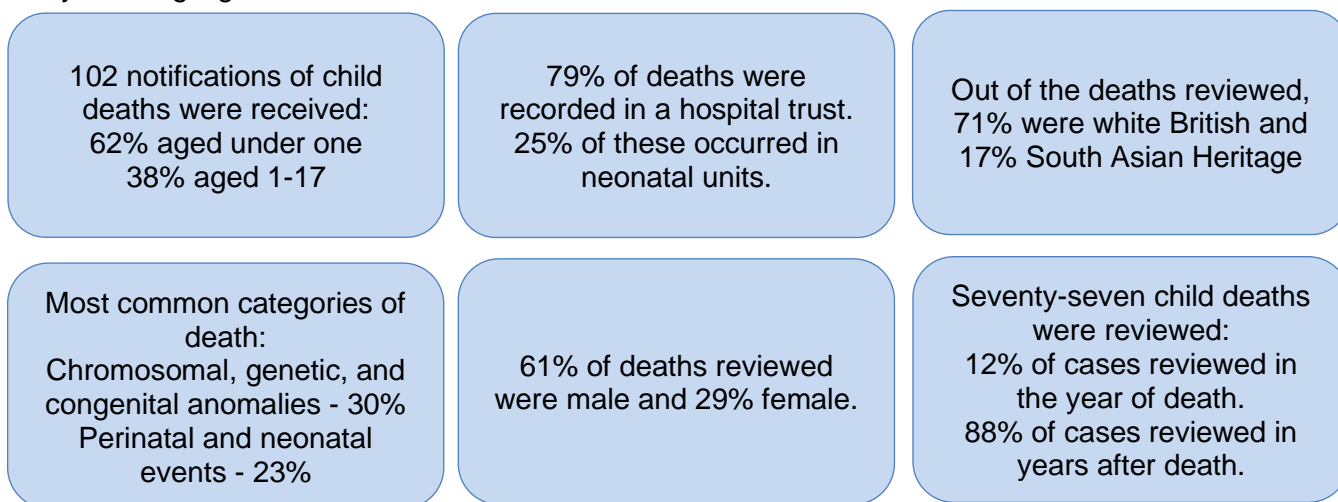
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[2] Coercive Control 7MB
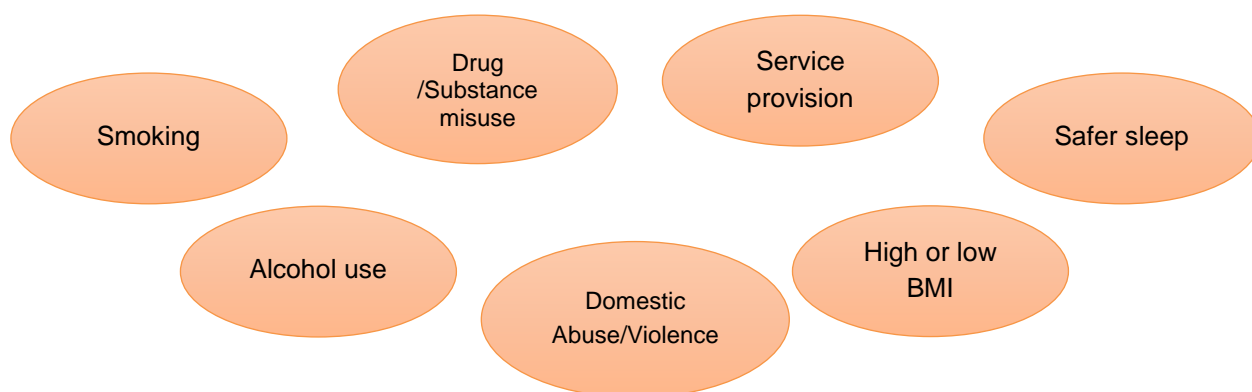
Child Death Overview Panel

For the Blackburn with Darwen, Blackpool and Lancashire region, in line with Working Together to Safeguard Children 2018, the responsibility for ensuring the review of child deaths is conducted is held by child death review partners, who are the three Local Authorities and the Lancashire and South Cumbria Integrated Care Board.

The deaths of all children under the age of eighteen are reviewed by the Child Death Overview Panel (CDOP) which is administered through the CSAP. The Panel are not given any names and the details are dealt with anonymously, with the main purpose being to identify lessons and prevent future child deaths.

Key data highlights for 2021/22 include:

102 notifications of child deaths were received: 62% aged under one 38% aged 1-17	79% of deaths were recorded in a hospital trust. 25% of these occurred in neonatal units.	Out of the deaths reviewed, 71% were white British and 17% South Asian Heritage
Most common categories of death: Chromosomal, genetic, and congenital anomalies - 30% Perinatal and neonatal events - 23%	61% of deaths reviewed were male and 29% female.	Seventy-seven child deaths were reviewed: 12% of cases reviewed in the year of death. 88% of cases reviewed in years after death.

For all deaths reviewed between April 2015 and March 2022, the most common modifiable factors identified were:

Smoking

Drug /Substance misuse

Service provision

Safer sleep

Alcohol use

Domestic Abuse/Violence

High or low BMI

A copy of the CDOP Annual report for 2020/21 can be found here:

Child Death Overview Panel - Children's Safeguarding Assurance Partnership (safeguardingpartnership.org.uk)

The 2021 / 22 report will be published in Autumn 2023.

Child Death Overview Panel
Annual Report 2020 - 2021
CDOP annual report on partnership arrangements and trends/patterns highlighted in child deaths reviewed across the Blackburn with Darwen, Blackpool and Lancashire region during the reporting period

CDOP
Blackburn with Darwen, Blackpool Lancashire

Learning and Development

CSAP continues to offer e-learning through the MeLearning platform which is hosted by Blackburn with Darwen Council and is available to practitioners across the County. This includes Level 1 and Level 2 Safeguarding Children training, courses in respect of each CSAP priority area and other specific areas of safeguarding practice.

This offer enables staff in statutory, voluntary and community settings to easily access free resources which provides them with high quality training and learning opportunities to ensure they maintain good knowledge and awareness of national and local standards and approaches regarding all manner of safeguarding practice.

In this reporting period, a mixture of face to face and online training was offered on Domestic Abuse, Contextual Safeguarding and GCP2 (Graded Care Profile). These have been delivered by multi-agency partners with the support of the business unit.

The long term aim of CSAP is to continue to deliver training on each priority area with additional courses covering more specialist aspects. This will begin in Summer 2023 with a series of Masterclass sessions relating to Domestic Abuse in collaboration with the DA boards and partners.

Learning from Reviews

Learning from reviews sessions were launched in this reporting period with the inaugural session being delivered by the business unit in February 2023.

This initial session introduced the Children's Safeguarding Assurance Partnership, the Joint Partnership Business Unit, Child Safeguarding Practice Reviews and Child Death Overview Panel.
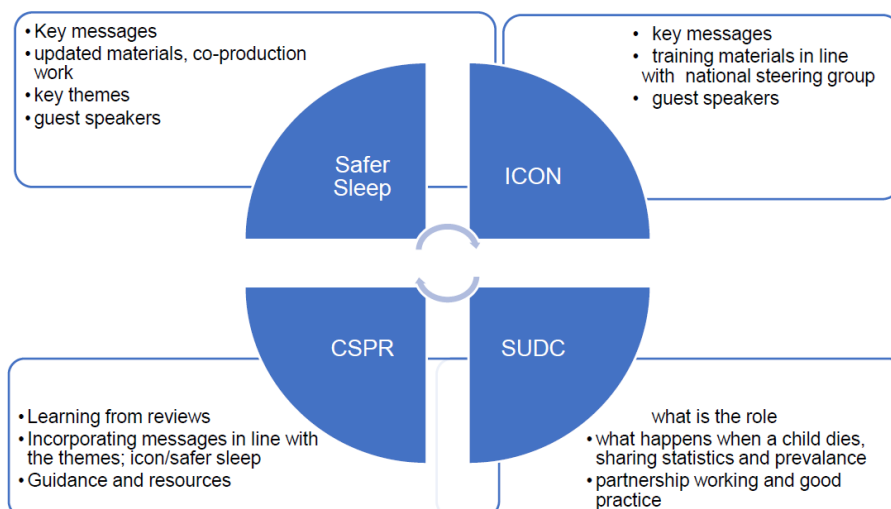
Feedback included:

Increased understanding of roles and processes.

Improved my knowledge and understanding.
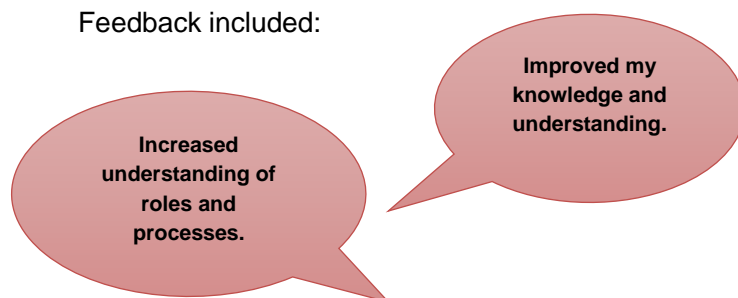
Conference: Learning from case reviews and child death

In July 2022, a multi-agency conference was held, aimed at front line practitioners who worked with children, families and within the wider community in Lancashire.

The four areas of focus for the day were Safer Sleep, CSPR, ICON and SUDC. Attendees heard from guest speakers, were updated on recent guidance, and learning from published reviews.

Safer Sleep
- Key messages
- updated materials, co-production work
- key themes
- guest speakers

ICON
- key messages
- training materials in line with national steering group
- guest speakers

CSPR
- Learning from reviews
- Incorporating messages in line with the themes; icon/safer sleep
- Guidance and resources

SUDC
- what is the role
- what happens when a child dies, sharing statistics and prevalance
- partnership working and good practice

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Impact of the conference on attendees:

17.9% of respondents had no knowledge of abusive head trauma prior to the event. Post event, 40% of respondents were confident to speak to others about it.
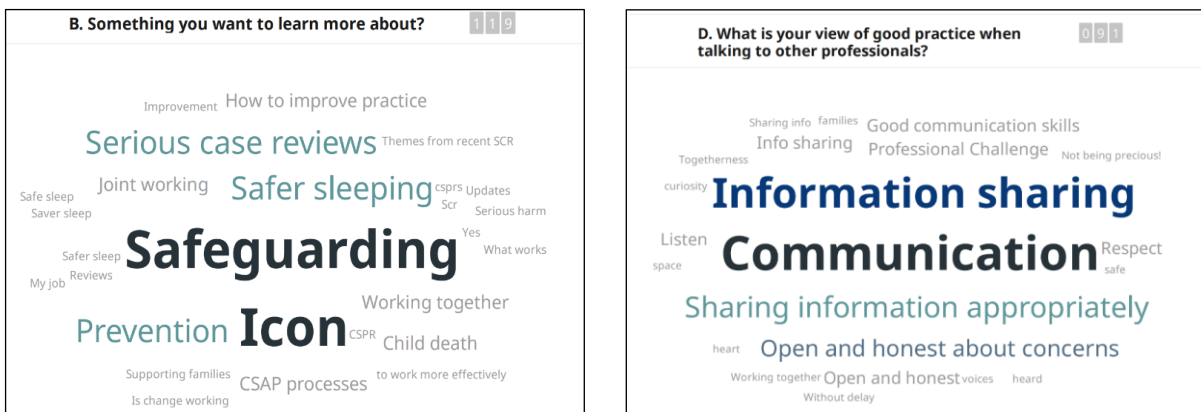
Confidence to speak to others about Safer Sleep doubled to 52% post event.

There was a 38% increase in confidence of respondents speaking to others about CSPRs following the conference.

There was a 41.5% increase in the number of respondents who were confident to speak with others about SUDC, with a 17.5% increase in confidence to lead on this area.

Those who use the information to lead within their organisations had an increase in confidence across all areas from 1.3% pre-event to 30% post-event.

Feedback from the conference included:

B. Something you want to learn more about? 1 1 9

Improvement How to improve practice
Serious case reviews Themes from recent SCR
Safe sleep Joint working Safer sleeping csprs Updates
Saver sleep Scr Serious harm
Yes
Safer sleep Safeguarding What works
My job Reviews
Working together
Prevention Icon CSPR Child death
Supporting families CSAP processes to work more effectively
Is change working

D. What is your view of good practice when talking to other professionals? 0 9 1

Sharing info families Good communication skills
Info sharing Professional Challenge Not being precious!
Togetherness
curiosity Information sharing
Listen Communication Respect
space safe
Sharing information appropriately
heart Open and honest about concerns
Working together Open and honest voices heard
Without delay

I really enjoyed this conference a networking with other professionals

fabulous conference -we need more -and we don't need actors to present the scenarios -just take lived experience peers -there are enough out there.

Incredible conference and so well put together. A highlight was 'Afta thought' wow what an impact that had. All professionals delivering offered another piece of information which helps build the safeguarding picture in Lancashire, thank you.

Key Achievements

- The Launch of Learning from Review events has gained positive feedback from practitioners.

- 7 Minute Briefings have been published for coercive and controlling behaviour, Non-Fatal Strangulation and Suffocation, Missing from Home protocol and the Contextual Safeguarding Strategy.

- In July 2022 CSAP hosted a Learning from Child Death Case Reviews conference aimed at front line practitioners who work with children and families. It was attended by 180 delegates.

Looking to the Future

- Learning from review events are planned for the next reporting period covering topics such as Contextual Safeguarding and Safer Sleep.

- Domestic Abuse Masterclasses are being planned in the next reporting period, with three dates already confirmed for Non-Fatal Strangulation and Suffocation Training.

- The Business Unit will be linking in with the Lancashire Domestic Abuse Forum to facilitate other DA training to front line practitioners.

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Communication & Engagement

In this reporting period the Children's Safeguarding Assurance Partnership website was launched, replacing the previous LSCB websites. On the website, practitioners can access:

- information about CDOP
- published CSPRs
- learning and development including training courses and 7-minute briefings
- policies and procedures
- the safeguarding newsletter
- news and events

Engagement information from the website shows 47,380 page views, with the top accessed area being Learning and Development.

During this reporting period the partnership launched a monthly safeguarding newsletter for Children and Adults which provides information about recently published safeguarding reviews, policies, local and national training, key articles on safeguarding matters, updates in legislation etc.

Positive feedback has been received from social workers and GP practices on the benefits of the resource which they say has provided them with an efficient and practical way of updating staff on key items to do with all forms of safeguarding. The newsletter is also available on the partnership website.
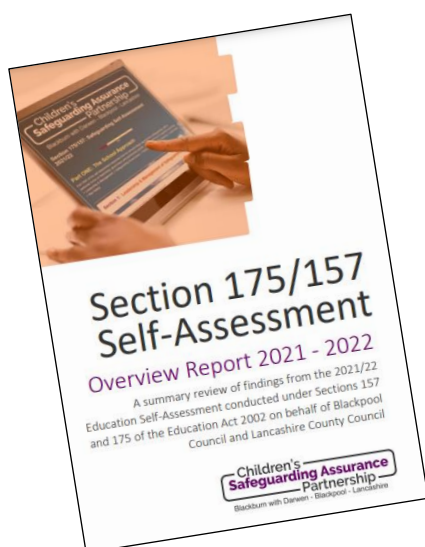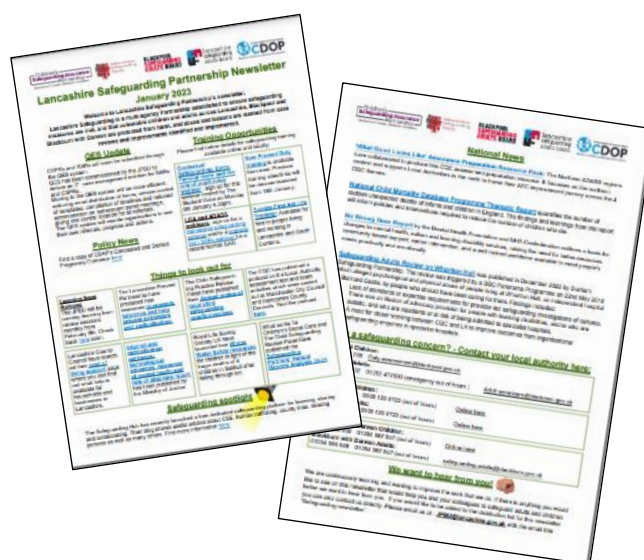
Findings from the S.175 audit and a local CSPR showed there was a lack of knowledge of the role of CSAP by schools.

In response, CSAP produced a one-off school safeguarding newsletter to introduce the partnership and the work they do. This newsletter also included recommendations and learning from CSPRs specifically for schools.

This had a positive impact on their understanding of the work of the partnership and increased awareness of CSAP priorities and their role in seeking assurance of the delivery of safeguarding practice. Further discussions are taking place to build on existing engagement with schools and the work of CSAP

Communication and engagement remain a priority for CSAP as we endeavour to continue to find innovative ways to engage with front line practitioners to enable them to continue to successfully safeguard children and families by maintaining appropriate levels of knowledge and awareness.

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Audit and Assurance

During this reporting period a substantial amount of audit work has been undertaken:

- Neglect Scrutiny
- Section 11
- Section 175
- Domestic Abuse Scrutiny

Neglect Scrutiny

The independent scrutineer undertook a scrutiny of the Neglect priority by reviewing evidence gained from partners, undertaking a survey with key stakeholders, a multi-agency thematic audit and focus group with parents who had children categorised as suffering from neglect. Some of the key findings from the scrutiny include:

Development of a common data set which includes data from health and police.	Training for front line staff needs to be focussed on lessons from reviews.
The Board needs to consider ways in which it can better promote strategies, toolkits, and neglect principles to front line staff.	Separate neglect strategies for each area are a positive as this provides local focus in a diverse county.

The neglect operational groups need to provide more leadership in terms of delivering on agreed action plans and provide the lead on training needs.

These findings were shared with the CSAP Executive Board. The Operational Neglect groups then formed workplans to address the findings. The implementation of these plans and the impact on front line practice will be reviewed by CSAP in Summer 2023 to enable CSAP to assure themselves of the improvement being made and the positive influence on safeguarding children, young people and families.

Section 11[3]

Following the challenges of agencies responding to COVID-19 and returning to operating post COVID-19, the undertaking of Section 11 Self-assessment was prioritised.

A multi-agency task and finish group was convened with representation from agencies including Local authority, Police and Health to agree a template for the Section 11 self-assessment audit which would be undertaken with agencies in Lancashire. Health partners submitted their completed S-CAT and SAF forms as an equivalent of the Sec 11.

The feedback section allowed for agencies to submit areas of good practice and reflect on areas which may have exceeded the minimum requirement. All 31 agencies submitted responses which were analysed and highlighted recommendations from which agencies drew up action plans detailing how they plan to improve areas they had identified.

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[3] Section 11 Update

The main findings were:

Training was the area in which most agencies felt they required improvement.

Overall, agencies felt that their approach to multi-agency working was compliant.

Most agencies felt they were able to identify and tackle CSAP priorities adequately.

90% of submissions recorded that their agency's approach to multi-agency working was fully compliant. Only 10% felt that there were areas of development.

81% felt their organisation had policies and procedures in place in respect of being able to escalate safeguarding concerns effectively whilst 19% felt there was room for improvement.

Agencies found the organisation and collaboration between partners to complete this audit to be effective and feedback was positive regarding the whole process. Further assurance will be sought in the next reporting period, with a practitioner survey being carried out to further reflect on the returns from this reporting period, ascertain progress against action plans and evidence impact on agency safeguarding practice.

Schools Safeguarding (S.175) Audit[4]

Between January and April 2022, CSAP completed its audit of the safeguarding arrangements within primary and secondary schools in Blackpool and Lancashire. Blackburn with Darwen made their own arrangements for this audit.

The audit enabled CSAP to be assured on the appropriateness of safeguarding arrangements within all schools and identify any areas for development. The main findings were:

To raise awareness and support a co-ordinated approach, School Advisor colleagues should be updated on the findings in the respective Local Authority School Improvement Teams.

Where available, a summary overview of the findings should be communicated to Local Authority Designated Safeguarding Lead networks across Blackpool and Lancashire.

In partnership with school colleagues, the Local Authorities should consider identifying discrete areas of LA activity that will support schools and improve outcomes in those aspects most assessed as requiring development.

Consideration should be given to the planning and arrangements for future Section 175/157 self-assessments, including their frequency (e.g., Annual or Bi-annual) and timing (e.g., Spring, Summer, or Autumn Term).

In support of improving safeguarding outcomes, Local Authority colleagues should review the dataset to identify areas of potential concern and schools who may need additional safeguarding support as part of a Local Authority Section 175 Action Plan development.

In line with recommendations from Ofsted and the Children's Commissioner, consideration should be given to formalising the involvement of education in future arrangements relating to the Safeguarding Partnership which will enhance engagement with this sector and lead to improved outcomes.

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[4] S175 Overview Report

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Schools found the S175 audit to be informative and were positive about their experience of completing their returns. The impact was CSAP are now assured of the level of safeguarding in schools with the additional impact of raising awareness of standards and good practice.

The findings from the audit gave CSAP and schools tangible action plans to improve safeguarding activity. These were shared with Local Authority Education leads to enable them to consider and implement activity that would further support schools to strengthen safeguarding practice.

In future CSAP arrangements, which will be finalised in the next reporting period, Education will have greater engagement across the partnership through membership of Boards and subgroups. There will also be a greater emphasis on using data from schools, including SEND and inclusion data, which will improve outcomes for children and their families.

Domestic Abuse Scrutiny

In January 2023, two independent scrutineers were commissioned to undertake a scrutiny of the Domestic Abuse business priority in relation to the support and interventions for children and their families.

A strength-based approach would be taken to focus on six key areas to ensure there is robust, triangulated, evidenced based scrutiny which evaluates the effectiveness and impact of strategic and frontline services for children, young people and their families who have been exposed to Domestic Abuse

Terms of reference were agreed by CSAP. The work would include focus group meetings with practitioners and key stakeholders, a multi-agency audit, a practitioner training survey, a DSL survey, analysis of Operation Encompass and other key information.

It is due to be completed in Autumn 2023 and will provide CSAP with assurance on areas of good practice and actions to address areas of development.
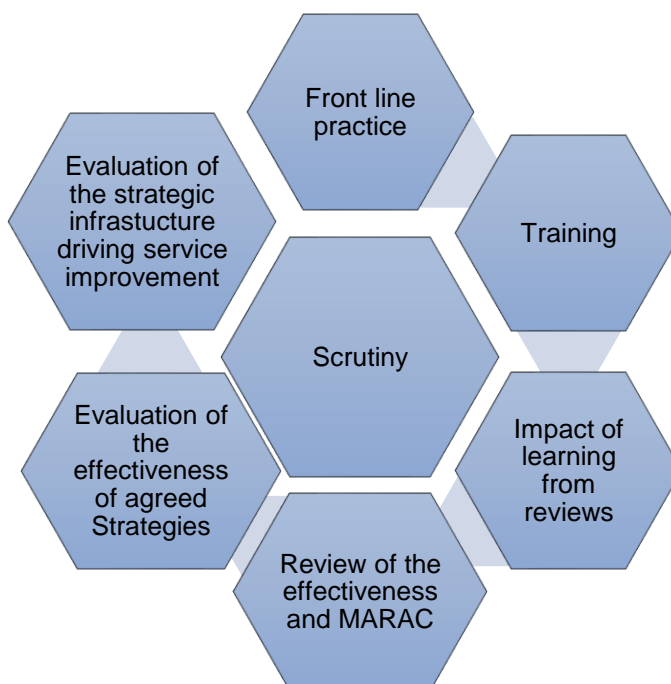
Looking to the future

Audit and assurance will continue to be a priority over the next reporting period with audit and assurance methods being evaluated and the introduction of Performance, Assurance and Impact subgroups within the governance structures.

Other Key Achievements: Education

Lancashire

Mental Health Support

The emotional wellbeing and mental health of children and young people has continued to be a key issue, with increasing demand for services, and resultant pressures in waiting times in parts of Lancashire.

Additional investment has secured new Mental Health in Schools Support Teams, meaning that all Districts in Lancashire now have some access to teams of Mental Health Practitioners, working closely with schools.

Similarly, investment in workforce development, through national and local funding sources, is helping professionals to better support children and young people before they reach crisis. For children with more complex needs, NHS Risk Support Workers are increasingly linked to children's social care teams, to help ensure a multi-agency approach to risk management, alongside proposals to strengthen outreach services and support to children living in residential children's homes.

Exclusions and Children Missing in Education

This year has seen a strategic approach to exclusions in support of the Education Strategy 2022 – 2025 and the Lancashire 2050 education priorities. This has included:

- recruiting two behaviour consultants to lead on training and support for school staff,

- a change in process whereby a child permanently excluded has the opportunity to attend mainstream school if appropriate.

- greater challenge to schools who permanently exclude without having asked for support from Lancashire County Council.

The behaviour quality mark was launched with a second cohort starting this year. This is an audit tool for schools with a behaviour mentor to improve their policies and practice towards behaviour in their schools.

The children's champions have worked with 671 children over the course of their 2 years and have been successful in avoiding 96% of permanent exclusions with children who were at risk.

The specialist teaching service has been expanded to include free inclusion and engagement support with more schools reaching out for this support to avoid exclusions.

165 schools have taken part in the Violence Reduction Network funded trauma informed practice work and a Serious Violence Education Co-ordinator has been recruited to support Pan-Lancashire delivery of work for the Serious Violence Duty.

Children Missing in Education processes continue to be robust. The work of the team has been improved by greater capacity within the team although work still needs to be done to ensure children are out of education for the shortest amount of time.

Governance Review

In December 2022, the CSAP Executive Board commenced with an effectiveness review of the CSAP Partnership Governance arrangements. Some of the contributory factors underpinning this decision were:

- Tactical group locality footprints required change.

- Education was not well represented within the arrangements.

- Legislation changes i.e. the Domestic Abuse Act and Health and Care Act provided a springboard for a review of arrangements.

- Turnover of Executive Board members brought fresh eyes to the partnership.

- NHS reform and the changes in Health, moving from CCGs to the ICB.
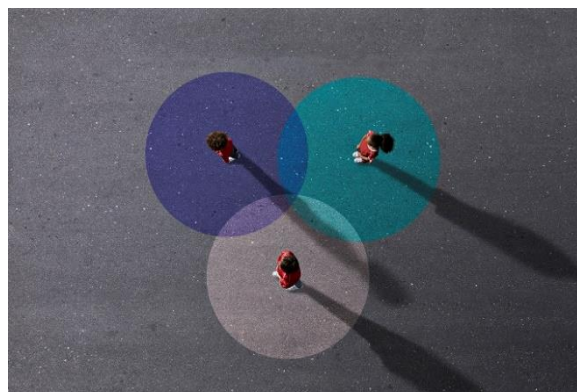
During the review, it was agreed the Pan-Lancashire CSAP Partnership would move to three place-based partnership models based on the Local Authority boundaries of Blackburn with Darwen, Blackpool and Lancashire.

The aim was for each place-based partnership to uphold best practice outcomes, deliver statute requirements, organisational duties and locally led decision making, galvanising strong leadership at all levels.

The new place based CSAP Boards will:

- Provide an opportunity to review and strengthen the interface with key partnerships across the system, including the place-based SEND partnerships and the Children and Young People's Mental Health Delivery Group of the Integrated Care Board.

- Enhance partnership ability to influence and understand front line practice, support workforce development and improve outcomes for children, young people and families.

- Connect with communities and early help preventative services to drive service transformation.

- Direct improvement through local oversight and quality improvement.

Interim arrangements are currently in place with work continuing on the current CSAP priorities.

The outcomes of the Domestic Abuse Scrutiny, CSPR Development Day and CDOP Development Day will shape the direction of future governance arrangements. Workshops and development days are scheduled to take place in 2023/2024 to develop strategic plans, workstreams etc. It is anticipated that the new arrangements will go live in September 2023.

Priorities for 2023/24

As previously stated in this report, the forthcoming year will be a period of change for the partnership, moving from Pan-Lancashire arrangements to place-based models.

The priorities for 2023/24 will initially remain the same: Contextual Safeguarding, Neglect and Domestic Abuse however these will be discussed further by each place-based partnership as part of the development of their new governance arrangements.

There will be increased focus on quality in the next reporting period with more robust plans to measure the impact of learning from CSPRs and Rapid Reviews through the development and implementation of an assurance process.

Each place-based board will establish a subgroup focusing on performance, scrutiny and assurance measuring safeguarding effectiveness through agreed data dashboards and a schedule of audit and assurance activity.

Development days are scheduled for CSPR and CDOP business groups to develop their work programme for the next 12 months.

Representatives from the statutory partners as well as wider stakeholders will agree priorities and review policies, processes, and guidance.

A scoping exercise will be undertaken to ascertain the level of training currently being offered across single agencies to enable CSAP to assess the need and nature of multi-agency training requirements for front line practitioners to enable CSAP to maintain good practice, share learning and improve safeguarding practice.

Conclusion

The last 18 months have continued to be challenging for partners as the system has started to return to business as usual, post pandemic, albeit with the benefits of a more hybrid working model.

There have been significant changes with the health sector establishing Integrated Care Boards to replace Clinical Commissioning Groups, turnover of lead members of the Childrens Safeguarding Assurance Partnership Executive Board and the scrutineer moving on. Children and Adult Executive members have seen it as an opportune time to commence an effectiveness review of the partnership arrangements which will conclude in 2023/24.

The priorities remain consistent going into the next year with focus on Contextual Safeguarding, Neglect and Domestic Abuse. Audit and assurance activity has taken place for two of these priorities with a thematic review of Domestic Abuse to be completed by an independent scrutineer in Summer 2023.

This is complemented with CSAP facilitating multi-agency section 175 and section 11 audits as well as using single agency inspections to monitor the effectiveness of organisational and system activity. Plans are being progressed to monitor the impact of shared learning and dissemination of learning briefs more robustly.

A great deal of work has been undertaken with the commitment and leadership of all stakeholders and will continue irrespective of the future arrangements.

Jo Siddle   Vicky Gent   Jacqui Old OBE   Neil Drummond   Margaret Williams   Ann Dunne

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Report to:	**CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE**
Relevant Officer:	Sharon Davis, Scrutiny Manager.
Date of Meeting:	9 November 2023

SCRUTINY COMMITTEE WORKPLAN

1.0   Purpose of the report:

1.1   To note the ongoing workplan for the 2023/2024 Municipal Year and consider the update to previous Committee recommendations.

2.0   Recommendations:

2.1   To confirm the workplan for the 2023/2024 Municipal Year.

2.2   To monitor the implementation of the Committee's recommendations/actions.

2.3   To consider the notes of the meeting held on the Children, Young People and Families Plan and its development.

3.0   Reasons for recommendations:

3.1   To ensure the Workplan is robust and fit for purpose.

3.2   Is the recommendation contrary to a plan or strategy adopted or approved by the Council?   No

3.3   Is the recommendation in accordance with the Council's approved budget?   Yes

4.0   Other alternative options to be considered:

4.1   None.

5.0   Council Priority:

5.1   The relevant Council Priority is:
  - Communities: Creating stronger communities and increasing resilience.

6.0   **Background Information**

6.1   **Scrutiny Workplan**

The Committee's Scrutiny Workplanning Workshop was held on 18 July 2023 and considered items for inclusion on the Committee's workplan for the 2023/2024 Municipal Year. The workplan is a flexible document that sets out the work that will be undertaken by the Committee over the course of the year, both through scrutiny review and Committee meetings.

Committee Members are also invited to suggest topics at any time that might be suitable for scrutiny review through completion of the Scrutiny Review Checklist. The checklist forms part of the mandatory scrutiny procedure for establishing review panels and must therefore be completed and submitted for consideration by the Committee, prior to a topic being approved for scrutiny outside of the workplanning workshop.

6.2   **Implementation of Recommendations/Actions**

The table attached at Appendix 11(a) has been developed to assist the Committee in effectively ensuring that the recommendations made by the Committee are acted upon. The table will be regularly updated and submitted to each Committee meeting.

Members are requested to consider the updates provided in the table and ask follow-up questions as appropriate to ensure that all recommendations are implemented. The table also includes the work and recommendations of the 2022/23 Municipal Year.

6.3   Does the information submitted include any exempt information?   No

7.0   **List of Appendices:**

7.1   Appendix 11(a): Scrutiny workplan
Appendix 11(b): Implementation of Recommendations/Actions.
Appendix 11(c): Notes of meeting

8.0   **Financial considerations:**

8.1   None.

9.0   **Legal considerations:**

9.1   None.

10.0   Risk management considerations:

10.1   None.

11.0   Equalities considerations and the impact of this decision for our children and young people:

11.1   None.

12.0   Sustainability, climate change and environmental considerations:

12.1   None.

13.0   Internal/ External Consultation undertaken:

13.1   None.

14.0   Background papers:

14.1   None.

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Children and Young People's Scrutiny Committee - Work Plan 2023/2024	
21 September 2023	1. **Children's Social Care Update** on the improvement plan. 2. **Early Help Work with Families** – To receive a report outlining the work being undertaken by Early Help to support families in Blackpool with a focus on partnership working and the family hubs. 3. **Family Safeguarding Model** – more detailed information on the proposed safeguarding model.
9 November 2023	1. **Children's Safeguarding Assurance Partnership Annual Report** 2. **Better Start** – to receive an annual update on the work of Better Start. Additional two years funding, links to the family hubs, creating sustainability. 3. **Youth Justice Service Update** looking at all aspects of youth justice with a focus on partnership working 4. **Educational Attainment** – an overview of attainment for 22/23 also including the referral from the SLB due to concerns raised on attainment in particular around GCSE Maths and English 5. **Children's Services Performance data** – update on performance against the Council Plan Key Performance Indicators
25 January 2024	1. **Children's Social Care Update** focussing on improvement plan progress 2. **Children's Medium Term Financial Strategy** to consider the detail of the strategy 3. **Corporate Parent Panel Annual Report** 4. **Education, Health and Care Plans** – raised at the July 23 Committee meeting – a presentation by the health provider on wait times and access 5. **SEND Progress** – implementation of the strategy and to consider the response to the recommendations made to the Council and NHS in the Ofsted inspection in 2022.
14 March 2024	1. **Children's Social Care Update** including improvement, transformation and key subject areas such as neglect, permanency of placement, family hubs, financial performance of the service against the MTFS 2. **Young Inspectors Team update** including detail of the resources allocated to the team 3. **Blackpool Families Rock –** how the money has been spent and what has been achieved, how to ensure sustainability
June/July TBC	1. **Children's Services Performance data** – update on performance against the Council Plan Key Performance Indicators
September 2024 TBC	1. **Family Safeguarding Model** a report on the implementation and initial impact

Scrutiny Review Work	
2 October 2023	**Children, Young People and Families Plan** To consider and input into the development of the plan.

21 November 2023	**Place Based Safeguarding Approach** To receive information on the new approach to the Children's Safeguarding Assurance Partnership. To then review the effectiveness of the approach in a further 12 months.
TBC January 2024	**Effectiveness of Partnership working across services** To hold a general meeting with all partners to discuss partnership working, whilst also considering the issue of partnership working through individual issues at Committee meetings such as Early Help and Youth Justice.
TBC February 2023	**Placement Stability for Foster Carers** To consider the specific issue of placements stability and the impact on children, families and foster carers.
TBC March 2023	**Looked After Children in Blackpool – Children's Homes** Consideration of the viability of Council-run children's homes.
TBC	**Young People Classed as Not in Education, Employment or Training (NEET)** To review the progress and impact of the work outlined at the NEET Review Panel held 26 September 2022. To also include **Young People Aged 16-18** referral from the SLB, to look at what the law says, the options for young people at this age and what support is provided to those that are NEET by the Council.
TBC	**Mental Health and Wellbeing in Schools** To review the provisions within schools to support the mental health and wellbeing of pupils. Potential link to SEND target of: *'Children and young people with SEND to enjoy good physical and mental health and wellbeing emotional health.'*
TBC	**Community Engagement in Schools –** To consider work to engage with local communities in schools (Referred by 15 September 2022 Audit Committee)
TBC	**Early Help Strategy Development**

CYP Scrutiny Training	
TBC September 2023	Journey of the Child
18 September 2023 (at the start of the pre Committee briefing)	15 minute briefing on: Legislation in Education
6 November 2023 (at the start of the pre Committee briefing)	15 minute briefing on: the role of the LADO
23 January 2024 (at the start of the pre Committee briefing)	15 minute briefing on: TBC
12 March 2024 (at the start of the pre Committee briefing)	15 minute briefing on: TBC

MONITORING THE IMPLEMENTATION OF SCRUTINY RECOMMENDATIONS

	DATE OF REC	RECOMMENDATION	TARGET DATE	RESPONSIBLE OFFICER	UPDATE	RAG RATING
1	09.12.21	That further consideration be given by the Committee to the findings of the 'Child of the North' report and the potential impact on Blackpool.	TBC	Vicky Gent	Vicky has requested that Members revisit this action due to the wide ranging nature of the Child of the North report. To be discussed at the next Committee meeting.	TBC
2	08.12.2022	To include an item on the work programme to look at the resource capacity of the Young Inspectors Team.	April 2024	TBC	To be added to workplan during consideration of Municipal Year 2023/24.	Ongoing
4	02.02.2023	If developed that proposals for a Family Safeguarding approach be brought to a future meeting of the Committee.	November	Kara Haskayne	The Family Safeguarding Model was presented to the September 2023 Committee meeting. A special meeting has been established to brief members on the new approach to safeguarding.	Green
5	22.06.2023	The Committee agreed to request a presentation from the health provider on the issues regarding waiting times and access to services in relation to EHCPs, speech and language therapy and any other service for special educational needs.	January 2024	TBC	Added to workplan for 2024.	Not yet due.
6	21.09.2023	To receive the domestic abuse review report when available. To consider the improvement	March 2024	Chris Coyle	Members may wish to confirm when the improvement plan will be circulated.	Not yet due.

	DATE OF REC	RECOMMENDATION	TARGET DATE	RESPONSIBLE OFFICER	UPDATE	RAG RATING
		plan progress in early 2024. To receive an updated copy of the improvement plan following the meeting once it had been updated to include the missing detail.				
7	21.09.2023	To contribute to the development of the new early help strategy in due course.	TBC	Joanne Stewart	Timescale needs identification.	Not yet due.
8	21.09.2023	That a report on the implementation and initial impact of Family Safeguarding model be received in approximately 12 months with further reporting following in order to measure success.	September 2024	Vicky Gent	To add to workplan.	Not yet due.

Children, Young People and Families Plan Scrutiny Meeting

2 October 2023, 6pm

Present:

Councillors Flanagan, C Mitchell, Bamborough, Cooper, S Brookes and Fenlon

Co-opted Members: Jo Snape and Gemma Clayton

In attendance:

Councillor Galley, Scrutiny Lead Member

Councillor Jim Hobson, Cabinet Member for Children's Services

Joanne Stewart, Head of Early Help

Kara Haskayne, Head of Service, Safeguarding Children and Strategic Partnerships

Vicky Gent, Director of Children's Services

Sharon Davis, Scrutiny Manager

Ms Vicky Gent, Director of Children's Services advised that the Children, Young People and Families Plan was a necessary plan that would span the whole partnership. It had been co-produced with as many stakeholders as possible and the aim was to achieve a simple plan that clearly set out areas of focus.

Ms Kara Haskayne, Head of Service, Safeguarding Children and Strategic Partnerships provided a presentation on the work done to date to understand the complex picture in Blackpool and the specific needs of residents. She also highlighted the co-production work undertaken including the Children's Art Competition which would provide the artwork for the Plan.

The vision had been set as 'We want our Town to be a place where children and their families thrive, feel healthy, happy, safe and have opportunities to be ambitious about their future' with a consensus amongst co-production partners that this was the correct vision.

The co-production work had informed the partnership group in the identification of the priorities of the Plan as:

Priority 1: Children and young people have the 'Best Start in Life' – the first 1001 days of a child's life are crucial for their development, physical and mental health.

Priority 2: Children, young people and their families are supported to be healthy (emotionally, mentally and physically).

Priority 3: Children and young people have access to the best quality education to prepare them for adult life and employment.

Priority 4: Children and young people feel safe, supported and are able to cope with life's ups and downs.

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Each of the priorities had been further explored with a series of sub-priorities identified under each heading. The importance of ensuring this Plan linked strategically to the other plans and strategies was highlighted with it important to ensure the new plan brought together areas such as the Literacy Strategy, Healthy Weight Strategy and Youth Justice Improvement Plan amongst many others.

With reference to measuring success and impact, it was noted that a number of areas for improvement had been identified such as reducing wait time for specialised mental health services and increasing the number of parents supported by the family hubs and a dataset would be developed in order to keep track of progress. The data would be regularly reviewed through partnership meetings. The Plan was expected to be completed and approved by the Executive by the end of the Year with a launch date to be set for January 2024.

A number of questions were raised relating to elective home education, young people not in employment, education or training, the importance of healthy modelling by social workers to children and young people they support and the support being received from other Council services.

It was noted that any further comments on the Plan could be emailed directly to Kara Haskayne following the meeting for incorporation during the co-production process. It was considered that progress on the Plan would be reported to scrutiny on an annual basis with deep-dives into specific subjects to be developed on an ad-hoc basis.

The meeting concluded with the importance of whole Council buy-in and Ms Gent highlighted the good support being received by Children's Services.