



CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

7.00 pm	Tuesday 10 May 2016	Town Hall
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Members 9: Quorum 4

COUNCILLORS:

Gillian Ford (Chairman)
Carol Smith (Vice-Chair)
Jason Frost

Nic Dodin
John Glanville
Joshua Chapman

Philippa Crowder
John Wood
Keith Roberts

CO-OPTED MEMBERS:

**Statutory Members
representing the Churches**

Jack How, Roman Catholic
Church
Lynne Bennett, Church of
England

**Statutory Members
representing parent
governors**

Linda Beck, National
Association of Headteachers
Julie Lamb, Special Schools
Vacancy, Primary
Vacancy, Secondary

Non-voting members representing local teacher unions and professional associations:
Keith Passingham (NASUWT) and Ian Rusha (NUT)

**For information about the meeting please contact:
Wendy Gough 01708 432441
wendy.gough@onesource.co.uk.**

Protocol for members of the public wishing to report on meetings of the London Borough of Havering

Members of the public are entitled to report on meetings of Council, Committees and Cabinet, except in circumstances where the public have been excluded as permitted by law.

Reporting means:-

- filming, photographing or making an audio recording of the proceedings of the meeting;
- using any other means for enabling persons not present to see or hear proceedings at a meeting as it takes place or later; or
- reporting or providing commentary on proceedings at a meeting, orally or in writing, so that the report or commentary is available as the meeting takes place or later if the person is not present.

Anyone present at a meeting as it takes place is not permitted to carry out an oral commentary or report. This is to prevent the business of the meeting being disrupted.

Anyone attending a meeting is asked to advise Democratic Services staff on 01708 433076 that they wish to report on the meeting and how they wish to do so. This is to enable employees to guide anyone choosing to report on proceedings to an appropriate place from which to be able to report effectively.

Members of the public are asked to remain seated throughout the meeting as standing up and walking around could distract from the business in hand.

What is Overview & Scrutiny?

Each local authority is required by law to establish an overview and scrutiny function to support and scrutinise the Council's executive arrangements. Each overview and scrutiny sub-committee has its own remit as set out in the terms of reference but they each meet to consider issues of local importance.

The sub-committees have a number of key roles:

1. Providing a critical friend challenge to policy and decision makers.
2. Driving improvement in public services.
3. Holding key local partners to account.
4. Enabling the voice and concerns to the public.

The sub-committees consider issues by receiving information from, and questioning, Cabinet Members, officers and external partners to develop an understanding of proposals, policy and practices. They can then develop recommendations that they believe will improve performance, or as a response to public consultations. These are considered by the Overview and Scrutiny Board and if approved, submitted for a response to Council, Cabinet and other relevant bodies.

Sub-Committees will often establish Topic Groups to examine specific areas in much greater detail. These groups consist of a number of Members and the review period can last for anything from a few weeks to a year or more to allow the Members to comprehensively examine an issue through interviewing expert witnesses, conducting research or undertaking site visits. Once the topic group has finished its work it will send a report to the Sub-Committee that created it and will often suggest recommendations for the Overview and Scrutiny Board to pass to the Council's Executive.

Terms of Reference

The areas scrutinised by the Committee are:

- Pupil and Student Services (including the Youth Service)
- Children's Social Services
- Safeguarding
- Adult Education
- Councillor Calls for Action
- Social Inclusion

AGENDA ITEMS

1 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS

(if any) - receive.

2 DISCLOSURE OF INTERESTS

Members are invited to disclose any interests in any of the items on the agenda at this point of the meeting. Members may still declare an interest in an item at any time prior to the consideration of the matter.

3 CHAIRMAN'S ANNOUNCEMENTS

The Chairman will announce details of the arrangements in case of fire or other events that might require the meeting room or building's evacuation.

4 MINUTES

To approve as a correct record the Minutes of the meetings of the Committee held on 27th April 2016 and authorise the Chairman to sign them. *(To follow)*

5 CORPORATE PERFORMANCE INDICATORS (QUARTER 3) (Pages 1 - 12)

The Sub-Committee will receive Corporate Performance Indicators for Quarter 3, within its remit.

6 IMPLEMENTATION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) REFORMS UNDER THE CHILDREN AND FAMILIES ACT 2014 (Pages 13 - 20)

The Sub-Committee will receive a report on the progress to date in implementing the reforms brought about by the Children and Families Act 2014 in respect of children and young people aged 0-25 with SEND.

7 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES TRANSPORT UPDATE (Pages 21 - 42)

The Sub-Committee will receive a report on the issues in respect of the provision of Transport for children and young people with Special Educational Needs and Disabilities in Havering.

8 PUPIL PREMIUM (Pages 43 - 52)

The Sub-Committee will receive a briefing note on Pupil Premium in Havering.

9 TRADED SERVICES

The Sub-Committee will receive a presentation on the Traded Services in Havering.

10 FUTURE AGENDAS

Committee Members are invited to indicate to the Chairman, items within this Committee's terms of reference they would like to see discussed at a future meeting. Note: it is not considered appropriate for issues relating to individuals to be discussed under this provision.

11 URGENT BUSINESS

To consider any other item in respect of which the Chairman is of the opinion, by reason of special circumstances which shall be specified in the minutes, that the item should be considered at the meeting as a matter of urgency.

Andrew Beesley
Committee Administration &
Interim Member Support Manager

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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY COMMITTEE

Subject Heading:	Corporate Performance Report: Quarter 3 (2015/16)
CMT Lead:	Isobel Cattermole, Deputy Chief Executive (Children, Adults and Housing)
Report Author and contact details:	Craig Benning, Policy and Performance Business Partner (Children, Adults and Housing)
Policy context:	The report sets out the Quarter 3 (2015/16) performance for indicators relevant to the Children and Learning Overview and Scrutiny sub-committee

SUMMARY

The Corporate Performance Report provides an overview of the Council's performance for each of the strategic goals (Clean, Safe and Proud). All of the indicators relevant to this committee contribute to the achievement of the strategic goals that the people of the borough will be safe, in their homes and in the community, and will be proud to live in Havering.

The report identifies where the Council is performing well (**Green**) and not so well (**Amber** and **Red**). The RAG ratings for 2015/16 are as follows:

- **Red** = more than the '**target tolerance**' off the quarter target and where performance has *not improved*.
- **Amber** = more than the '**target tolerance**' off the quarter target and where performance has *improved or been maintained*
- **Green** = on or within the '**target tolerance**' of the quarter target

Where performance is more than the '**target tolerance**' off the quarter target and the RAG rating is '**Red**', '**Corrective Action**' is included in the report. This highlights what action the Council will take to address poor performance.

Also included in the report are Direction of Travel (DOT) columns, which compare:

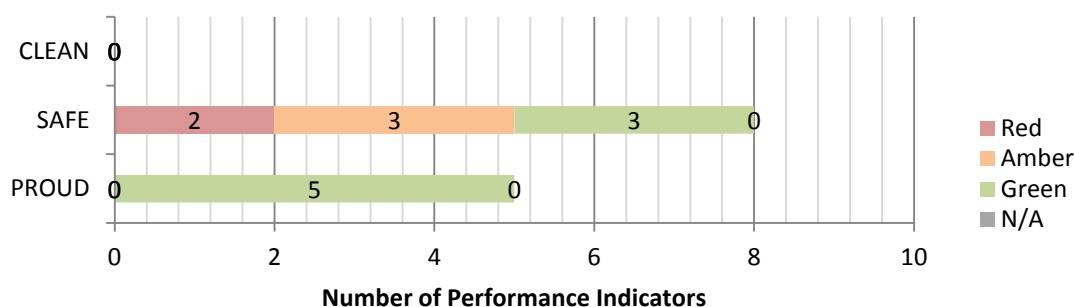
- Short-term performance – with the previous quarter
- Long-term performance – with the same quarter the previous year

A green arrow (↑) means performance is better and a red arrow (↓) means performance is worse. An amber arrow (→) means that performance is the same.

OVERVIEW OF CHILDREN AND LEARNING INDICATORS

13 Corporate Performance Indicators fall under the remit of the Children and Learning Overview & Scrutiny sub-committee. These relate to Children's Services and the Learning and Achievement service.

Q3 2015/16 RAG Summary for Children and Learning



Of the 13 indicators, all have been given a RAG status for Quarter 3. 8 (61.5%) are Green and 5 (38.5%) are Red or Amber.

The current levels of performance need to be interpreted in the context of increasing demands on services across the Council. Also attached to the report (as **Appendix 2**) is a Demand Pressure Dashboard that illustrates the growing demands on Children's Services and Learning and Achievement, and the context that the performance levels set out in this report have been achieved within.

As stated in the Quarter 2 Children and Learning Overview and Scrutiny report, the feasibility of being able to achieve the targets associated with the following indicators (performance against which is RAG rated as "Amber" for Quarter 3) has been reviewed in the context of the increasing levels of demand:

- Percentage of children who wait less than 14 months between entering care and moving in with their adopting family
- Percentage of looked after children (LAC) placed in LBH foster care

The outcomes of this review have been considered as part of the Council's budget strategy, as well as the corporate and service planning processes for the current financial year, as additional budget and / or other resources would need to be allocated to these areas in order to improve their performance.

It is also important to note that, whilst performance against a number of indicators that are the responsibility of Children's Services were RAG rated as "Red" or "Amber" during Quarter 3 of 2015/16, the Council's performance targets for 2015/16 were set predominantly within the context of the Council's historic performance levels. Given the recent significant changes in the demographic composition of the borough and the financial and other resource challenges faced by Children's Services, it is now more appropriate to evaluate the Council's performance in this area in comparison

with statistically similar authorities and the national averages, as opposed to its own historic performance. When evaluated against these measures, the Council's performance is much more in line with where we would expect it to be. This has been reflected within the service planning and target setting processes for 2016/17.

Future performance reporting arrangements

As approved by the Cabinet through the Quarter 2 Corporate Performance Report, from the new financial year onwards the quarterly and annual Corporate Performance Reports will be considered first by the individual overview and scrutiny sub-committees, then the Overview and Scrutiny Board and finally the Cabinet. This will allow the Overview and Scrutiny Board to maintain oversight of the value the individual committees are adding in monitoring and influencing performance and would also allow the Cabinet reports to reflect any actions the overview and scrutiny committees may be taking to improve performance in highlighted areas. Work has been undertaken with Committee Services when setting the annual corporate calendar to ensure that the Overview and Scrutiny Board and the Cabinet would still receive the reports within the same timescale as currently, but with the added benefit that the individual scrutiny committees would already have had the opportunity to scrutinise the data and commission relevant pieces of work in response. The time taken to complete the entire reporting cycle will therefore be shortened.

RECOMMENDATIONS

Members are asked to review performance set out in **Appendix 1** and the corrective action that are being taken; and note the content of the Demand Pressures Dashboard attached as **Appendix 2**.

REPORT DETAIL

PEOPLE WILL BE SAFE, IN THEIR HOMES AND IN THE COMMUNITY.

During 2015/16 there were eight indicators relevant to Children and Learning under the SAFE goal, of which three (37.5%) had a green RAG status at the end of Quarter 3 2015/16:

- Percentage of looked after children (LAC) placements lasting at least 2 years;
- Percentage of Child Protection (CP) Plans lasting more than 24 months, and
- Percentage of children and families reporting that Early Help services made a positive and quantifiable difference to assessed needs;

Five (62.5%) indicators had a red or amber RAG status at the end of Quarter 3:

- Percentage of children who wait less than 14 months between entering care and moving in with their adoptive family;
- Percentage of young people leaving care who are in education, employment or training at the age 19 and at age 21;
- Percentage of looked after children (LAC) placed in LBH foster care;
- Percentage of referrals to Children's Social Care progressing to assessment, and
- Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time within 2 years.

Highlights:

- The percentage of child protection plans lasting more than two years continues to perform well with none of Havering's children and young people falling into this category during the first three quarters of the year.
- The percentage of children and families reporting that Early Help services made a positive and quantifiable difference to assessed needs is higher than target.

Improvements required:

- The percentage of referrals to Children's Social Care progressing to assessment, at 73%, is worse than during Quarter 2 of 2015/16 and Quarter 3 of 2014/15. However it should be noted that, due to an increase in the proportion of contacts progressing to referral during 2015/16 compared with 2014/15, this represents an increased level of activity for the service, with 1,500 assessments having been completed up to the end of December 2015, compared with 782 during the same period the previous year. Regular meetings take place between the Multi-Agency Safeguarding Hub (MASH) and Assessment Team to ensure that thresholds are being accurately applied, which has resulted in the Early Help service experiencing increased activity. A LEAN review of the MASH service in December has given indications of improvements in Quarter 4.
- 6.1% of children on a Child Protection (CP) Plan during Quarter 3 had been on a previous CP Plan within the last two years. This is exceeding target (where lower is better) and is worse than during Quarter 2 of 2015/16 and Quarter 3 of the previous year. The overall rise in the number of Child Protection Plans is impacting negatively on performance against this indicator. However the figure for Havering still compares favourably with the latest nationally available data for this performance indicator, with the average for the Council's nearest statistical comparators being 13% and the England average at 15.8%. All cases that fall within this category are forwarded to the service management team for auditing and to consider if the decision to cease the original plan was appropriate and if the decision to commence the subsequent plan was the correct course of action. Further work is also taking place to look at the

increase in Child Protection Plans generally, including further scrutiny of cases sent for an Initial Child Protection Conference (ICPC).

OUR RESIDENTS WILL BE PROUD TO LIVE IN HAVERING.

During 2015/16 there were five indicators relevant to Children and Learning under the PROUD goal, of which all had a green RAG status at the end of Quarter 3 2015/16:

- Number of apprentices (aged 16-18) recruited in the borough;
- Percentage of Early Years providers judged Good or Outstanding by Ofsted;
- Percentage of 16 to 19 year olds (school years 12-14) who are not in education, employment or training (NEET);
- Percentage of schools judged to be Good or Outstanding, and
- Number of new in-house foster carers.

Highlights:

- Apprenticeships remain on the increase as an attractive post-16 option amongst young people who want to secure employment rather than continue on with A Levels or go to university. Apprenticeship options are well supported by local schools and the local apprenticeship offer provides flexible entry points for starters.
- 12 in-house foster carers were recruited during the first nine months of the financial year. This is a significant improvement on the same time the previous year, when only nine new carers had been approved, and equals the number of new in-house foster carers recruited during the whole of the previous year.

IMPLICATIONS AND RISKS

Financial implications and risks:

Adverse performance against some Corporate Performance Indicators may have financial implications for the Council. Whilst it is expected that targets will be delivered within existing resources, officers regularly review the level and prioritisation of resources required to achieve the targets agreed by Cabinet at the start of the year and throughout the year.

Human Resources implications and risks:

There are no direct HR implications or risks, for the Council or its workforce, that can be identified from the recommendations made in this report.

Legal implications and risks:

Whilst reporting on performance is not a statutory requirement, it is considered best practice to review the Council's progress against the Corporate Plan and Service Plans on a regular basis.

Equalities implications and risks:

The following Corporate Performance Indicators rated as 'Red' or 'Amber' could potentially have equality and social inclusion implications for a number of different social groups if performance does not improve:

- Percentage of looked after children (LAC) placed in LBH foster care
- Percentage of children who wait less than 14 months between entering care and moving in with their adopting family
- Percentage of young people leaving care who are in education, employment or training at age 19 and at age 21
- Percentage of referrals to Children's Social Care progressing to assessment
- Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time within two years

The commentary for each indicator provides further detail on steps that will be taken to improve performance and mitigate these potential inequalities.

BACKGROUND PAPERS

The Corporate Plan 2015/16 is available on the website at <http://www.havering.gov.uk/Documents/Council-democracy-elections/Corporate-Plan-on-a-page-2015-16.pdf>

Appendix 1 - Quarter 3 2015/16 Corporate Performance Report

RAG Rating		Direction of Travel (DOT)	Description
Green	On, above or within the 'target tolerance' of the quarter target	↑	Short Term: Performance is better than the previous quarter Long Term: Performance is better than at the same point last year
Amber	More than the 'target tolerance' off the quarter target but where performance has improved or been maintained.	→	Short Term: Performance is the same as the previous quarter Long Term: Performance is the same as at the same point last year
Red	More than the 'target tolerance' off the quarter target and where performance is worsening	↓	Short Term: Performance is worse than the previous quarter Long Term: Performance is worse than at the same point last year

Description	Indicator	Value	2015/16 Annual Target	2015/16 Quarter 2 Target	Variable Tolerance	2015/16 Quarter 3 Performance		Short Term DOT against 2015/16 (Q2)		Long Term DOT against 2014/15 (Q3)		Comments	Service	O&S Sub-Committee
SAFE: Supporting our community														
Page 7 (c)	Percentage of children who wait less than 14 months between entering care and moving in with their adopting family	Bigger is Better	70%	70%	±10%	33% (4 of 12) AMBER	↑	22%	↓	41%	Of the 7 children that have had their adoption orders granted this period and the 5 currently placed with their adoptive families awaiting orders, 4 (33.3%) waited less than 14 months between starting to be looked after and moving in with their adoptive families. This is a marked improvement our Q2 performance, but significantly below both our 2015/16 annual target and last year's figure. It should be noted that last year this measure referred to 16 months rather than 14. Corrective Action: The service continues to ensure that Family Group Conferences are arranged at an early stage in order to speed up timescales. This indicator is also impacted by a external factors, most particularly the courts. A review of the permanency tracking processes is underway.	Children's Services Reported to Department for Education (DfE)	Children & Learning	
	Percentage of young people leaving care who are in education, employment or training at age 19 and at age 21	Bigger is Better	80%	80%	±10%	54% (27 of 50) AMBER	↑	47.8% of 69)	(33 ↑	42.0%	The proportion of young people (19-21) leaving care in education, employment or training (54%) is significantly below target (80%) but an improvement on the previous quarter (47.8%) and our performance at the same point last year (42%). Of the 27 care leavers not in education employment or training (NEET), 5 are due to illness of disability and 9 are due to pregnancy or parenting. It is important to note that, for the purposes of reporting against this indicator, if the LA is not in touch with a care leaver, they are presumed not to be in education, employment or training. Only 1 of the 50 care leavers fell into this category for Q3. Corrective Action: Remaining in touch with care leavers is critical to strong performance against this indicator. Regular reporting has been put into place to assist the service with performance around this measure and improvements have been seen in the last month. We continue to work with children in care to raise aspirations and encourage more young people to access higher education.	Children's Services Reported to Department for Education (DfE)	Children & Learning	
	Percentage of looked after children (LAC) placed in LBH foster care	Bigger is Better	40%	40%	±5%	33.6% (77 of 229) AMBER	↑	31%	—	NEW	The proportion of looked after children (LAC) in LBH foster care (33.6%) is below target (40%). However, the balance between Independent Fostering Agencies (29.2%) and in-house provision has improved. This is a new corporate indicator for 2015/16, so a DOT cannot be provided for 2014/15. Corrective Action: This indicator is linked to the number of new in-house foster carers, which is on track to meet target. This in turn will assist with performance for LAC placed in LBH foster care. There is a new panel in place to review young people placed in residential settings, with a view to transfer young people to in-house carers where appropriate.	Children's Services Local performance indicator	Children & Learning	
	(s)	Percentage of looked after children (LAC) placements lasting at least 2 years	Bigger is Better	70%	70%	±10%	70% (35 of 50) GREEN	↓	72.3% (34 of 47)	↓	84.9%	At the 31st December 2015, 70% of our eligible LAC aged under 16 years had been in the same placement for at least 2 years. Although this is below our quarter 2 outturn and quarter 3 of 2014/15, we are still on course to meet our 2015/16 target of 70%. We should also still be performing in line with, if not exceeding the England and our statistical neighbours performance in relation to this KPI.	Children's Services Reported to Department for Education (DfE)	Children & Learning

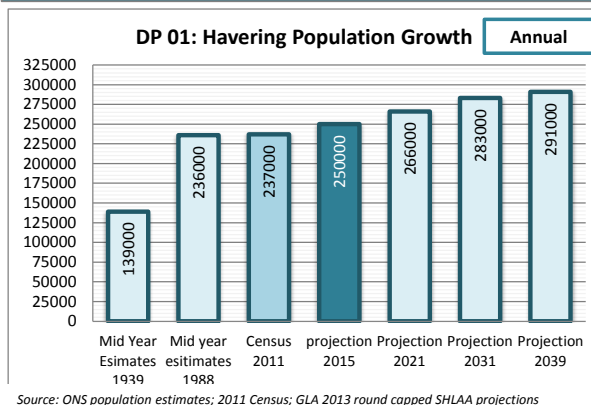
Description	Indicator	Value	2015/16 Annual Target	2015/16 Quarter 2 Target	Variable Tolerance	2015/16 Quarter 3 Performance	Short Term DOT against 2015/16 (Q2)	Long Term DOT against 2014/15 (Q3)	Comments	Service	O&S Sub-Committee
(C)	Percentage of Child Protection (CP) Plans lasting more than 24 months	Smaller is Better	5%	5%	±10%	0% (0 of 211) GREEN	→ 0% (0 of 127)	↑ 4.0%	Child protection plans lasting more than 24 months continues to perform better than our 2015/16 target and the performance of Q3 2014/15.	Children's Services <i>Reported to Department for Education (DfE)</i>	Children & Learning
	Percentage of children and families reporting that Early Help services made a positive and quantifiable difference to assessed needs	Bigger is Better	80%	80%	±5%	83.3% 5 of 6 GREEN	— NEW	— NEW	A pilot took place in December to monitor the impact of Early Help through the use of a Viewpoint survey. Eight respondents completed the survey and six responded to the specific question "Based on the needs/actions in your Early Help Assessment, have the Early Help service made things better, same or worse?" with five reporting a positive impact. The sixth respondent felt that there was no change. The pilot will continue into quarter four with a higher number of surveys expected to be completed.	Children's Services <i>Local performance indicator</i>	Children & Learning
SAFE: Using our influence											
	Percentage of referrals to Children's Social Care progressing to assessment	Bigger is Better	90%	90%	±10%	73% RED	↓ 77%	↓ 96%	The proportion of referrals progressing to assessment (73%) is outside target tolerance and significantly lower than the same period last year (96%). For December only, the percentage was 76%, which is back in line with the Q2 average figure. Between April 2014 and May 2015 levels had remained consistently above 92% but over the past 7 months numbers have dropped back to an average of 73% Corrective Action: Regular meetings take place between the Multi-Agency Safeguarding Hub (MASH) and Assessment Team ensuring that thresholds are being considered. This has resulted in the Early Help service experiencing increased activity. A review of 'front-door' processes took place in Q3 to ensure the threshold for referral is appropriate which should have an impact on this measure.	Children's Service <i>Local performance indicator</i>	Children & Learning
SAFE: Leading by example											
(C)	Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time within 2 years	Smaller is Better	5%	5%	±10%	6.1% (19 of 313) RED	↓ 5.1% (12 of 235)	↓ 2.4% (4 of 165)	By the end of quarter 3, 313 children had become the subject of a new CP Plan, 19 of these children for the second time within two years, which has pushed us over target. At this point last year there were 4 children in this position with 165 new CP Plans having been started. The current position still compares favourably with the most recently available national data for this KPI (2013/14) with our statistical neighbours at 13% and England at 15.8%. Corrective Action: With the increases that have been seen in our child protection plan figures (313 new plans in the first 9 months of 2015/16 vs 165 during the same period last year), the likelihood of this measure worsening increases. Any cases that fall within this measure are audited by the senior management team to ensure both that the decision to cease the original CP Plan was correct and that the commencement of the subsequent plan is appropriate. Further work is taking place looking at the increase in CP plans generally, including further scrutiny of cases sent for Initial Child Protection Conference (ICPC).	Children's Services <i>Local performance indicator</i>	Children & Learning
PROUD: Using our influence											
(C)	Number of apprentices (aged 16-18) recruited in the borough	Bigger is Better	660 AY 2014/15	514	±10%	570 GREEN	↑ 560	↑ 530	Havering has seen an increase in Apprenticeship starts against this time last year and over achieved against target for Q3. The Raising the Participation Age (RPA) strategy is now in full force whereby we have an increase in the cohort size of young learners required to participate. Apprenticeships have seen a big push from local schools where learners are opting for a more practical route. The local Apprenticeship offer also provides flexible entry points for starts.	Learning & Achievement <i>Local performance indicator</i>	Children & Learning
(S)	Percentage of Early Years providers judged Good or Outstanding by Ofsted	Bigger is Better	80%	80%	±10%	79% GREEN	↓ 80%	↑ 74%	In quarter 3 of 2015/16 there were 25 inspections in total. Performance is in line with that of quarter 2 and within the target tolerance for 2015/16 and is an improvement on quarter 3 of 2014/15.	Learning & Achievement <i>Reported to Department for Education (DfE)</i>	Children & Learning
(S)	Percentage of 16 to 19 year olds (school years 12-14) who are not in education, employment or training (NEET)	Smaller is Better	4%	4%	±10%	3.4% GREEN	↓ 2%	↑ 4.2%	Havering is performing better than that East London average of 3.8%. This has been achieved by continuing to track young learners using the targeting toolkit to identify potential people who are NEET and ensure early intervention.	Learning & Achievement <i>Reported to Department for Education (DfE)</i>	Children & Learning

Description	Indicator	Value	2015/16 Annual Target	2015/16 Quarter 2 Target	Variable Tolerance	2015/16 Quarter 3 Performance	Short Term DOT against 2015/16 (Q2)		Long Term DOT against 2014/15 (Q3)		Comments	Service	O&S Sub-Committee
	Percentage of schools judged to be Good or Outstanding	Bigger is Better	76%	76%	±10%	73% GREEN	↑	71%	↓	75.0%	Havering has improved this quarter however there have been far fewer inspections by Ofsted compared to the same period last year due to a new framework rollout and accompanying training for Her Majesty's Inspectors (HMIs).	Learning & Achievement	Children & Learning
PROUD: Leading by example													
(C)	Number of new in-house foster carers	Bigger is Better	15	12	±10%	12 GREEN	↑	10	↑	9	So far this year there have been 12 new households registered - we continue to be on target for 15 new carers by the end of the year. This is also an improvement on this point last year when there had been 9 new carers approved.	Children's Services <i>Local performance indicator</i>	Children & Learning

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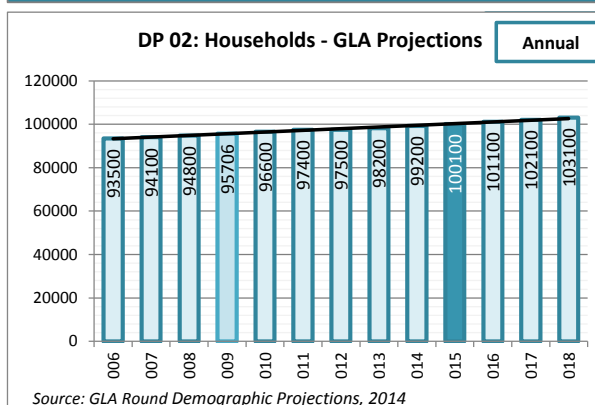
Appendix 2: Quarter 3 2015/16 Demand Pressure Dashboard

POPULATION



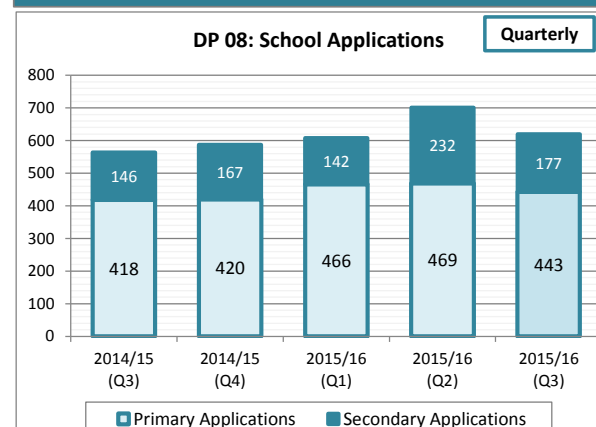
The ONS population estimates, the 2011 Census and GLA 2013 round capped SHLAA Projections, show that Havering's population growth has seen the second largest proportional increase in London from 1939-2015 (80%), Hillingdon has the highest (82%) and Bromley saw the third highest proportional increase in London (35%).
* Figures rounded to nearest 100

POPULATION



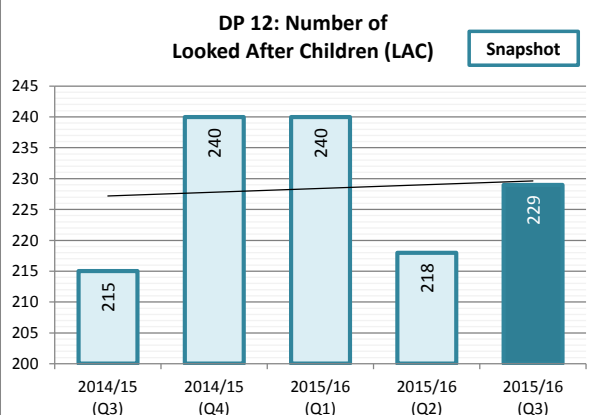
Using GLA estimates of the total number of households by borough, 1991-2041, the number of households in Havering has grown by 6,600 households (as at 2015) and is projected to grow by a further 3,000 households by 2018.
* Figures rounded to nearest 100

SCHOOL APPLICATIONS



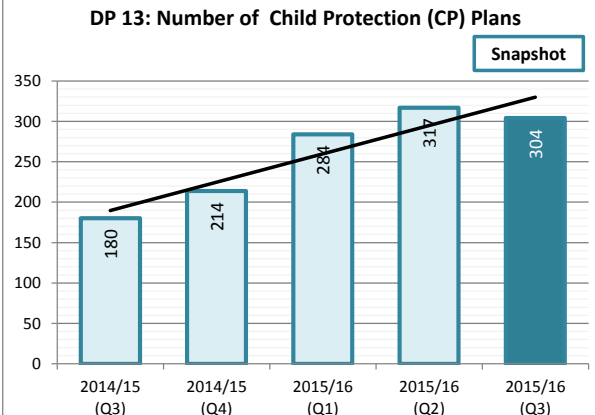
School applications have increased by 56 applications since the same period last year (Q3 2014/15). The majority of these have come from secondary school applications.

CHILDREN'S SERVICES



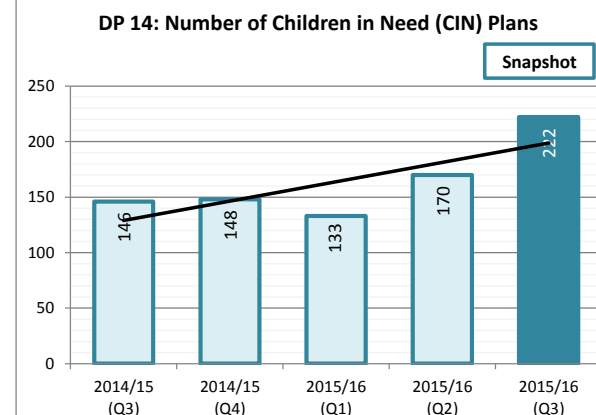
Although the number of looked after children has risen to 229 when compared to Q3 of the previous year, this is still lower than at the end of 2014/15. Since the decrease that we saw in Q2 we have seen a steady increase over the last three months.

CHILDREN'S SERVICES



The number of CP cases (304) had been reducing since Q2 with a slight increase noticed in the month of December. Current performance represents a 68.9% increase in activity to that of Q3 for 2014/15.

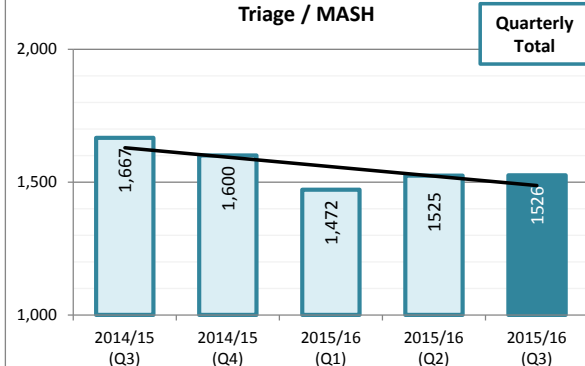
CHILDREN'S SERVICES



Linked to the increase in CP Plans we have seen a continued increase in the number of CIN plans as CP Plans step down. A 52.1% increase in activity is seen when comparing Q3 2015/16 to Q3 2014/15.

CHILDREN'S SERVICES

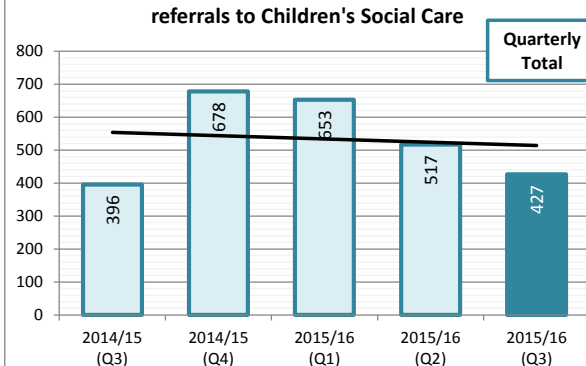
DP 15: Number of Contacts received in Triage / MASH



There were 1,526 contacts received in Triage / MASH in Q3 2015/16; a increase of 1 on the previous quarter. This is an overall decrease of 141 on the same period last year (Q3 2014/15).

CHILDREN'S SERVICES

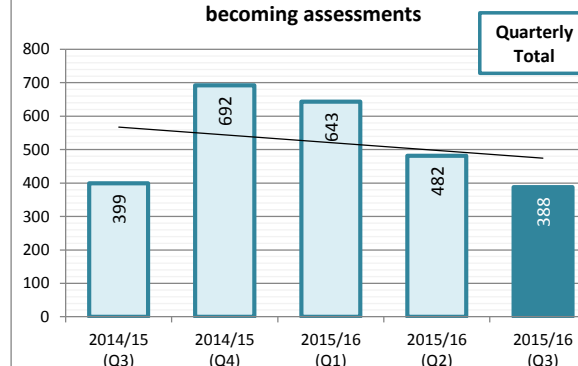
DP 16: Number of contacts becoming referrals to Children's Social Care



There were 427 contacts becoming referrals to Children's Social Care in Q3 2015/16; a decrease of 90 on the previous quarter. The figure has fallen in each quarter of the financial year to date as more cases are progressed to Early Help (see DP18) as opposed to statutory interventions. However, this is an overall increase of 31 on the same

CHILDREN'S SERVICES

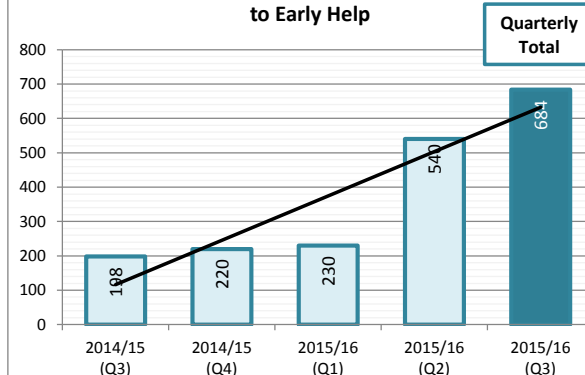
DP 17: Number of referrals becoming assessments



There were 388 referrals becoming assessments in Q3 2015/16; a decrease of 94 on the previous quarter. This is also slightly below performance for Q3 of the previous year.

CHILDREN'S SERVICES

DP 18: Number of contacts referred to Early Help



There were 684 contacts referred to Early Help in Q3 2015/16; 144 more than the previous quarter and 486 more than the same period last year. The projection of EH Contacts for this year is more than double that of last year (2,403 vs 964) indicating that the MASH is referring more cases to the service.

CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE

Subject Heading:	Implementation of SEND reforms under the Children & Families Act 2014 (a)
CMT Lead:	Isobel Cattermole
Report Author and contact details:	Caroline Penfold Head of CAD Service, 01708 431743
Policy context:	Children and Families Act 2014

SUMMARY

The Children and Families Act 2014 (the Act) came into force in September 2014. This represented the biggest reform of support across Education, Health and Social Care for children with special educational needs and disability for many years. A Code of Practice accompanies the legislation and outlines the requirements for Local Authorities and CCGs to deliver the reforms outlined in the Act.

This report summarises the key aspects of the legislation, progress by the Local Authority to date in meeting these requirements and details of the next steps to be taken.

RECOMMENDATIONS

The purpose of this report is to inform Members of the progress to date in implementing the reforms brought about by the Act in respect of children and young people aged 0-25 with SEND. Members are asked to note the content of the report.

REPORT DETAIL

1. Overview

The legislation covers many aspects relating to SEND, some seek to bring about a cultural shift towards person centred approaches, greater inclusion of children and their families and some specific tasks and functions that must be acted upon. There has been acknowledgement that these reforms will take time and transitional guidance was given by government which enables authorities to work to a 3 year implementation plan ending in March 2018.

For the sake of clarity, this report follows the main category headings used in the Code of Practice.

2. Local Offer

2.1. Requirements

Local Authorities are required to publish in one place a clear and easy-to-understand 'local offer' of education, health and social care services to support children and young people with SEND and their families.

2.2. Progress

The Local Offer has been developed and is published on the Havering Website. It was developed in close collaboration with parent representatives to ensure that the information was presented in an easy-to-use and appealing format. This can be found at www.havering.gov.uk/directory.

The Local Offer Panel & Steering Group was established in the set up stage and continues to meet to oversee the future updating and development of the local offer.

2.3. Next steps

Long-term, constant improvement and development of the Local Offer in co-production with children & young people and parents/carers will continue to ensure that the Local Offer is responsive and comprehensive. A review of the Local Offer is to be undertaken to identify areas for development and plan actions to deliver these improvements.

3. Co-ordinated Assessment Process and EHC Plans

3.1. Requirements

Education, Health and Care (EHC) plans have replaced Statements of SEN and Learning Difficulty Assessments (LDA). No new Statements or LDAs have been carried out since September 2014, only EHC assessments and plans. The new statutory assessment process must be co-ordinated across education, health and care. It is vital that the EHC plans reflect the views, interests and aspirations of children, young people, and their parents.

Local Authorities have until 2018 to convert existing Statements and LDAs to EHC Plans.

3.2. Progress

The process of assessment and EHC planning has commenced for all new arrangements and work is underway to convert all existing statements to new EHC plans. Training and support has been provided by the Children and Adults Disability Service to schools and colleges on how to contribute to the EHC plan process.

Representation from all partners has been secured at the established LA EHC Panel, which makes the final decisions relating to the EHC Plans, including colleagues from the CAD service, NELFT and schools.

A well-established person-centred planning model is being used for the EHC process to ensure that the individual's views and aspirations remain central to the creation of the EHC plan.

3.3. Next steps

The documentation and processes will continue to evolve in response to feedback from staff and families. The CAD Service will continue to work closely with children and young people, parents and carers, schools, colleges and health colleagues.

The increase in applications for EHC assessments has been noted across the age ranges. Data relating to this will be closely monitored. This will have a significant impact on how we are able to achieve the changes within the time frame available.

The EHC plans are successful in varying degrees at demonstrating joined up thinking and planning across Education, Health and Social Care. More work needs to be done to ensure plans truly reflect the commitment to provide support that is centred around the child and is joint to provide better outcomes.

4. Personal Budgets

4.1. Requirements

Parents and young people will be able to request a personal budget when the local authority has agreed a statutory EHC assessment and confirmed that it will prepare an EHC plan. They may also request a personal budget during a statutory review of an existing EHC plan.

The aim of this is to enable parents and young people to have more choice and control over the services they need for themselves or their child, and how they are provided. Personal Budgets are intended to show parents how the funding for their child is used, as well as to allow them to have a say in how this is spent. Some may want to have Direct Payments to purchase the services themselves, as is already the case in Children's Social Care and Adult Services. There is a caveat in the Act that this agreement must be within the efficient use of resources.

4.2. Progress

A Personal Budgets policy has been drafted and is to be discussed with stakeholders including parents.

4.3. Next steps

Continue to develop the policy and liaise with colleagues in Adult Social Care. We also aim to explore the possibility of a pilot with the Clinical Commissioning Group, linking the education and social care provision with the personal health budgets providing Continuing Health Care funding. This will allow us to offer a more coordinated response to children and young people with the most complex needs. Crucial in the success of Personal budgets/direct payments is having the range of options that people wish to purchase. The CAD Team are working closely with Adult Social Care and health colleagues to develop the market for short break provision in particular.

5. Joint Commissioning

5.1. Requirements

Joint Commissioning is a strategic approach to planning and delivering services in a holistic, joined-up way. It is a means for the different partners commissioning education, health and care provision to deliver positive outcomes for children and young people with SEND. It is a requirement of the Act that there is joint commissioning with health colleagues, in particular the CCG.

5.2. Progress

A Joint Commissioning working group has met regularly since November 2013 and has been instrumental in forging strong links with the Havering Clinical Commissioning Group (CCG). This has been aided by the

appointment of a Joint Children's Commissioner in May 2014, working both for the Local Authority and the CCG.

A number of projects and opportunities for re-commissioning have been identified jointly with the CCG. These include Speech & Language Therapy, Special School Nursing and Child & Adolescent Mental Health Services (CAMHS).

5.3. Next steps

Key areas to re-commission and agree together have been identified for the next year. The working group is also discussing how to put key performance indicators into CCG contracts. This will support the development of established pathways for accessing services such as CAMHS and continuing health care.

6. Engagement & Participation of children and young people, parents & carers

6.1. Requirements

Engagement and participation of children, young people and parent carers is central to the reforms and is the driver behind the other work streams. It is vital that children, young people, parents and carers, are seen as equal partners. There is a marked shift from consultation towards full co-production.

6.2. Progress

Various groups of parents have been involved since the start of planning and implementation of reforms under the Children and Families Act. Positive Parents are Havering's official parent forum, representing parents and carers of children and young people with SEND. Parent representatives continue to be included in the work streams and have been invited to training events in relation to the SEND reforms. While they have played an active role to date, the Local Authority recognises that further work is required to ensure that co-production becomes the norm.

A format of regular events with parents to inform them of priorities and progress has been established, and commitment given to the continuation of involving parents in all working groups in the model of co-production. An example of this is the work currently starting to re-commission the Short Breaks offer.

Advocacy for All, a charity helping to give young people with SEND a voice, were commissioned in December 2014 to work with young people with SEND in Havering to gather their views about various aspects of the SEND reforms. Further work has been commissioned with Children's and Young Peoples Service to establish Children's Voice forums and also CAD have been involved in reviewing the on line tools of MOMO (Mind of My Own) and

Viewpoint to ensure that they can meet the needs of disabled children and young people. This will provide us with different options to capture the voice and views of the children and young people in Havering.

6.3. Next steps

While the vital role of the official parent forum is acknowledged, the Local Authority will be looking to ensure the widest possible representation of parent groups to ensure as many families as possible are given the opportunity to participate in shaping services.

Establishing and ensuring recognised pathways to review what children and their families are telling us and feeding this into on-going service development. Ensuring that there is a robust feedback loop, incorporated on the Local Offer.

7. Preparing for Adulthood

7.1. Requirements

The Act sets out substantial new rights and protections for young people that do not exist in the previous system. These will require a new way of working. In particular, local authorities and their partners will need to work together with young people to help them achieve successful outcomes in the long term, such as getting a job or going into higher education. Planning will begin from an early age and will be done by working together with multiple agencies, providers, parent carers and young people themselves.

This is a key area which cuts across all of the work streams for the reforms.

7.2. Progress

Extensive work is taking place around additional Post-16 SEND provision. The multi-agency approach which has been adopted will support developing personalised pathways. Independence skills, employment opportunities and individualised programmes will be at the heart of this.

A multi-agency Transitions Protocol has been established and this will form the basis of developing smooth transitions in to Adulthood.

7.3. Next steps

A commitment has been given to establishing targeted support team within CAD and with the new manager having taken up post in April this work area will now develop at pace.

Priorities will be to review current forums where transition issues are discussed to streamline and focus on achieving better outcomes for children/young transitioning to adulthood.

To establish the Preparation to Adulthood steering group to ensure compliance across the Children and Families and Care Acts, has been established with colleagues from the CAD Team, Adult Services and CCG and the Care Act hub. The group will be looking at a variety of aspects ranging from the Local Offer to Commissioning to the development of additional Post-16 provision. The opportunity for these teams to work more closely together will offer enormous scope for jointly developing pathways and services for this age range.

To establish robust tracking methods to ensure data is available for planning future needs and also ensuring timely assessment and where appropriate support plans are in place.

IMPLICATIONS AND RISKS

Implications of noncompliance would be the possibility of complaints and potential judicial review. There is also a new SEND Inspection Framework due for launch in May 2016 by OFSTED. To be inspected by OFSTED and found to be non-compliant or lacking in areas of the reforms would be damaging to local and national reputation of LB Havering and also reduce confidence in local support.

BACKGROUND PAPERS

None

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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE

Subject Heading:	SEND Transport Update
CMT Lead:	Isobel Cattermole
Report Author and contact details:	Caroline Penfold Head of CAD Service, 01708 431743
Policy context:	The Education Act 1996 and LB Havering SEND Transport Policy.

SUMMARY

This report summarises the key issues in respect of the provision of Transport for children and young people with Special Educational Needs and Disabilities. It provides detail on the current levels of spend, increasing pressures and actions that are underway to vary the offer and meet demand.

RECOMMENDATIONS

The purpose of this report is to inform Members of the progress to date in addressing issues in the Havering SEND Transport Offer and future intended actions. Members are asked to note the content of the report.

REPORT DETAIL

1. Background and Policy Context

The Education Act 1996, requires Local Authorities to make suitable and free travel arrangements for 'eligible children' as they consider necessary to facilitate attendance at school. The School and Post 16 Travel Assistance policy sets out the arrangements the Council will make in order to meet its statutory duty and, in addition, covers students from the ages of 16-25 with special educational needs who may also be entitled to assistance.

A “refreshed” School and Post 16 Travel Assistance policy has been approved by the Assistant Director of Learning and Achievement and the Cabinet member for Learning and Achievement this year, which complies with the Education Act 1996 and its amendments in the Education and Inspections Act, 2006. It also follows the associated statutory guidance provided by the Department for Education. This School and Post 16 Travel Assistance policy has not had significant changes therefore a formal consultation was required.

All pupils up to the age of 16 (or 18 if they remain in full-time education) are currently entitled to free transport on buses within London. Havering Council considers this sufficient to meet the transport needs of the majority of children and young people under the age of 18.

Our Travel Assistance Policy is underpinned by the following general principles:

- It is the parents’ responsibility to ensure that their child attends school regularly but the Council will provide assistance in getting to school for those eligible for help under the policy.
- Students who are able to travel independently or use public transport will always be encouraged to do so in the first instance, and supported to achieve this if necessary.
- Students should be actively encouraged to travel independently and where possible learn the skills to do so. This is to maximise their future independence leading to greater opportunities in the areas of social interaction and employment.
- Students who have specific travel needs will be offered the most independent and personally enabling option for their situation.
- The Council will ensure that transport for eligible children is arranged when needed, after other potential options have been explored. Care will be taken to ensure that assistance is provided in the least restrictive way possible.
- The travel needs of individuals will be reviewed regularly and at least on a yearly basis to ensure that the arrangements are still appropriate for their assessed needs.
- Where additional transport is provided by the Council, the most cost-effective mode of transport that meets the individual’s needs **will** always be used.
- The use of existing provision such as free travel on public buses in London will be encouraged wherever possible.

2. Budget & Demand

402 young people were provided with travel assistance in the 2015/16 academic year, of which 327 are on buses and 75 pupils are in taxis. The Passenger Travel

Service operates 34 buses on a daily basis. The budget for 2016/17 comprises of £2,112,240 for Home To School Transport and £160,540 for Post 16 Transport. This is a total of £2.27m. This is therefore a significant investment of funding provided by Members for this purpose.

Analysis of the financial trend over the last three years has been outlined in Table 1. It is therefore evident that despite the budget being increased each financial year the demand for travel assistance has also increased, resulting in the budget being overspent.

Table 1. Financial trend Pre and Post 16

Pre 16	Budget	Actual spent	Overspend	%
2015/16	£1,857,320	£2,018,859	£161,539	+8.00%
2014/15	£1,797,980	£1,867,755	£69,775	+3.74%
2013/14	£1,216,900	£1,782,422	£565,522	+31.73%

Post 16	Budget	Actual spent	Overspend	%
2015/16	£185,690	£360,666	£174,976	+48.51%
2014/15	£154,020	£110,035	£16,015	+9.42%
2013/14	£156,620	£139,580	£17,040	-12.21%

Overall the demand for school transport is expected to increase; the projected change in demographics is outlined in the SEND Strategy 2015-20, which identifies that the number of young people diagnosed with a disability will increase. As a result, the demand for travel assistance is expected to increase having an effect on capacity and journey times.

3. Proposal to manage demand and budget

The council's school and post 16 travel assistance policy has been refreshed in line with Statutory Guidance. There has been no significant change in policy. It is our intention to ensure we support the principles within the policy and therefore our transport arrangements are efficient and equitable. Our intention is, where

possible to increase the numbers of young people that could be collected at a meeting point. This would affect overall journey times and will help to reduce overall cost.

Our intention would be to implement the policy in two phases – starting first with Post 16 providers and then introducing meeting points, where possible from September 2016 onwards for other routes.

Department for Education, Section 34 states; *‘As a general guide, transport arrangements should not require a child to make several changes on public transport resulting in an unreasonably long journey time. Best practice suggests that the maximum each way length of journey for a child of primary school age to be 45 minutes and for secondary school age 75 minutes, but these should be regarded as the maximum. For children with SEN and/or disabilities, journeys may be more complex and a shorter journey time, although desirable, may not always be possible.’*

It is hoped that the implementation of the revised policy will assist in reduction of journey times. The aim is to keep journey times below 60 minutes. In addition to savings and improved journey times the implementation of the School-Post 16 Travel Assistance policy will also support the changes introduced in The Children and Families Act 2014, creating less dependency on Council services, promoting independence, supporting and preparing families for the transition to adulthood.

In conjunction with the introduction of meeting points, we intend to refresh the local offer for Travel Training. Our intention is to offer Travel Training in the first instance to young people in Post 16 education to help support the development of independence skills. We are also intending to explore IT solutions to support travel training, minimise risk and anxiety of the student and parent which is currently one of the major blocks to travelling independently.

4. Stakeholder Engagement

We have met with the Heads of the Special Schools, and the Deputy Principal of the College regarding the implementation of the transport policy. They are supportive of its aims and have actively been identifying students that they believe could both travel independently and would benefit from this approach. We are holding an engagement event for parents in May, and will hold further engagement events at the special schools and the college so parents have the opportunity to understand the policy. It is acknowledged that transport changes can provoke anxiety. We will be working with parents and children/young people to understand that we will make changes on a case by case basis after discussion with families, however robust application of the criteria will apply to ensure fairness and equity.

We will be discussing any other ideas that parents have to promote greater independence in a transport workshop event.

We have worked with Passenger Transport Services to plan the implementation and are aware that this should bring the council overspend back in line with budget.

5. Comparator information

We have consulted with neighbouring boroughs to discuss the demand and costs for transport. In the main, most boroughs are facing the same issues. We are sharing information on the options we are implementing and will be following up with them on opportunities to learn from each other's initiatives.

BACKGROUND PAPERS

School and Post 16 Travel Assistance Policy Feb 2016

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Havering
LONDON BOROUGH

SCHOOL AND POST-16 TRAVEL ASSISTANCE POLICY

**February 2016
Version 1.1**

SCHOOL AND POST-16 TRAVEL ASSISTANCE POLICY

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1. INTRODUCTION

All pupils up to the age of 16 (or 18 if they remain in full-time education) are currently entitled to free transport on buses within London. Havering Council considers this sufficient to meet the transport needs of the majority of children and young people under the age of 18.

The Education Act 1996 (as amended) requires Local Authorities to make such suitable and free travel arrangements for 'eligible children' as they consider necessary to facilitate attendance at school. This policy sets out the arrangements the Council will make in order to meet its statutory duty and, in addition, covers students from the ages of 16-25 with special educational needs who may also be entitled to assistance.

This policy has been approved by the Council's Elected Members and complies with the Education Act 1996 and its amendments in the Education and Inspections Act, 2006. It also follows the associated statutory guidance provided by the Department for Education.

2. GENERAL PRINCIPLES

This policy is underpinned by the following general principles:

- It is the parents' responsibility to ensure that their child attends school regularly but the Council will provide assistance in getting to school for those eligible for help under this policy.
- Students who are able to travel independently or use public transport will always be encouraged to do so in the first instance, and supported to achieve this if necessary.
- Students who have specific travel needs will be offered the most independent and personally enabling solution for their situation.
- The Council will ensure that transport for eligible children is arranged when needed, after other potential options have been explored. Care will be taken to ensure that assistance is provided in the least restrictive way possible.
- The travel needs of individuals will be reviewed regularly and at least on a yearly basis to ensure that the arrangements are still appropriate for their assessed needs.
- Where additional transport is provided by the Council, the most cost-effective mode of transport that meets the individual's needs **must** always be used.
- The use of existing provision such as free travel on public buses in London will be encouraged wherever possible.

3. TYPES OF TRAVEL ASSISTANCE

If assistance over and above free travel on public buses is required, the most appropriate type of travel assistance will be established by the Council following an assessment of the travel needs of the child. Family circumstances will be taken into account but requests from parents for a particular form of assistance will not unduly influence the final decision. The types of travel assistance which may be granted include:

- Provision of escorted walking route to school.
- Provision of a Welfare Escort or travel buddy to assist with travel.
- Provision of a seat on a vehicle which will transport the child or young person to their school or college from an agreed meeting point where this is reasonable.
- Provision of a seat on a vehicle which will transport extremely vulnerable pupils, particularly those with severe medical and/or mobility needs, from their home address to school or college.
- Provision of a pre-paid travel card for the child or young person to enable access to train or tube services.
- Provision of a pre-paid travel card for parents to enable them to accompany their child to and from school.
- Reimbursement of fares for travel to and from school arranged by parents up to the value of a travel card, and with the prior agreement of the Council.
- Reimbursement of fuel costs either by payment of mileage allowances or up to the value of a single travel card, based on mileage claims submitted by parents from an agreed Havering parental address to the child's school. Transport can only be provided to the child's home address.
- Combinations of the above arrangements.

4. ELIGIBLE CHILDREN

The Education and Inspections Act 2006 amended the Education Act 1996, setting out the definition of 'eligible children'. Those who qualify for free travel arrangements to and from school are defined as:

- (i) Children of compulsory school age (5-16) if their nearest suitable qualifying school is:
 - beyond 2 miles walking distance (if below the age of 8); or
 - beyond 3 miles walking distance (if aged between 8 and 16)
- (ii) Children living within the statutory walking distance but who are unable to walk to school because the nature of the route is deemed unsafe to walk.
- (iii) Children who are entitled to free school meals or whose parents are in receipt of maximum Working Tax Credit if:
 - The nearest suitable qualifying school is beyond 2 miles (for children over the age of 8 and under 11);
 - The school is between 2 and 6 miles (if ages 11-16 and there are not three or more suitable nearer schools);
 - The school is between 2 and 15 miles and is the nearest school preferred on the grounds of religion or belief (aged 11-16).

- (iv) Children living within the statutory walking distance but who cannot reasonably be expected to walk to school due to their special educational needs, disability or mobility problems, including temporary medical conditions.

The travel needs of the majority of children in Havering will be appropriately met by entitlement to free travel on London's buses, which is provided regardless of distance from school. However, a small number may qualify for alternative or additional help as set out in this policy, these decisions will be made by the Local Authority's Education, Health and Care (EHC) Panel. This is the Local Authority's multi-disciplinary decision making panel in respect of children and young people with special educational needs, working in partnership with Education, Health and Social Care.

5. SUITABLE QUALIFYING SCHOOL

A qualifying school in the context of this policy means:

- (a) a community, foundation or voluntary school;
- (b) a community or foundation special school;
- (c) a non-maintained special school;
- (d) a pupil referral unit;
- (e) a maintained nursery school;
- (f) city technology colleges (CTC), city colleges for the technology of the arts (CCTA) or academies, including free schools and University Technical Colleges (UTC)
- (g) For children with SEN, an independent school can also be a qualifying school where this is named on the child's Education, Health and Care Plan (EHC Plan) or statement, or it is the nearest of two or more schools named.

A suitable school is one that offers an efficient full-time education suitable to a pupil's age, ability and aptitude, and any special educational needs the child may have.

6. ELIGIBILITY: DISTANCE

6.1 Walking Distances

The Statutory walking distances are set out in section 4 (i) of this policy.

Children living outside the statutory walking distance to the nearest qualifying school, where no suitable arrangement can be made for a school closer to home, are eligible for assistance.

The walking distance is measured from a child's home address to the school using the shortest available route along which a child, accompanied as necessary, can walk with reasonable safety to school. The Council may take into account any circumstances which prevent the child from being accompanied by the parent. Distances are calculated using an independent on-line route planner.

Examples (Distance)

If an eligible child under 8 years of age attends the nearest school, which is 4 miles away, the child would be eligible for travel assistance.

If the eligible child lived 4 miles from the school but the parents chose to send the child to that school rather than to the nearest school 2 or less miles away, they would not be eligible for travel assistance.

If an eligible child aged 7 attended the nearest school which measured 2.5 miles away, he would be eligible for travel assistance. Next year however when the child turns 8 they would not be, as the walking distance for children aged 8 upwards is 3 miles.

6.2 Eligibility criteria

The vast majority of children eligible for travel assistance under this section would have their needs met by the provision of free travel on public buses in London. However, those who require additional or alternative assistance should apply using the Application for Travel Assistance form provided that:

- (a) the school is further than the standard walking distance from the child's home; and
- (b) the Council has been unable to allocate a place for the child at any suitable qualifying school within the standard walking distance.

6.3 Placements Based on Parental Preference

When a child is admitted to the parents' preferred school and there is another suitable qualifying school (please see section 5 of this policy) located closer to the home address, then the parents will be responsible for arranging and meeting the costs of their child's journey to and from school as the child will not be eligible for travel assistance. The distance between the home address and the preferred school is determined using address points and is measured in a straight line, not by the shortest walking or bus route, between the data points for the preferred school and the address of the child's normal place of residence. (Address points are points marked in the centre of the child's home address, or in the centre of a block of flats in which the child's home address is located and in the centre of the main building of the preferred school unless otherwise specified).

7. ELIGIBILITY: SAFETY

Where a child lives within the standard walking distance of the nearest qualifying school, the Council will provide travel assistance where the nature of the route is such that the child cannot reasonably be expected to walk (accompanied as necessary) in reasonable safety.

In assessing whether or not a route is safe, the Council will take into account a range of factors including:

- the age of the child;

- whether risks might be less if the child were accompanied by an adult and whether this would be practicable;
- the width of any roads travelled along and the existence of pavements;
- the volume and speed of traffic;
- existence of street lighting; and
- different conditions at different times of year.

If a parent's disability prevents them from accompanying their child along a walking route that would otherwise be considered as safe without adult supervision the Council may consider a reasonable adjustment and may provide travel assistance. As per Schedule 35 of The Education Act 1996, disability is as defined in S.6 of Education Act 2010: a person has a disability if they have

- a) a physical or mental impairment, and
- b) that impairment has a substantial a long-term effect on the ability to carry out normal day-to-day activities.

Therefore a chronic health condition may lead to eligibility under this definition.

Parents of children requiring travel assistance to school under this section should apply using the Application for Travel Assistance form.

8. ELIGIBILITY: SPECIAL EDUCATIONAL NEEDS and DISABILITIES ("SEND")

Generally, the Council expects the majority of children either to walk to school or travel independently on free public transport. However, the Council acknowledges that some children with Statements of Special Educational Needs or Education, Health and Care Plan (EHCP) may require alternative or additional travel assistance.

Where transport needs are identified in a child's Statement of SEN or EHCP and travel assistance is given, this will be provided for the current academic year. The needs and circumstances of the child will be reviewed annually in the Annual Review of the Statement of SEN or EHCP and on receipt of application for travel assistance for the following academic year. Changes identified in a child's needs or circumstances may lead to changes to the type of assistance provided or discontinuing their assistance.

Each request for travel assistance will be considered on its own merits, and decisions in a small minority of cases may depart from the criteria if there are exceptional circumstances that apply. Reasons for decisions will be recorded and reviewed as appropriate by the EHC panel.

8.1 Children under 16 (or up to 19 with Statement of SEN or EHCP)

Parents have a duty to ensure that their children attend school regularly. The Council would not expect parents to unreasonably refuse to accompany their children if this is appropriate to

a child's needs. In some cases, it may be appropriate to enter an agreement to reimburse parents for travel costs.

If assessment shows that it would be inappropriate for a child to travel independently and the parents are unable to accompany their child, the Council may decide to arrange transport from a designated meeting point which, depending on the severity or complexity of the child's physical or learning needs, may include the child's home.

8.2 Types of School

Havering Special Schools and Specially Resourced Units, Pupil Referral Units and Mainstream Schools and Academies

Whether attending one of Havering's Special Schools, a mainstream school with a Specially Resourced Unit, a Pupil Referral Unit or mainstream schools or academies, children with Statements of Special Education Needs or EHCP may be entitled to travel assistance on the grounds of distance, vulnerability or physical disability.

If such reasons apply and parents are unable to take responsibility for the journey to and from school, they may apply for travel assistance. The Council will arrange for an assessment of the child's travel needs to be carried out to ensure that assistance of an appropriate nature is offered.

Residential Schools

Children placed in Residential Schools by the Council may be entitled to transport at the beginning and end of every school week or half term (depending on whether the child is at a weekly or termly boarding establishment), or to the reimbursement of their parents' travel costs in accordance with an agreement drawn up when the placement is made.

Out of Borough Schools

Where the Council has determined that an out of borough Special School placement is appropriate, parents will be offered the option of making their own arrangements if they prefer; if not, the Council will arrange transport if the eligibility criteria are met. They will be reimbursed either the additional cost of public transport or at a mileage rate agreed by the Council if using their own vehicles.

8.3 Mobility Component of Disability Living Allowance and Freedom Pass

Parents receive the Mobility Component of Disability Living Allowance where they have been identified to have significant mobility needs. Where the Mobility Component is paid or a car is provided under the Motability Scheme, this may make it possible for the Council to explore with parents ways in which they could work together to find the most effective and mutually agreed travel solution. This could include, where appropriate, the allocation of a travel allowance and/or a personal budget, especially where this represents the most effective use of resources. Where a child has applied for and received a Freedom Pass on the grounds of their disability, it is expected that this would be also used for travelling to and from school.

Exceptional circumstances would need to be demonstrated to justify any additional assistance from the Council.

9. ELIGIBILITY: POST-16 STUDENTS

9.1 Free and Discounted Travel from Transport for London

Residents of London boroughs aged 16-18 and in full-time education or on a work-based learning scheme can apply for a 16+ Oyster photocard.

The card gives:

- Free travel on London buses and trams;
- Half adult-rate Oyster single fares on the tube, DLR and London Overground;
- Child rate travel card season tickets on the tube, DLR and London Overground;
- Half adult-rate Oyster single fares on some national rail services;
- Child rate travel card season tickets on national rail services.

Full-time education criteria:

- At least 12 hours of guided learning per week, between 09:00-17:00 Monday-Friday, for at least 10 weeks on further education courses at Level 3 or below in a sixth form college, academy, Further Education College or other training provider
- Examples of Level 3 courses include A-levels (AS/A2), vocational awards such as BTEC or City & Guilds qualifications at level 3 and the International Baccalaureate. It can also include apprenticeships and training courses funded by the Education Funding Agency provided the student is 18 or under on 31st August in the year during which the course is due to start. The school, college or training provider will be able to confirm if the course qualifies

Free travel is available until the end of the course or the academic year, whichever is earlier.

The 18+ Student Oyster photo card scheme:

18+ Student Oyster photo cards are available to students who are aged 18 and over, and are attending a full-time course (and in certain circumstances a part-time course) at universities, colleges and schools registered on the TfL.

The 18+ student card gives 30% discount on bus, tram, tube, DLR, London Overground and national rail travelcard season tickets.

Application forms are available from Post Office® branches throughout Greater London and areas that are served by the London bus, tube and Overground networks.

For further details visit www.tfl.gov.uk/zip

16 -19 Bursary Fund

For young people who need some financial support to help them stay in education and training after age 16 they can apply to their school, college or training provider for the new 16-19 Bursary fund.

The 16-19 bursary funds have two elements:

1. Guaranteed bursary: those most in need will be eligible for a bursary which is currently £1200 a year. To qualify students must meet at least one of the following criteria:

- In or recently left local authority care
- Eligible for Income Support or Universal Credit
- Disabled and get both Employment and Support Allowance (ESA), and either Disability Living Allowance (DLA) or Personal Independence Payment (PIP)

2. Discretionary bursary: Providers may use their discretion to distribute any remaining funds to young people in ways that best fit the needs and circumstances of their students. Bursary funds should be targeted to young people facing financial barriers to participation, such as the costs of transport, books and equipment.

Providers have discretion to set policy, administer and allocate funds which best suit the needs of its learners. All organisations should have a 16-19 Bursary Fund policy which is available upon request. Applications should be made directly to the school, college or training provider.

If a learner feels aggrieved about how their request for a bursary has been handled, they should follow the school's/college's/provider's standard complaints procedure.

9.2 Students aged 16-19 with a Statement of SEN or EHCP attending School

These students may be eligible for travel assistance under the provision set out in section 8.1 of this policy.

9.3 Young Adults with Learning Difficulties and Disabilities ("LDD")

The Council has a duty to support participation in education and training for young adults aged 19-25 with learning difficulties and disabilities. This duty ceases at the end of the academic year in which a student turns 25 and applies to Havering residents only. The travel needs of those students aged 16-19 attending college or training whose statement of SEN will have lapsed but who have an s139a Moving on Plan or EHCP may also be supported by the Council, where necessary.

If assistance over and above free and discounted travel on public buses in London is required, application should be made using the Application for Travel Assistance form.

Additional travel assistance for these students may be provided in various forms. However, students with LDD should have access to independent travel training as part of their curriculum and participation in this will be expected, where appropriate.

10. ELIGIBILITY: MEDICAL OR MOBILITY NEEDS

10.1 Temporary Medical or Mobility

If a child who normally walks or uses free bus travel to get to school cannot for medical reasons do so for a period of time, alternative assistance will be provided where the Council is satisfied that the parents are unable to make arrangements for the pupil to be taken to school. Supporting medical evidence must be provided (see “How to Apply”). The provision of assistance under this section will be time-limited, based on the medical evidence concerning the nature and expected duration of the child’s medical condition.

10.2 Long Term Medical or Mobility

Where the EHC panel are in agreement that a child’s long term medical, mental/psychological or mobility condition prevents them from travelling safely with or without adult supervision to school / college, the Council may provide travel assistance. Supporting medical evidence must be provided (see “How to Apply”) and the provision of any assistance will be reviewed on a regular basis.

11. HOW TO APPLY

Free travel on public buses in London

Children aged 10 or under can travel free anywhere in London at any time on public buses without a ticket or Oyster photocard.

Children aged 11-15 can travel free anywhere in London at any time on public buses with a valid 11-15 Zip Oyster photocard.

Young people aged 16-19 in full-time education and living in a London Borough can travel free anywhere in London at any time on public buses with a valid 16+ Zip Oyster photocard.

Further concessions may also be available for travel on London’s Tube, DLR and Overground services. Visit Transport for London’s website for further details: www.tfl.gov.uk

Additional or alternative travel assistance

For parents of children or young people applying for additional or alternative travel assistance under sections 6 (Distance), 7 (Safety), 8 (SEND), and 9 (Post-16 SEND) of this policy, an Application for Travel Assistance form must be submitted in respect of each academic year for which the child requires assistance. Once travel assistance has been granted initially, forms for the following year will be sent by the Council to parents for the subsequent academic year. Failure to return applications by the deadline specified will result in an assumption that travel assistance is not required for that academic year and it will be withdrawn.

Applicants applying under section 10 (Medical or Mobility Needs), the Application for Travel Assistance form should also be used. Supporting medical evidence, usually from a General Practitioner (GP) or Consultant Physician, must be provided with the application. As

assistance may be time limited, further medical evidence may be required if travel assistance is to be extended beyond the period initially approved.

12. PROMOTING INDEPENDENCE

The Council will encourage and actively support children and young people in Havering who are capable of learning to travel independently. Travel training may be provided in the form of one-to-one training, covering all aspects ranging from road safety to journey planning, and would be tailored to each child or young person's circumstances. Schools and colleges are also encouraged to embark on their own travel training programmes.

In order to identify those suitable for personalised travel training, the Council may arrange mobility assessments at the following stages:

- On receipt of any new requests for assistance in getting to school or college.
- At the end of each Key Stage if already receiving Council assistance in getting to school.
- Annually for those in Further Education establishments and already receiving Council assistance in getting to college.

The Council's aim is, wherever possible, to give increased freedom and quality of life to Havering's children and young people. As well as being an enabling process for future employment, successful travel training has been demonstrated to increase self-confidence.

13. THE ROLE OF PARENTS

The Council is mindful of the difficulties faced by families of children with significant or complex needs which can impact on their ability to support their child on their journey to school. However, parents are expected not to unreasonably withhold their support in assisting their child. Where a child is identified as being suitable for and able to benefit from independent travel training by the Council, the Council expects parents to support the child in this.

Where travel assistance is given in the form of transport from a designated meeting point (which may include the child's home), parents **must** make the following commitments to ensure the smooth-running of any arrangements:

- To provide up to date contact details (in particular, telephone numbers) so that the Council's Passenger Transport Services ("PTS") can advise parents of any delays or problems.
- To ensure that the child is ready to be collected at the arranged time and place.
- To ensure that the parent (or other appropriate adult) is waiting to receive the child at the arranged time and place at the end of the school day.
- To telephone PTS as soon as possible if the child is not going to school for any reason.

Where a child will only be able to travel safely if a parent is present, the parent can be requested to act as escort for the child. This is not remunerated.

If a school needs to send a child home for any reason, parents **must** make their own arrangements for collecting their child. Travel assistance cannot be rearranged in these circumstances.

14. TRANSPORT OPERATION

14.1 Arrangements

Where travel assistance is provided in the form of a seat on a vehicle to transport the child to and from school or college, the operational arrangements are made by the Council's Passenger Transport Services. Pick up and drop-off times are arranged so that journey times are minimised and cannot be varied to suit the parent. Changes to arrangements will be made as and when deemed necessary by PTS for the efficient running of the service. PTS is unable to accommodate parental preference for a particular form of transport or contractor. Drivers and Welfare Escorts are not authorised to make any informal arrangements with parents with regards to routes, timings or collection/drop-off addresses.

14.2 Contact Details

The PTS can be contacted on either 01708 433188 or 01708 433843. For out-of-hours assistance, for example to notify the Council early in the morning that a child is not attending school that day and does not require transport, please call the Passenger Transport Service on 01708 433162, 01708 433184 or 01708 433185.

14.3 Home to School/College arrangements

In circumstances where a door-to-door service is given, the child will only be transported to and from the home address and the educational establishment. To avoid unduly complicated operational arrangements and to enable efficient route planning, requests to collect from or drop off at an address other than the child's home will not be accommodated.

If a school needs to send a child home for any reason, parents **must** make their own arrangements for collecting their child. Travel assistance cannot be rearranged in these circumstances.

14.4 Safety and Supervision

All vehicles and staff, including those provided by the Council's Passenger Transport Service as well as by private contractors, will be required to comply with industry and legislative standards. These include compliance with staff and vehicle checks.

Where a pupil's behaviour on provided transport poses a serious risk to the safety and well-being of themselves, other children or staff, and despite all reasonable steps to address the behaviour, the pupil continues to pose a safety risk, the Local Authority may consider withdrawing transport and will ask parents/carers to undertake the responsibility for providing/arranging transport until such time as it is deemed safe to transport the pupil.

Risk assessments of routes and safe meeting points will be undertaken as necessary according to the needs of the children using that route.

Welfare Escorts will be provided on vehicles transporting vulnerable children to ensure the safety and well-being of those passengers. All Welfare Escorts, whether employed by the Council or provided through an agency or private contractor or volunteers, are required to undergo screening by the Disclosure Barring Service (DBS) and will be subject to any changes in the legislation regarding safe recruitment. All are required to conform to the same health and safety and training requirements.

14.5 Guidance on Transporting Wheelchair Users

Parents are advised to provide full details of the wheelchair used, so that appropriate safety fixing clamps can be purchased. The Council's Passenger Transport Service will be pleased to arrange to examine the wheelchair to determine the best fixing method before the child's travel assistance begins.

15. APPEALS AND COMPLAINTS

For SEND or Post-16 meeting Eligibility Criteria:

Appeals against a decision to provide a certain type of assistance, or refusal of travel assistance must be lodged within 10 working days of formal notification of refusal and should be made in the first instance to the Commissioning, Procedure and Quality Assurance Manager, London Borough of Havering, Town Hall, Main Road, Romford RM1 3BD

For all other categories:

Appeals against a decision to provide a certain type of assistance, or refusal of travel assistance must be lodged within 28 days of notification of refusal and should be made in the first instance to the School Admissions Manager, London Borough of Havering, Town Hall, Main Road, Romford RM1 3BD.

In the event that the parent remains unhappy with the result of the appeal, they should write to the Head of Learning and Achievement.

Further complaints

Havering Corporate Complaints Procedure

The Council's Transport Appeals Procedure in respect of eligible Children and Young People will ensure that the merits of every transport application have been fully and properly considered, taking account of the relevant circumstances. However, if parents remain dissatisfied and believe that the procedure has not been followed properly, they may complain under the Corporate Complaints Procedure. The merits of the decision not to provide help with transport costs will not be considered under this procedure as that decision has already been

subject to an appeal to the Director of the department. However, should the process followed be found to be flawed, the decision may be reconsidered.

Complaints under the Corporate Complaints Procedure can be made in a number of ways:

- Online at www.havering.gov.uk/complaints
- By email complaints@havering.gov.uk
- By letter to **Customer Relations, Town Hall, Main Road, Romford, RM1 3BB**
- By phone **01708 431801**

However parents choose to tell the complaints team about their complaint, they should give as much information as possible as it will help the team investigate the matter fully.

Local Government Ombudsman

If parents are still not satisfied with the way their complaint has been dealt with they can ask the Local Government Ombudsman to investigate. This is an independent body which investigates complaints against local authorities.

To contact the Local Government Ombudsman, parents can contact them in two ways:

- By phone: Advice Team - 0300 061 0614. They will take all the details by phone so there is no need to complain in writing if parents don't wish to.
- Write to the Local Government Ombudsman: PO Box 4771, Coventry CV4 0EH. Parents should include a daytime telephone number so they can contact them to discuss the complaint.

Complaints regarding the day to day running of the transport service:

Complaints relating to the day-to-day operation of transport or the transport service received should be directed to The Passenger Travel Service Manager, Central Depot, 423 Rainham Road, Hornchurch, RM12 5BF

The Pupil Premium Grant (PPG)

1. Introduction:

- The coalition government introduced Pupil Premium funding in 2011. The purpose of this targeted investment is to close the performance gap between disadvantaged pupils and their peers. These gaps have proved to be persistent and slow at narrowing. In return for these significant levels of investment, schools and governors are held accountable for the impact of the expenditure and for reporting to parents. Impact is also monitored through RAISEonline performance tables, Ofsted inspections and Local Authority monitoring,
- The eligibility criteria for the PPG is as follows:
 - *any child who has been entitled to Free School Meals (FSM) at any point in the last six years ('Ever 6');*
 - *children looked after for more than 6 months continuously at any point in the child's history;*
 - *children who have been adopted;*
 - *any child whose parents are currently serving in the armed forces.*
- Nationally (2015), 26% of pupils are eligible for PPG in primary schools, and 28.7% in secondary schools. In Havering the overall figures are 22% in primaries and 26% in secondaries (LA maintained schools only; academies receive their funding directly from the DfE).
- There is much variation across schools in Havering – the lowest PPG eligibility in 2015-16 was 3.3% and the highest was 53%.

2. Funding:

- Nationally, the government is spending £2.5 billion a year on the initiative.
- Local authorities receive an annual allocation of Pupil Premium Grant to pass on to LA maintained schools, early years providers and also for looked after children. Academies receive the grant directly from the Government.
- The main grant is allocated on the number of pupils on the school roll at the January census date who have been recorded as eligible for free school meals at any of the previous termly census over the last six years. This is referred to as EVER 6. There are also grants for pupils of families in the armed forces, pupils who have been adopted after leaving care and for looked after children.

- The rates for each category and indicative allocations for Havering for the financial year 2016-17 are as follows:

	Rate £	No.	Grant allocation £
Primary:	1,320	4,068	5,369,760
Secondary:	935	702	656,370
Service children:	300	18	5,400
Children adopted from care:	1,900	100	190,000
Looked after children	1,900	203	<u>385,700</u>
Early Years	302	107	<u>32,475</u>
Total			6,639,705

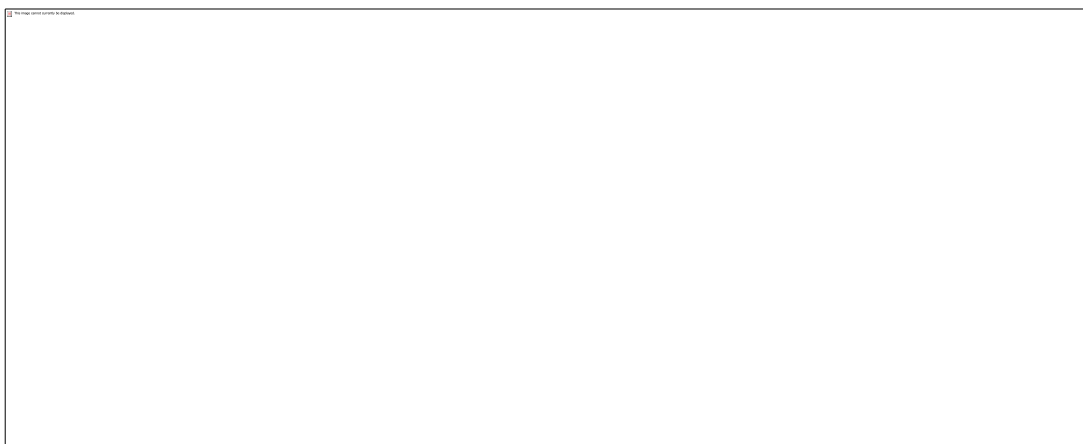
- It is for schools to decide how the pupil premium allocated to their school is spent. Schools are held accountable for their use of the additional funding to support pupils from low-income families and the impact this has on educational attainment.
- Since September 2012, schools have had to publish online details of their pupil premium allocation, their plans to spend it in the current year and the impact of their actions.

3. Performance:

- School performance tables now include a 'Narrowing the Gap' measure showing how disadvantaged children perform in each school.
- Ofsted focus very carefully on the way in which schools identify and target pupils, spend the money and most specifically, the impact of the actions taken.
- It is useful, when looking at performance gaps, to compare Havering's performance against other benchmarks:
 - National
 - London Local Authorities
 - Statistical Neighbours (*Bexley, Medway, Essex, Bury, Kent, Lancashire, Swindon, Thurrock, Dudley, Nottinghamshire*)
- Analysing performance gaps can be a complex operation. Consideration should be given to, for example:
 - attainment;
 - progress;
 - other year groups' performance;
 - improvements for both disadvantaged and non-disadvantaged;
 - which thresholds to focus on;
 - non-academic achievements and enhancements.

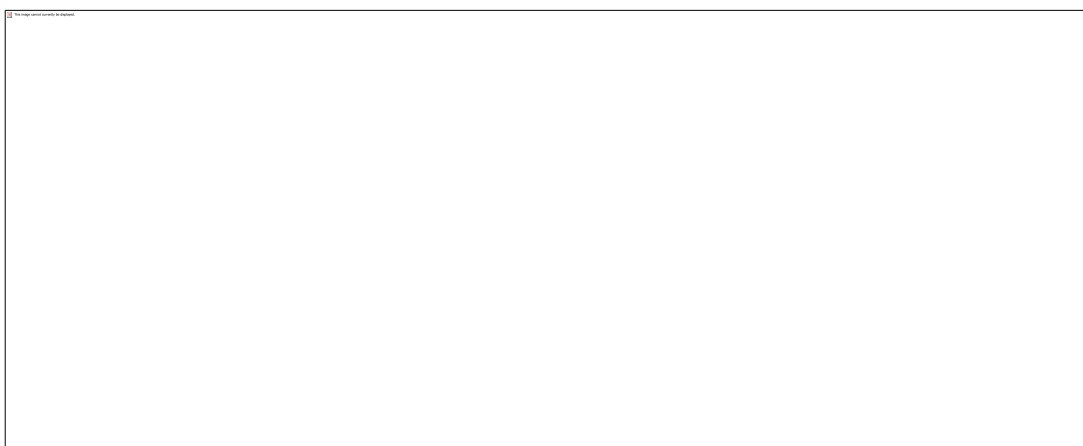
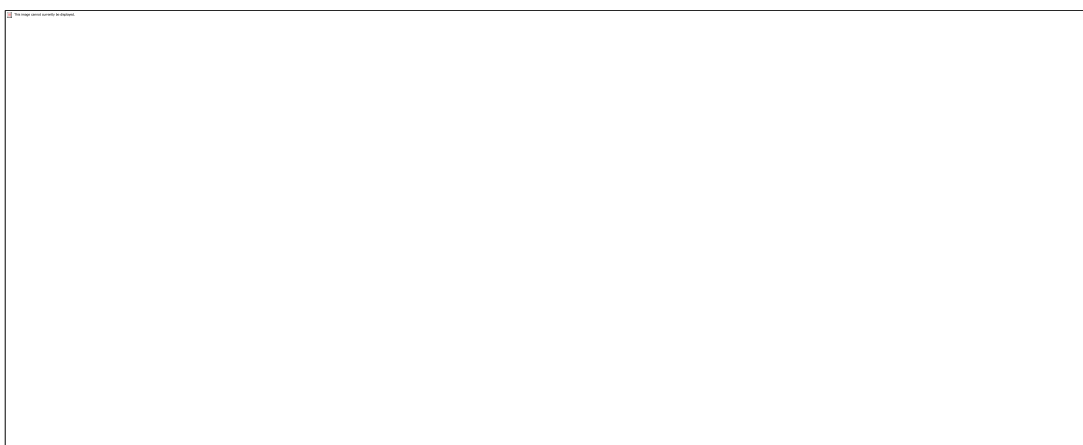
Early Years Foundation Stage (EYFS):

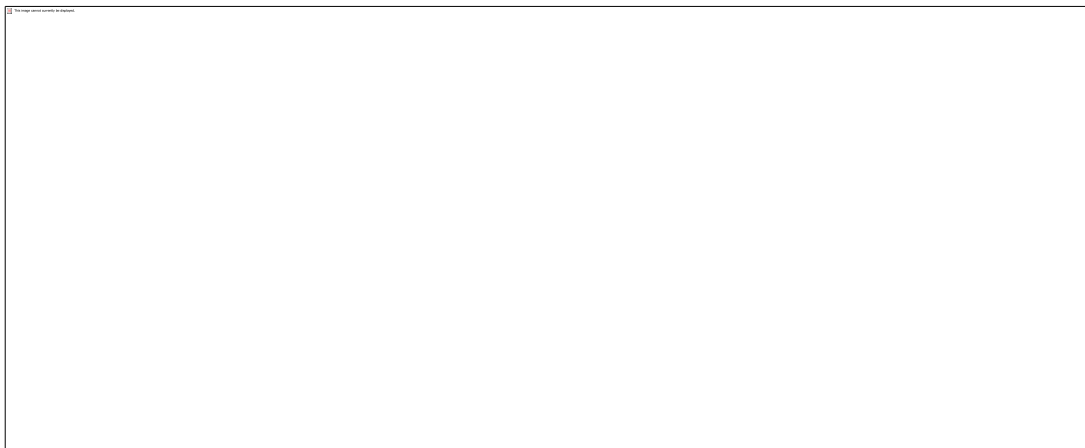
(Please see Appendix for explanation of tables)

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- The gap between FSM children and Non-FSM children achieving a 'Good Level of Development' narrowed again in 2015 and is now in line with the national average.
- The gap is narrowing more quickly in Havering than is seen nationally.
- The Havering gap is, however, still wider than is generally seen across London and when compared with our statistical neighbours.

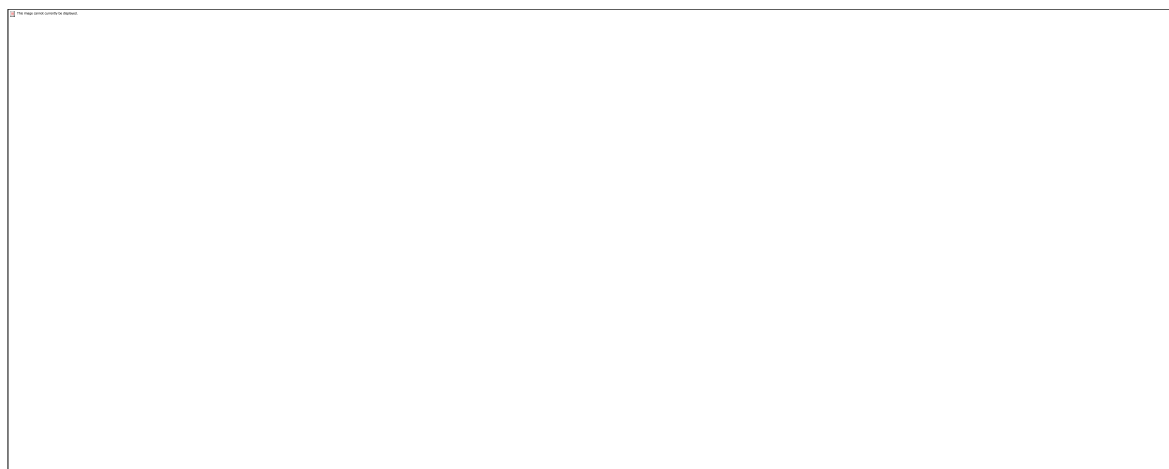
Key Stage 1 (KS1):

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- Overall at Key Stage 1, Havering pupils consistently perform significantly above the national average.
- The 'gaps', however, are not narrowing quickly enough; they are very slightly larger than the national gap in all 3 subjects areas, even though they are in line with our statistical neighbours.
- The trajectory of improvement since 2013 has been inconsistent.

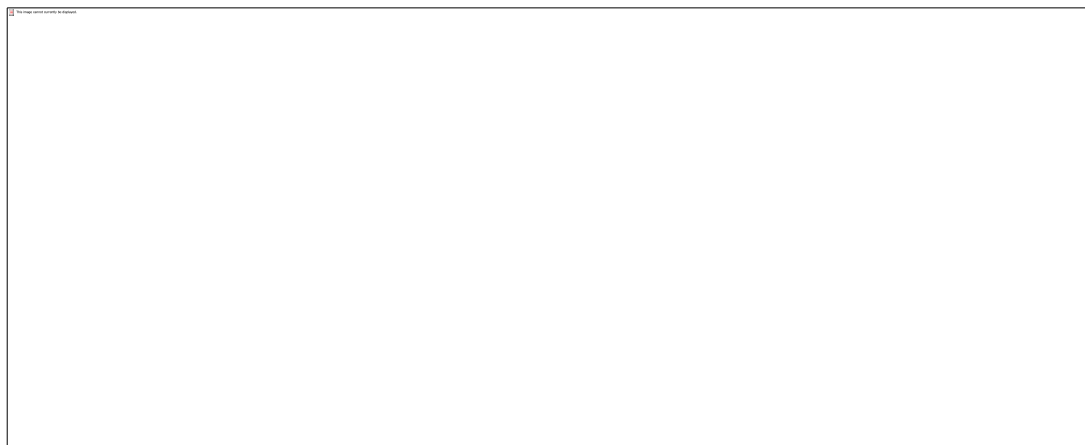
Key Stage 2 (KS2):



- Attainment at Key Stage 2 has improved in Havering for both FSM and Non-FSM pupils; however due to focused work, the FSM pupils' attainment has improved at a faster rate, thereby reducing the gap from -20% in 2013 to -13% in 2015. This gap is in line with the national average and our statistical neighbours.
- Although the Havering gap was 13% in 2015, there is great local variation. For example, there were 9 schools where disadvantaged pupils actually performed better than their non-disadvantaged peers. The smallest gap at KS2 was -7% (where disadvantaged pupils did better than their peers); the largest gap was 34% (where the non-disadvantaged out-performed the disadvantaged).
- The gap is now 2% narrower than the national average and 4% narrower than that of the statistical neighbour average.

- The narrower gap in London boroughs, where groups have long been a focus, may hold the key to improving our performance compared with London boroughs.
- Havering has improved in terms of attainment for all the characteristics: FSM, Non-FSM, PP and Non-PP - and still narrowed the gap meaning that disadvantaged pupils are making accelerated progress through successful planning and focus.

Key Stage 4 (KS4):



- At Key Stage 4, the gap between disadvantaged and non-disadvantaged students is narrower than both the national average and our statistical neighbours, though the gap remains wider than is usually found in London.
- Overall, the KS4 gap at this measure has actually widened very slightly since 2013 – as indeed it has nationally. This clearly remains a priority in Havering.
- Although the Havering gap was 25% in 2015, as with KS2, there is great local variation. The smallest gap at KS4 was 0% (where disadvantaged pupils did as well their peers); the largest gap was 35% (where the non-disadvantaged out-performed the disadvantaged).

4. Local Authority Support for ‘Narrowing the Gap’:

Please note that many areas for ‘support’ are available only on a voluntary traded arrangement at the discretion of the schools themselves.

- Individual schools / settings are identified by the QA Team as determined by their gap performance.
- Quality Assurance visits to all schools (including academies) will, amongst other things, explore the use of PPG, actions, outcomes and impact.
- Training events on effective use of PPG for school leaders, governors, teachers, including sharing of effective practice – QA and traded service.
- Website support on request – traded service.
- Councillor Challenge Sessions (themes including Pupil Premium practice, as well as other focus areas).
- Pupil Premium ‘Health Checks’ or full Pupil Premium Reviews in schools, on a traded basis, including reviewing the following areas:

Raiseonline:

What does Raise show about the nature of the gap between the performance of those children in receipt of PP and their peers in the school?

School Website:

Is PP information easily accessible and up to date?
Does it show the amount of PP funding given to the school?
Is the type and amount of spending fully accounted for?
Is there a link to support FSM registration?
Is a school coordinator or link governor identified?

School Policy:

Does the school have a clearly articulated policy on its use and evaluation of PP funding?
Does the school have a designated coordinator for PP?
How does it encourage eligible parents to register for free school meals?

Meetings with PP Leaders:

What research has been carried out into what does (and doesn't) work?
How is PP spending decided? Who is involved in the decision making?
What is the focus of current spending? If it involves staffing, which staff? How are they selected? What training are they given?
How is the impact of PP spending evaluated? How often?
What does the data tell you about the impact of PP expenditure over the past two years?
What steps does the school take to encourage all eligible families to register for FSM?
Do you have any current LAC?
Have they all got up to date PEPs with discrete PP spend identified, with expected and actual impact clearly described (is this in partnership with the carer and social worker and can it extend to spend outside school?)
Do you have any children adopted from care or who have special guardianship orders? And do you have the permission of the parent/guardian to record them as such?
Are all of the above clearly marked on your SIMS system?

Governor Accountability:

Is there a link governor for PP?
Can the school provide any evidence (eg minutes) of governor involvement in the expenditure or evaluation of PP funding?

Meeting with Governor(s):

How does the governing body discharge its statutory responsibility for PP expenditure?
Is there a link governor? If so, how do they carry out their role?
Can they provide an example of when PP has been brought to the attention of the full governing body?
In general terms, how is the school's current PP budget being spent? Why these areas? How successful has it been? How is it evaluated?

School Budget:

Does the budget clearly identify PP funding, and is this funding separate from the rest of the budget?
Is LAC funding identified?

School Data systems:

Are PP pupils clearly identified on the school's tracking sheets?
Can the school provide evidence of the analysis of the performance of PP children arising from the data?
Scrutinise the data to assess its active use to identify PP pupils and where interventions may be necessary.

5. What Constitutes Effective Practice?

- A 2013 Ofsted report on the effective use of the Pupil Premium identified the following features of both effective and less effective measures taken by schools in their use of the PPG.
- Where schools spent the Pupil Premium funding **successfully** to improve achievement, they shared many of the following characteristics. They:
 - carefully ringfenced the funding so that they always spent it on the target group of pupils
 - never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels
 - thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why
 - drew on research evidence (such as the Sutton Trust Toolkit 4) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement
 - understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
 - allocated their best teachers to teach intervention groups to improve maths and English, or employed new teachers who had a good track record in raising attainment in those subjects
 - used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked
 - made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve
 - systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it
 - ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils
 - ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress
 - had a clear policy on spending Pupil Premium, agreed by governors, publicised on website
 - provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning
 - had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the Pupil Premium in performance management meetings
 - thoroughly involved governors in the decision making and evaluation process
 - were able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.

- Where schools were **less successful** in spending the funding, they tended to have at least some of the following characteristics. They:
 - had a lack of clarity about the intended impact of the spending
 - spent the funding indiscriminately on teaching assistants, with little impact
 - did not monitor the quality and impact of interventions well enough, even where other monitoring was effective
 - did not have a good performance management system for teaching assistants and other support staff
 - did not have a clear audit trail for where the funding had been spent
 - focused on pupils attaining the nationally expected level at the end of the key stage (Level 4, five A* to C grades at GCSE) but did not go beyond these expectations, so some more able eligible pupils underachieved
 - planned their Pupil Premium spending in isolation to their other planning, for example, it was not part of the school development plan
 - compared their performance to local rather than national data, which suppressed expectations if they were in a low-performing local authority
 - compared the performance of their pupils who were eligible for free school meals with other eligible pupils nationally, rather than all pupils, again lowering expectations
 - did not focus their pastoral work on the desired outcomes for pupils and did not have any evidence to show themselves whether the work had or had not been effective
 - did not have governors involved in making decisions about the Pupil Premium, or challenging the way in which it was allocated.

6. Acknowledgements:

Report Author: Grahame Smith
School Improvement Manager

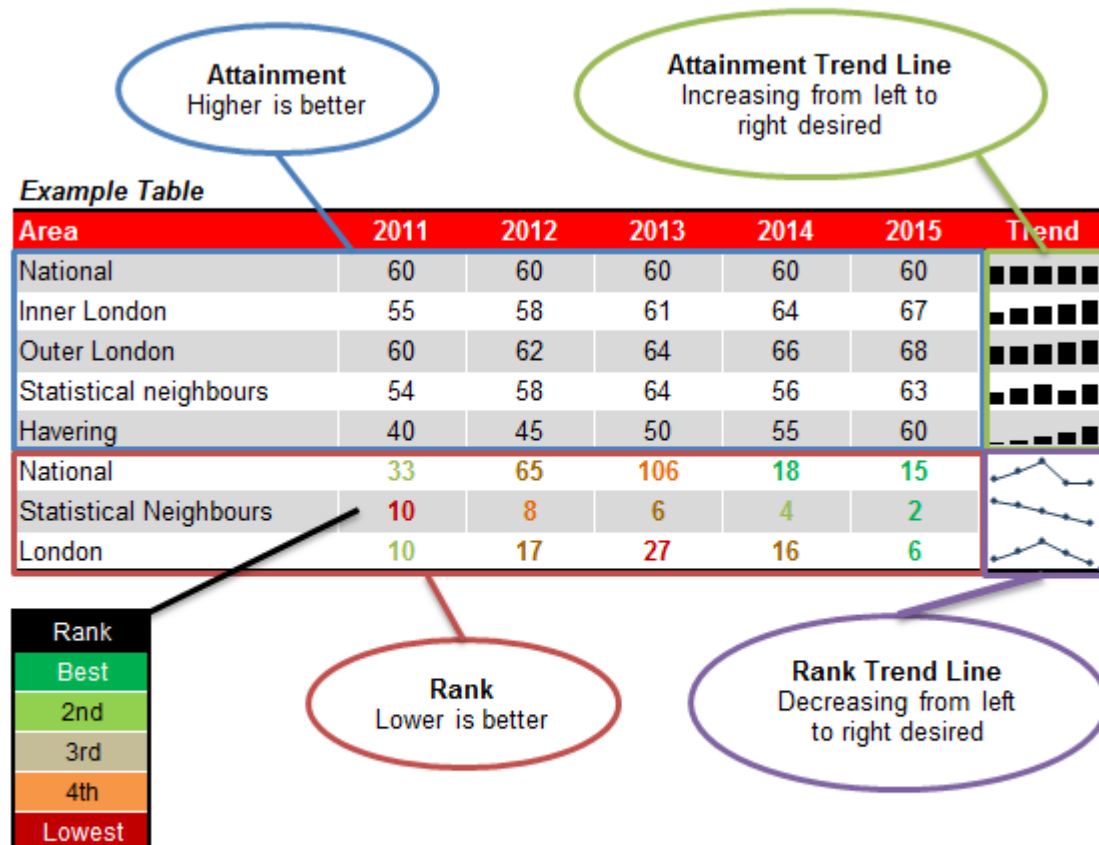
Date: April 2016

Sources:

- *Department for Education: Performance Statistics (2015)*
- *Ofsted Report: The Effective use of the Pupil Premium (2013)*
- *Department for Education: Pupil Premium 2015 to 2016: Conditions of Grant (April 2016)*
- *Department for Education: The Pupil Premium: How schools are spending the funding successfully to maximise achievement (Feb 2013)*
- *Sutton Trust and Education Endowment Foundation: The Pupil Premium – Next Steps (July 2015)*
- *Hsis Pupil Premium Review Template (2015)*

APPENDIX

Explanation of Tables:



Rank has been divided into quintiles representing a fifth of all Local Authorities in the group (National 152, Statistical Neighbours 11, London 33). The rank number colour indicates the quintile as per the key above

National average - state-funded schools (including Academies and CTCs)

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