

This page is intentionally left blank



20 January 2015
 9:00 am – 12.00
 Committee Room 1, Wallasey Town Hall

(D) = Decision (I) = Information

- | | | | |
|-----|--|-------------|-----|
| 1. | 09:00 Apologies and Introductions | Chair | (I) |
| 2. | 09:05 Declarations of interest | Chair | (I) |
| 3. | 09:10 Minutes of the last meeting and actions arising | Chair | (I) |
| 4. | 09:15 Domestic Abuse Strategy | B. Walker | (I) |
| 5. | 09:35 Early Year's Foundation Trust Update | Z. Munby | (i) |
| 6. | 09.55 Children & Families Act 2014 (SEND) Update
(to be tabled) | P. Ward | (I) |
| | 10.15 Break | | |
| 7. | 10:25 Child Poverty update – Fender and Leasowe
Community Hubs <i>(report and presentation)</i> | B. Morgan | (I) |
| 8. | 11.00 LADS Project <i>(presentation)</i> | M. Newman | (I) |
| 9. | 11.20 Intensive Family Intervention Programme Update | E. Hartley | (I) |
| 10. | 11:35 Vision 2018 Update <i>(verbal)</i> | J. Hassall | (i) |
| 11. | 11.40 Children's Trust Board Direction of Travel <i>(verbal)</i> | J. Hassall | (I) |
| 12. | 11:45 Performance Report: Quarter 3 | N. Clarkson | (i) |
| 13. | 11.55 AOB | | |

Dates of future meetings:

17 March 2015; 19 May 2015; 21 July 2015.

This page is intentionally left blank



Minutes of the meeting held on Monday 17 November 2014

PRESENT:

Councillor T Smith (Chair), Cllr W. Clements, Cllr C. Meaden, J. Hassall, P Sheridan, S Dainty, L. Loughran, J. Webster, J. Welsh, V. Harrison, I. Batman, N. Currie, R. Longster, M. Kilcoyne, J. Owens, K. Podmore

IN ATTENDANCE:

D. Robbins, S. Blevin, P. Smith, C. Drucker, G. Lorenz, N Clarkson, T. Woodhouse.

1.0 INTRODUCTIONS and APOLOGIES

Cllr Smith welcomed the members and noted apologies had been received from K. Podmore, B. Walker, B. Morgan, Chief Supt. J. Martin

2.0 DECLARATIONS OF INTEREST

There were no declarations of interest.

3.0 MINUTES OF THE LAST MEETING (29 September 2014) and ACTIONS ARISING

Agenda item no. 4 Alternative Provision: The Director of Children's Services advised that discussions have taken place with colleagues to ensure a robust system will be set up with regard to the collection of data. It was confirmed that information is being made available from schools and work is progressing.

Agenda item no. 11 Wirral Children's Trust Future Direction of Travel

J. Hassall advised the group that discussions pre and post meeting had been held with the Strategic Director of Families and Wellbeing and the Director of Public Health (Strategic Lead for commissioning). A task and finish group has been established to progress this issue and a report will be presented to the Board in 2015.

Amendments: B. Morgan was in attendance and R. Longster submitted his apologies. The Link Forum Annual report was presented by L. Loughran. With these amendments the minutes of the meeting on 29 September were confirmed as an accurate record of the meeting.

4.0 Children's Workforce Development Strategy 2014/15

The members received the report from Sue Blevins who advised that the CT Workforce Development Committee had revised and updated the Strategy. This review had resulted in the development of the following:-

- A one-year key action plan
- Development of an integrated competency framework
- Development and roll out of online training needs analysis tool
- Development of a performance management framework

The members also received a presentation that provided a comprehensive overview of the activities and work associated with the above key areas of work.

A one-year action plan had been developed which focused on the key deliverables for the group in the following 12 months. This action plan also reflected changing priorities and focus of Children's Trust partners. Part of this review had also been the development of a comprehensive competency framework for the assessment of core skills required by all staff working in the area of children and families.

Concern was raised about the level of experience and knowledge which could be lost due to the number of people leaving the council and partner organisations as a result of the economic situation. It was further stated that the information obtained as a result of the training needs analysis was not captured or available via one database. It was suggested that perhaps this was an opportunity for a joint piece of work with partners. V. Harrison, Community Trust, advised that they have a staff training database which is updated following training.

Discussions continued around the potential use of the performance framework and ideas as to how this could be cascaded to partners and schools; however it was considered that any training would be captured as part of any appraisal process and it was suggested that it might be appropriate to pilot this with key groups in the first instance.

Cllr Smith thanked S. Blevins for the comprehensive and informative report and presentation.

It was resolved that:

- **The Board notes the report and the information contained in the presentation**
- **All members to give consideration to the possibility of piloting the PMF and communicate with S Blevins to progress this**
- **An update report to be provided at a future meeting**

5.0 Child Poverty: Qtr 2 report

The members received the report that provided an update on the current work of the Child Poverty Group and the development of the school community hubs.

It was advised that the outcomes for both school hubs can be considered exceptional considering they have been operational less than 8 months. Arrangements have been made for this work to be presented to the Liverpool City Region and also for the 2 head teachers to present at the January meeting of the Board. J. Hassall confirmed that the work of the hubs can be considered a great success and highlighted the leadership and dedication of the two heads and was also a good example of how the ABCD model currently being championed across the borough can be used. In view of the success of the hub model, a proposal will go before Cabinet to approve funding in order to roll out the 'hub' model to a further school in Birkenhead.

Other areas of activity being undertaken by the Child Poverty Group cover the update of the JSNA section on Child Poverty and also the establishment of the Wirral Credit Union.

Cllr Clements voiced her support for the project and also for the development of the Credit Union. Cllr Smith also acknowledged the outstanding work currently being undertaken which was an excellent example of building on the strengths and wellbeing of the local community and working in partnership with parents and families.

It was resolved that:

- **The Board notes the report and approves the recommendations.**

6.0 Standards and Inclusion Strategy Group Annual Report

The members received the first report of the Standards and Inclusion Strategy Group. This group was formed in February 2014 and subsumed the activity of the Economic Wellbeing and Enjoy & Achieve Strategic Outcome groups. The Strategy Group meets on a regular basis and is chaired by K. Podmore. The report provides the Board with evidence and the impact of the work of the group against each of their priorities in the 2013 – 2016 Wirral Children & Young People's Plan.

Following discussion J. Hassall stated it was good to have the data and information in one very comprehensive report.

Cllr Smith offered his support and thanked the group for their work.

It was resolved that:

- **The Board notes the report and accepts the recommendations.**

7.0 Family Mental Health Project KIDSTIME (presentation)

C. Drucker and G. Lorenze advised the background to the work of KIDSTIME. This programme has been established with the aid of a small grant and a partnership of services working with them. They presented an outline of their activity at the recent workshops, which had been held with adults and children. The Board also viewed a UTube video which covered a parent with mental illness. They also advised the members that they have had about 50 plus referrals into the programme and that 12 families regularly attend the sessions. However, they also advised that their funding would cease at the end of March 2015. J. Hassall said she would discuss this with D. Gornik, lead commissioner for children's services.

Cllr Smith, on behalf of the Board, thanked the presenters for sharing the work of KIDSTIME with the members.

It was resolved that:

- **The Board notes the report.**

8.0 Neglect Strategy: Safeguarding update Qtr 2

The Board received the quarter 2 update from the Safeguarding Board. This covered key developments locally and nationally, updates on the progress of local serious case reviews and work locally and also key challenges for the partnership and agencies. The following updates were noted.

Child Sexual Exploitation. An assessment of Wirral's partnership actions to date had been undertaken in light of the Jay Report into CSE in Rotherham. A number of actions in Wirral have been implemented to strengthen the strategies and approaches to further ensure Wirral's ability and capacity to respond to each and every instance of CSE.

Neglect Strategy: The WSCB and partners published the Wirral Multi Agency Neglect Strategy in May 2014 and this was circulated to all partner agencies. A neglect strategy delivery plan has also been published and detailed actions and the timetable for completion of the three strategic objectives. This updated version has been included with the report. Progress on the strategy and delivery plan continues to be reported into the Staying Safe

Strategic Group and the WSCB Executive and the Board will continue to receive updates through the safeguarding reports.

Multi Agency Safeguarding Hub (MASH). This Hub went live on 17 September 2014 and is made up of a co-located team of professionals drawn from a range of agencies. It exists to improve the sharing of information in safeguarding Wirral's children and families. The development of the MASH is linked to priorities in the Children & Young People's Plan and the WSCB Business Plan in order to support the development of safeguarding approaches.

It was resolved that:

The Board notes the report.

9.0 Performance Report: Qtr 2

N. Clarkson updated the members on the performance and advised that of the 22 indicators that can be measured, 12 have set targets. Of these 6 are performing well against targets (GREEN) and 6 have missed the target by more than 10% (RED).

Exceptions:

Child Protection Plan (RED) this is a complex indicator, there is currently a lower rate than anticipated which was being reviewed.

Timeliness of adoptions: 3 children have been adopted by foster carers: currently stands at 15 but with 10 adoptions being on time. As the indicator is cumulative expectation is improvement over the year.

NEET indicator is RED related to the time of year as young people move around September however this is expected to improve.

Outcome 4 Attainments KS2:KS4: P. Sheridan discussed the data regarding this indicator and noted that target setting would be reviewed for the next year.

Outcome 5 : S. Dainty advised that the recent health survey to schools had been delayed as a couple of questions had been added about drugs and concerns had been raised. This was being progressed.

It was resolved that:

The Board notes the report.

10.0 AOB

The group was informed that Iris Batman was retiring at the end of 2014. On behalf of the members Cllr Smith thanked Iris for her contribution and commitment to the work of the Children's Trust over the past years. He went on to wish her a long and happy retirement.

CLOSE:

As there was no further business to discuss the meeting closed at 11.50 hrs.

DATE AND TIME OF FUTURE MEETINGS

9.00 am 20 January 2015

9.00 am 17 March 2015

9.00 am 19 May 2015

9.00 am 21 July 2015

WIRRAL CHILDREN'S TRUST BOARD – 20th January 2015

Progress Report to the Children's Trust Board about the Domestic Abuse Strategy

1.0 Background

1.1 The Wirral Safeguarding Children Board (WSCB) Executive resolved at its meeting in May 2014 to establish a Domestic Abuse committee. It was suggested that this should be a children's and adults committee and this was subsequently approved by the Safeguarding Adults Partnership Board (SAPB).

1.2 The rationale for establishing a committee was to create one body with strategic oversight for a strategy to tackle domestic abuse in all its form. Such a body did not exist in Wirral and whilst much excellent work was being undertaken to combat domestic abuse there was no borough wide co-ordination of activity. Developing a strategy to tackle domestic abuse was included in the WSCB 2014-15 Business Plan as one of the seven priority areas of work.

2.0 Introduction

2.1 The Domestic Abuse committee met for the first time in August 2014 as a joint children's and adults committee and developed and published a terms of reference (attached as Appendix One). Jill Barr from the Family Safety Unit was elected as Chair of the committee.

2.2 The committee identified three major work streams for the committee to focus on:

- Development and publication of a Neglect Strategy
- Revision and publication of a Children's and Adults Domestic Abuse protocol and practice guidance
- Review of current Domestic Abuse training and publication of a revised suite of training

2.3 Three task and finish groups were established to pursue the three work streams as each one was a substantial piece of work. The committee set itself the original timescale of completing each work stream by the end of winter 2014-15 and publishing the strategy, protocol & practice guidance, and training at the WSCB and SAPB meetings in March 2015.

2.4 The purpose of this report is to update the Children's Trust Board about progress which has been made on the Domestic Abuse Strategy.

3.0 Domestic Abuse Strategy

3.1 The Strategy task and finish group first met in September 2014 and has also since met in November 2014. A draft Strategy document was presented to the Domestic Abuse group in December and is currently undergoing final revisions. The intention is to publish the final strategy in March 2015.

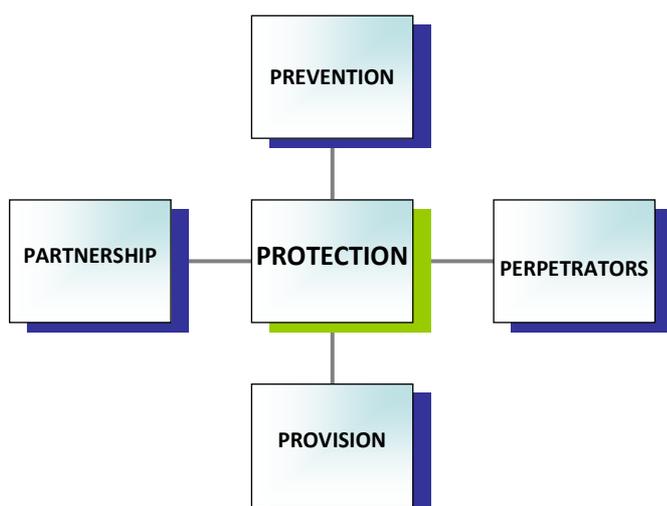
3.2 There are six main aims of the Strategy published in the draft document (attached as Appendix Two):

- ensure domestic abuse is a strategic priority for everyone in Wirral
- improve early identification and prevention of all forms of domestic abuse through high quality training
- develop multi agency understanding of the impact of domestic abuse on children and adults
- change the acceptance of domestic abuse
- ensure that victims of domestic abuse and their children are adequately protected and supported
- hold perpetrators accountable through effective and early interventions

3.3 The Strategy includes several sections of information including:

- Wirral’s vision to break the cycle of domestic abuse (in all its forms)
- Key national and local statistics and indicators
- The start of a Wirral local needs analysis (which ultimately will lead to a report for the JSNA)
- A directory of the key services for Domestic Abuse
- Success stories provided by the FSU
- Planning for a performance management framework – reporting for domestic abuse.

3.4 The Strategy has developed a vision for Wirral based upon the priorities identified in the Government’s ***Violence against Women and Girls Action Plan***. These have been presented for Wirral as the 5 P’s which are shown in the diagram below:



3.5 To achieve a coordinated approach for the 5 P’s the strategy includes a delivery action plan which is RAG rated. Each of the P’s has been translated into specific actions and a lead person(s) has been identified for each. Progress against the delivery plan is presented at each Domestic Abuse meeting.

4.0 Next Steps

4.1 As stated earlier in the report the strategy is one of three work streams that are currently underway by the Domestic Abuse committee. Work is continuing in all aspects with the intention to complete the strategy, procedure and revision of training by March 2015. At that point the intention would be to bring a further report to the Children's Trust.

5.0 Recommendation

5.1 The Wirral Children's Trust Board notes the report.

6.0 Appendices

6.1 Appendix One – Domestic Abuse Committee Terms of Reference

6.2 Appendix Two – Draft Domestic Abuse Strategy

Report Author:

David Robbins
WSCB Business Manager

Contact:

Phone 0151 6664314
Email davidrobbins@wirral.gov.uk

This page is intentionally left blank

Appendix One

Domestic Abuse Sub-Committee of the WSCB and SAPB

Terms of Reference

1. To provide strategic leadership and direction in respect to multi-agency working to combat domestic abuse* and violence against children and adults at risk, and to coordinate activity. (**this refers to domestic abuse in its widest sense and includes domestic violence, forced marriage, honour based violence and female genital mutilation*)
2. To devise and lead on the implementation of a multi-agency domestic abuse strategy
3. To ensure practitioners know how to identify, respond to and measure the impact of domestic abuse on children, young people and adults at risk
4. To develop and review appropriate tools to support practice
5. To raise the awareness of specific types of domestic abuse and related themes through training, briefings and other events
6. To identify initiatives and opportunities to improve safeguarding practice and to ensure appropriate initiatives are implemented
7. To report to the WSCB and SAPB Executive's via the Chair on matters relating to agencies' performance.
8. To establish multi-agency professional discussion forums for practitioners to discuss practice so that they can safely and openly consider, challenge and change multi-agency practice
9. To establish a formal work plan that commits agencies to participation in the sub-committee's functions.
10. To work with other sub committees as appropriate to develop and disseminate learning through training, policies, procedures, guidance etc.
11. Develop opportunities for joint working on common themes between the Safeguarding Boards and other influential forms.
12. To develop robust governance arrangements
13. To scope the extent, and identify gaps in, current service provision
14. To ensure strategic links exist with CADT, MASH and the Gateway

Membership

Membership of the sub-committee is as follows:

- | | |
|-----------------------|---|
| • Jill Barr (Chair) | Family Safety Unit |
| • Celine Gafos | Children's Targeted Services |
| • Craig Baron | Children's Specialist Services |
| • David Grisenthwaite | Corporate Safeguarding (DASS) |
| • David Robbins | WSCB Manager |
| • Debbie Hammersley | Designated Nurse Safeguarding Children Wirral CCG |
| • Janine Golding | Merseyside Probation |
| • Jo Smith | WSCB Administrator |
| • Julie Graham | Manager, Public Health |
| • Justin Danher | Merseyside Police |

- Kat Ryan
 - Laura Hannah
 - Morag Reid
 - Phil Sheridan
 - Sheila Oakley
 - Shelly Ramsbottom
 - Steve Dainty
 - Steve McGilvray
 - Steve Withington
 - Suzanne Cottrell
 - Tracy Nolan
 - Trish Berry
 - Trish Jaggard
 - Val Tarbarth
 - Vicki Shaw
- Quality Auditor WSCB
Wirral Brook
Zero Centre
Wirral Secondary Schools Representative
Wirral University Teaching Hospital
Wirral Brook
Wirral Primary Consultant Headteacher
Community Safety Coordinator
Safeguarding Training Officer, WSCB
Local Authority Designated officer for Allegations
Safeguarding, Wirral Community NHS Trust
Senior Manager, Fieldwork Services
Lay Member
Designated Nurse Safeguarding Adults
Borough Solicitor, Wirral Council

The committee will be quorate with 3 agency representatives and the Chair present.



Wirral's Multiagency Domestic Abuse Strategy 2014-16

DRAFT

Contents

• Foreword and Introduction	page 03
• Aims of the Strategy	page 04
• Wirral's Vision	page 05
• The 4 P's	page 06
• Local Needs Analysis	page 08
• Domestic Abuse Services	page 09
• Quotes from Victims	page 10
• Governance and Performance Management	page 11
• Action Plan	page 12
• Strategic Group	page 15

Page 14

Agreed by: WSCB Policy, Practice and Procedures Committee
Agreed:
Implemented:
Lead Officer:
Contact Officer: WSCB Business Manager
Author: David Robbins
Amended:
Version: 1

Review Date: October 2016



Domestic abuse (including domestic violence) can be defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to psychological, physical, sexual, financial or emotional abuse.

This definition goes beyond abuse that occurs between partners, thus allowing a wider range of issues, such as forced marriage, honour based violence and female genital mutilation to be addressed as well.

In Wirral last year there were a total of **6863** domestic abuse call outs to the police.

This multi-agency strategy is designed to ensure that children, young people and adults who are affected by domestic abuse in all its forms are appropriately identified, protected and supported. It aims to achieve a comprehensive multi-agency partnership approach that is consistent with government guidance and recognised tenets of practice.

Domestic abuse is an issue and needs to be tackled through a broad response and on many levels. It can have a devastating and long term effect on the lives of survivors and their children and the communities in which they live.

Nationally, one in four women are affected by domestic abuse at some point in their lives (Council of Europe 2002) and two women are killed each week (Simmons and Dodd 2003). However, it is also acknowledged that domestic abuse can take many forms (including forced marriage, honour based violence and female genital mutilation) and that we have male victims in Wirral who equally deserve a quality service response.

A priority for the partnership in Wirral will be identify measure and address the short and long term effects that domestic abuse has on children. Part of this response will be to ensure that domestic abuse is identified and responded to at the earliest possible opportunity.

Foreword by Bernard Walker

'It is my privilege to introduce the Wirral multi-agency Domestic Abuse Strategy on behalf of the partnership who works consistently to improve protection and support for survivors and their children experiencing domestic abuse in all its forms'.

To be completed following approval of final draft

This strategy is designed to ensure that children and adults who are affected by domestic abuse are appropriately identified, protected and supported; and that their needs are given appropriate priority. It aims to achieve a comprehensive multi-agency approach that is consistent with government guidance and recognised tenets of good practice.

Children living in families affected by domestic abuse are over-represented among those children referred to statutory children and families teams with concerns about abuse and neglect, and represent up to two thirds of cases seen at child protection conferences. However, children's experiences of domestic abuse are more than a child protection issue. Research with children indicates that it has implications for education, health, and welfare, and for civil and criminal justice.

The complexity of work in safeguarding adults relates to safeguarding people's right to life, and to a life free from inhuman or degrading treatment, together with safeguarding people's rights to privacy, a family life and to make their own decisions, free from coercion or undue influence.

Protecting adults at risk of domestic abuse can present further challenges to those cases involving intimate partners. Research has shown that often victims have suffered domestic violence for decades from long term partners or family members, who act as carers. Those of older generations have often become to accept domestic abuse as a cultural norm, which has made it difficult to recognise that they are, in fact, victims. Older people, particularly with physical or mental health impairments, often rely on their abuser as a carer. Often victims will not wish to report their partner or family member as they fear the consequences will be detrimental to their care, and will often tolerate abuse as a 'lesser of two evils', as fear abandonment or isolation.

The mental capacity of victims is an important consideration in cases involving adults at risk from domestic abuse. Should the victim be assessed as being without capacity in relation to their understanding of how domestic abuse affects them then action can be taken under the Mental Capacity Act 2005 to support them in acting in their best interests. Should individuals have the mental capacity to understand that they are living in a situation that puts them at risk of domestic violence, then every effort should be made to ensure that they are able to make themselves as safe as possible and have the information and contacts to remove themselves from that situation should they chose to leave that situation.

Aims of the Strategy

- ensure domestic abuse is a strategic priority for everyone in Wirral
- improve early identification and prevention of all forms of domestic abuse through high quality training
- develop multi agency understanding of the impact of domestic abuse on children and adults
- change the acceptance of domestic abuse
- ensure that victims of domestic abuse and their children are adequately protected and supported
- hold perpetrators accountable through effective and early interventions

By producing this strategy the Wirral Safeguarding Children Board (WSCB) and Safeguarding Adults Partnership Board (SAPB) are both committed to ensuring that within Wirral:

- Domestic abuse is never tolerated or accepted
- Preventing domestic abuse and tackling its causes are given priority
- People understand what domestic abuse is in all its forms and what to do about it
- Partner agencies work together taking a 'whole system' approach to dealing with domestic abuse
- Victims are protected and supported and perpetrators' behaviour is challenged and changed.

Domestic abuse has a tremendous impact upon society not only in terms of the pain and suffering experienced by the victim and their family, but also in terms of the costs to public services and the local community. The cost of the "average" domestic violence case has been estimated at £14,000 and this does not take into account longer term costs of unemployment, housing and social services.

The total cost to public services (criminal justice system, health, social services, housing and civil legal) per annum has been estimated at £3.1 billion per year and the loss to the economy at £2.7 billion.

Nationally it is recorded that:

- Two women a week are killed by a current or former partner;
- One in four women and one in six men will experience domestic abuse at some point in their lives;
- Victims are likely to experience 35 incidents of abuse before reporting it
- As many as 963,000 children and young people in the UK could be living with the effects of domestic abuse.
- Domestic violence has a higher rate of repeat victimisation than any other crime
- Every minute police in the UK receive a domestic assistance call – yet only 35% of domestic violence incidents are reported to the police.

Wirral's Vision

Our aim is to break the cycle of domestic abuse within families: reduce incidents of abuse, support victims and pursue perpetrators.



Based upon the Government's **Violence against Women and Girls Action Plan**, the WSCB and SAPB have identified four themed objectives:

1. Prevention

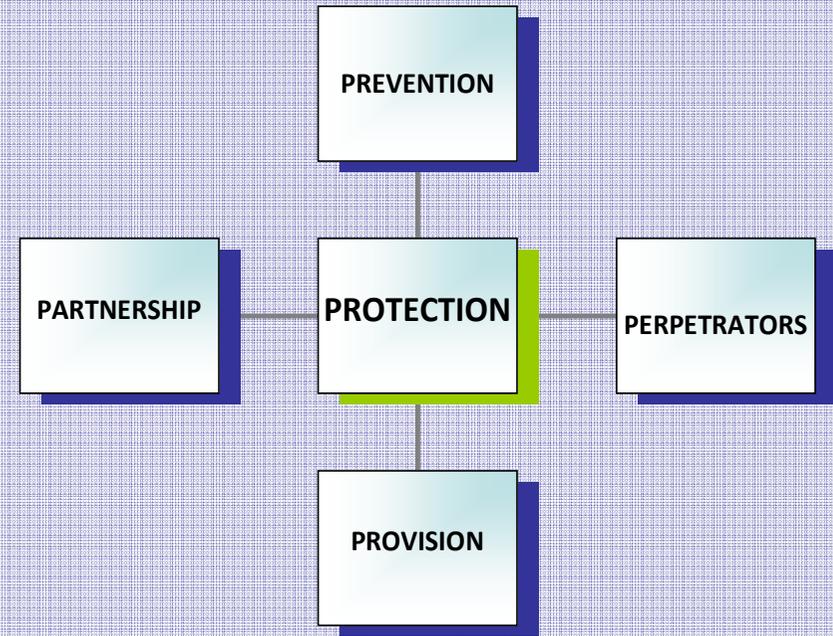
- We will raise awareness of domestic abuse across Wirral, so that people understand what it is and that it is wrong and where they can get support
- We will work with young people to provide opportunities for their personal and social development in relation to healthy respectful relationships
- We will ensure that systems are in place to identify, reduce and mitigate the risk of harm to children, young people and adults
- We will assure that strategy principles are being met.

2. Provision

- We will ensure that wherever people are in Wirral they will receive the same high standard level of care and support and there will be equality of access to services
- We will use evidence based commissioning which focuses upon outcomes for victims and their families
- We will ensure services are commissioned so that victims and their families are empowered to live independently and safely within the community, free from fear, abuse and re-victimisation
- We will ensure that multi agency organisations have access to high quality training in all aspects of Domestic Abuse
- We will embed the use of Operation Encompass to ensure all incidents of domestic abuse where children are present are reported to schools the following day to enable schools to offer appropriate covert or overt support.

Wirral's Vision

The 5 P's



3. Partnership

- We will ensure that the criminal justice, safeguarding and health and social care processes work effectively together and that the pathways for victims, their families and perpetrators are understood and used
- We will ensure that there is clear partnership understanding of the 'one chance rule'
- We will ensure that we share relevant information in order to keep victims as safe as possible and manage risk, whilst at the same time respecting the sensitivity of that information
- We will provide the best possible advice and assistance to victims of domestic abuse, their families and perpetrators and value the vital contribution made by the voluntary, faith and community sector

4. Perpetrators

- We will work and educate perpetrators and those at risk of becoming perpetrators, to challenge and change their attitudes and behaviour, including those not subject to criminal justice procedures where programmes are delivered outside of statutory arrangements where individuals are assessed as posing a risk of significant harm
- We will use the Multi-Agency Public Protection Arrangements (MAPPA) when eligible to manage the risk posed by perpetrators and the Multi-Agency Risk Assessment Conferences (MARAC) to enhance the effectiveness of our work with victims and their families and those at risk of becoming perpetrators
- We will aspire that perpetrators are dealt with effectively by adopting a seamless approach to case management within the criminal justice system

These add up to the 5th P - Protection

Wirral's Vision

The 5 P's

During 2013/14 there were 1179 domestic abuse incidents reported to Merseyside Police and 6863 call outs

There have been 5 domestic abuse homicides in Wirral since 2012

During the period of 01 July and 30 June the Wirral MARAC reviewed 656 cases which equates to 1088 children.

Nationally, over 225,000 older people are abused in their own homes every year

If a woman is disabled she is twice as likely to suffer domestic abuse

Nationally there are approximately 12 reported Honour Killings per year in the United Kingdom. This does not take into account the many people who are taken abroad and do not return and their whereabouts are unknown. This also does not take into account the local school children who are taken abroad for the purpose of marriage and those suffering serious abuse at the hands of their closest family

In the UK, 1 incident of domestic violence is reported to the police every minute

During 2013-14 the Zero Centre supported a total of 610 clients who required advice and guidance in regards to domestic violence
Of these, 351 were adult male and female victims accessing one-to-one support/counselling
88 families/carers accessed family support (leapfrog & Youth programmes)
171 Children & young people received direct support

<p align="center"><u>The Zero Centre</u></p> <p>The Zero Centre is Wirral's dedicated non residential domestic support charity. They offer a range of free, confidential service for women, children and young people affected by domestic abuse which can be a husband, partner or family member. Their aims are to support victims, empowering them to make informed choices to prevent abuse and promote awareness of it, and to break the cycle of abuse.</p>	<p align="center"><u>Family Safety Unit</u></p> <p>The Family Safety Unit is an IDVA led multi agency team who work with women and men aged 16 or over and their children who are at high risk of harm from domestic abuse. They normally work with people at the point of crisis to assess the level of risk, discuss the options and develop plans that address their immediate safety, as well as longer term solutions.</p>
<p align="center"><u>Response</u></p> <p>Response provides confidential information, advice and guidance to young people aged 13 – 19 years across Wirral. Response provides help, support and advice on any subject including help with drug and alcohol misuse and benefits and housing issues.</p> <p>Response can be used as a 'drop in' service or communication via telephone and e-mail.</p>	<p align="center"><u>Brook</u></p> <p>Wirral Brook provides free, confidential and impartial advice as well as contraception and counselling on matters relating to sexual health, pregnancy and sexually transmitted infection for all young people in Wirral under the age of 25.</p>
<p align="center"><u>Tomorrows Women</u></p> <p>Tomorrow's Women offers support to women who may have lost their confidence and feel isolated, for carers who would like some support in relationships that aren't going well and would like advice and support and women wanting to improve their skills or gain some confidence in a safe environment.</p> <p>Tomorrow's Women has a commitment to reduce female imprisonment, offending and to provide support and assistance to those women who are in recovery. They offer space to over 42 Wirral Agencies who engage with heard to reach women who may have lost their confidence and feel isolated.</p>	

Page 21

Wirral's Domestic Abuse Services

“Breaking the cycle of domestic abuse”
– Zero Centre



The artwork above was produced by a victim of domestic abuse to represent her feelings of being safe and away from the perpetrator after moving into a refuge with her children.



“Gave me the courage to move forward”

“Made me feel safe”

“Gave me support and strength”

“Always there for me”

To Jules 
Thank you for keeping us safe and getting us away from danger just to tell us I've got a wonderful school now and everyone there is loved anyway keep safe

“Made me realise it was not my fault”

“Kept my head above water”

“Changed my life”



Governance

The Domestic Abuse strategy is developed, reviewed and implemented by the Domestic Abuse Committee, which is a sub committee of both the Wirral safeguarding Children Board and the Safeguarding Adult's Partnership Board.

The aims and objectives set out in the strategy are aligned with the priorities of the Safeguarding Board's

The Chair of the Domestic Abuse committee is a member of the WSCB and SAPB Executive's and reports directly into the group on a quarterly basis providing an update on progress and identifying items for consideration at the full Board meetings.

The Domestic Abuse committee has a multi-agency membership including colleagues from the WSCB and SAPB, the Family Safety Unit, Specialist and Targeted Services, Health, Police, Housing, Voluntary and Community organisations.

The Domestic Abuse group is also represented on regional domestic abuse and safeguarding reference groups.

Performance Management

The Domestic Abuse Committee is responsible for developing and maintaining a performance information dataset and submitting it as part of the quarterly WSCB and SAPB datasets reported to the Safeguarding Board's.

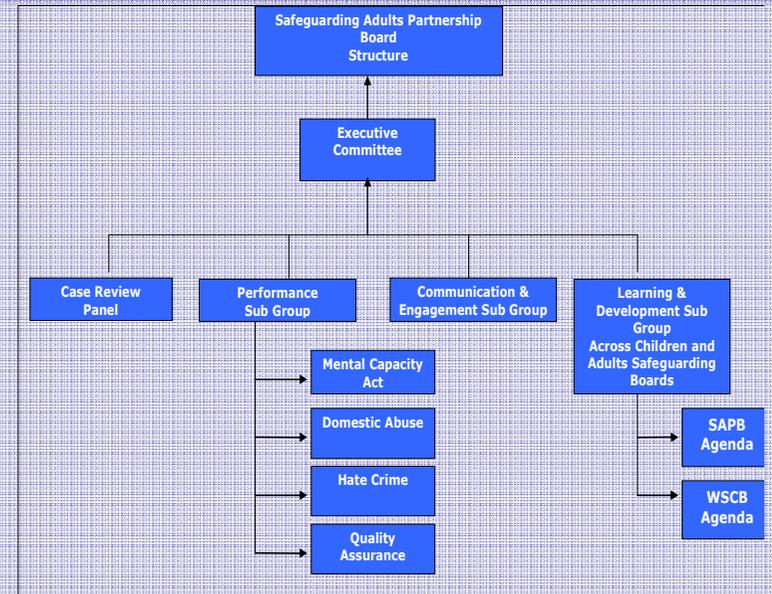
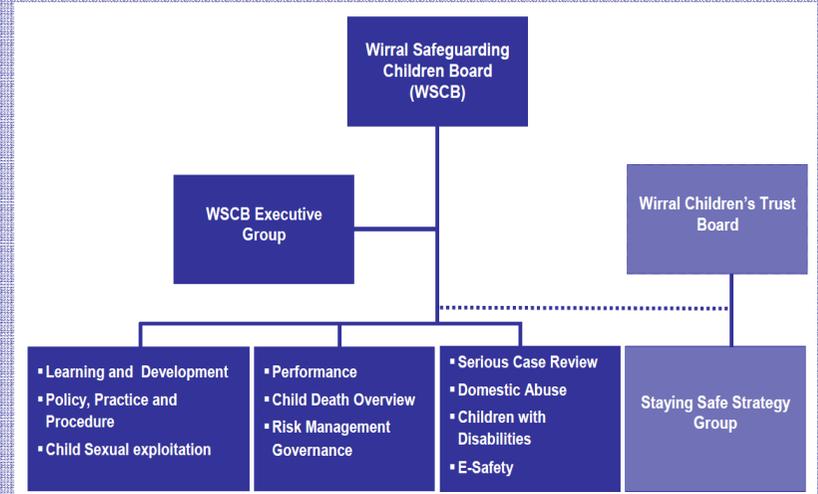
Reported data will include:

- No. of domestic abuse victims reported to MARAC
- No. of repeat victims reported to MARAC
- No. of domestic homicides
- No. of referrals received by the Family Safety Unit (IDVA's)
- No. of victims who have accessed support services
- No. of perpetrators who have accessed support services
- No. of Operation Encompass calls and breakdown of data
- No. of prosecutions and convictions

Page 23



Governance and Performance Management Framework



Wirral Multi-Agency Domestic Abuse Strategy – Action Plan

Strategic objective	Activities	Lead Person/s	Timescale	Progress and Comments
1. Prevention To reduce the incidence of domestic violence where children and adults are likely to be significantly harmed in terms of physical, emotional, or sexual abuse, or by neglect	Raise awareness of domestic abuse through an event and revised multi-agency training	Steve Withington	Winter 14/15	<i>Training is available. Course attendees required to complete an evaluation following the course and three months later to show how training has influenced practice.</i>
	Evaluate the impact of the Youth Theatre production of <i>If you loved me</i> for secondary schools	Phil Sheridan	Spring 15	<i>Evaluation to be sent out to schools following the performance to evaluate impact.</i>
	Publish clear procedure, practice guidance and pathways for referral across the continuum of need	Chair Task and Finish Group	Winter 14/15	<i>Task and finish groups are finalising procedure and practice guidance. Due for completion Jan 2015</i>
	Review the quality and extent of health relationships PSHE programmes in Wirral secondary schools	Jill Barr	Summer 15	<i>Phil Sheridan to find out who takes the lead on PHSE in schools.</i>
2. Provision To ensure victims of domestic abuse in all its forms receive a prompt and appropriate service to support them and meet their needs. To ensure we have a skilled workforce able to respond to domestic abuse by providing high quality training to professionals	Undertake a local domestic abuse needs analysis	Jill Barr and David Robbins	Spring 15	<i>Debbie Hammersley said that there is no information regarding domestic abuse in Wirral in the JSNA. Group to put together a dataset and John Highton to be invited to next meeting to discuss this.</i>
	Audit the demand for and current provision of services for victims and perpetrators	Janine Golding	Spring 15	<i>Probation should hold information regarding support for perpetrators</i>
	Ensure details of local and national provision services to combat domestic abuse are disseminated across the partnership	David Robbins and Kat Ryan	Winter 14/15	<i>Will be done through Friday updates</i>
	Audit to be assured referral pathways and thresholds are understood and consistently used	Debbie Hammersley	Summer 15	<i>Performance Committee to undertake audit six months after the launch of the Strategy</i>

	Embed and evaluate the effectiveness of Operation Encompass	Justin Danher, Phil Sheridan and Steve Dainty	Summer 15	<i>Evaluation to be undertaken with partners across Merseyside through the regional steering group</i>
	Audit the quality of multi-agency training for all aspects of domestic abuse	Steve Withington and David Robbins	Autumn 15 (new training?)	<i>New updated training is being developed by the training task and finish group</i>
	Identify gaps in current service to inform future commissioning Establish an integrated commissioning strategy	Janice Monty?	Spring 15	<i>Strategy will be established by Children's Trust and Health and Wellbeing Board. Julia Hassall and Bernard Walker are the conduit of this via the Executive Board.</i>
3. Partnership To ensure effective multi-agency working by all of the Safeguarding Boards' partner agencies, including the voluntary, community and faith sector. This includes reviewing existing arrangements and auditing practice	Audit to be assured that referral pathways and processes are followed and utilised across the multi-agency partnership	Debbie Hammersley	Summer 15	<i>Performance Committee will be responsible for audits</i>
	Ensure the partnership are aware of issues such as forced marriage, honour based violence and female genital mutilation and know how to respond through guidance, protocols and training	Jill Barr	Winter 14/15	<i>Review of training currently being undertaken by the training task and finish group. Day for managers to launch new training to be arranged for early 2015</i>
	Review and monitor the link between CADT, Gateway and MASH to ensure it is strong and ensures all cases where domestic abuse is a factor receive an appropriate response	Simon Garner	Spring 15	<i>This will be undertaken by the MASH management group where all relevant parts of the service are represented</i>

	Ensure relevant reports and reviews are considered by the group including all domestic homicide reviews and identified group members form part of review panels	Debbie Hammersley	Autumn 14	<i>DH sits on the Community Safety Partnership domestic homicide review group and is the link between that group, the SCR committee and the Domestic Abuse group.</i>
	Develop links with other strategic groups such as the Health and Wellbeing Board to ensure an alignment of work around Domestic Abuse	Debbie Hammersley and David Robbins	Spring 15	<i>Ensure public health representation exists on the domestic abuse committee</i>
4. Perpetrators To ensure MARAC and MAPPA meetings adequately manage and reduce risks posed by perpetrators and to ensure that perpetrators are dealt with effectively within the criminal justice system. To increase attendance at programmes designed for perpetrators to reduce risk of harm posed and reduce future offending	Review and monitor the functioning of MAPPA and MARAC meetings to be assured they operate effectively	David Robbins	Spring 15	<i>Introduce protocol establishing LSCB oversight of the functioning of MAPPA. Functioning of MARAC to be reviewed by the Domestic Abuse committee</i>
	Publish and scrutinise on a quarterly basis performance information which includes the number of arrests and successful prosecution of perpetrators	David Robbins	Summer 15	<i>Domestic Abuse dataset is under development by the Domestic Abuse Committee and a draft dataset will be presented to the WSCB in March 2015</i>
	Audit current service provision to ensure adequate high quality programmes for perpetrators to change their attitudes and beliefs, are well publicised and are well attended	Janine Golding	Spring 15	<i>Probation service to undertake action</i>

Domestic Abuse Strategic Group

Chair	Jill Barr	Family Safety Unit
	Celine Gafos	Children's Targeted Services
	Craig Baron	Children's Social Care
	David Grisenthwaite	Corporate Safeguarding (DASS)
	David Robbins	WSCB Manager
	Debbie Hammersley	Designated Nurse Safeguarding, Health CCG
	Deborah Caulfield	Children's Specialist Services
	Janine Golding	Merseyside Probation
	Jo Smith	WSCB Administrator
	Julie Graham	Manager, Public Health
	Justin Danher	Merseyside Police
	Kat Ryan	Quality Auditor WSCB
	Laura Hannah	Wirral Brook
	Morag Reid	Zero Centre
	Phil Sheridan	Wirral Secondary Schools Representative
	Sheila Oakley	Wirral University Teaching Hospital
	Shelly Ramsbottom	Wirral Brook
	Steve Dainty	Wirral Primary School Representative
	Steve McGilvray	Community Safety Coordinator
	Steve Withington	Safeguarding Training Officer, WSCB
	Suzanne Cottrell	Local Authority Designated officer for Allegations
	Tracy Nolan	Safeguarding, Wirral Community NHS Trust
	Trish Berry	Senior Manager, Fieldwork Services
	Trish Jaggard	Lay Member
	Val Tarbarth	Designated Nurse Safeguarding Adults
	Vicki Shaw	Borough Solicitor, Wirral Council

This page is intentionally left blank

WIRRAL CHILDREN'S TRUST BOARD – 20 January 2015

Birkenhead Foundation Years Project Up-date, January 2015

1.0 Background

The Project's first form report to the Trust was for the quarter up to September 2014.

2.0 Overview of the Project's activities September – December 2014

The Project is commissioning and directly delivering services which will impact on 3 factors which have a significant impact on school readiness: the home learning environment; parental mental health and well-being; and parental warmth and sensitivity. The services which have run in this period (September- December 2014) are as follows:

- 2.1 Bump-Start:** one-to-one peer support for women from the 20th week of pregnancy until the child is 6 months old. Ran throughout the period, delivered by Home-Start Wirral: target 20 families: actual 23.
- 2.2 Parents Early Education Partnership (PEEP) group:** group parent and baby/toddler structured play, at St James Centre. Ran October - November, delivered by the North Birkenhead Development Trust: target 12 families; actual 26 parents; 31 children. Good recruitment but a high level of one-off or sporadic attendance affects the impact. Addresses support for the home learning environment. We are reviewing delivery with the provider.
- 2.3 PEEP Home Play:** one-to-one play in the home with child and parent(s) to encourage those who feel unable to attend groups, because of low self-confidence or practical obstacles to accessing services. Aims are to firstly encourage play in the home and subsequently to support parents to access group services. Ran throughout the period, delivered by the project team: target 8 families; actual - 4 supported; staff sickness for much of this period resulted in a delay in receiving referrals – we are reviewing delivery.
- 2.4 Stay & Play:** informal parent and child play group with structured activities for children and progressive development of parental involvement. Ran throughout the period, delivered by the project team: target 15 families; actual 28 families, 29 children. Some sporadic and one-off attendance but a core of 12 families attended the majority of sessions. Second group started during period. Addresses support for the home learning environment.
- 2.5 Read it Together @ (RITA):** parent and child group with supported parent and children reading together, followed by adult reading while children have play session. Ran throughout the period at the Manor school. **RIT@Manor** September- December, target 6 families; actual 14 adults, 14 children attended, but 5 are consistent attendees. Addresses support for the home learning environment and parental mental health and well-being.
- 2.6 Xmas fun at Rock Ferry:** taster for RIT@ group to begin in New Year. Target 8 families, actual 5 families and 6 children. Group to continue.
- 2.7 Reflective Parenting:** group programme for pregnant mothers/partners before and after birth. Training and multi-agency briefings February. Delivered by Home-Start Wirral: target 8 families; actual 4, reducing to 2. See *milestone report for comments in relation to delivery*. Addresses support for parental warmth and sensitivity.

3.0 Monitoring and outcomes

Poverty indicators are being collected: no member of household in paid work; living in social housing/with parents/in rented housing; no access to car. These were chosen as externally recognised poverty indicators which are also less intrusive questions for families. This quarter we have moved delivery to a focus on the Beechwood estate and have experienced

a large increase in residents of social housing as the main group of families accessing our services. Given the limited supply of social housing and the fact that young families will not be in receipt of secure tenancies, we can be confident that these are low waged families, in the cases where they are in work. We would like to apply 'resident of social housing' as a criteria for a family which we can regard as living in poverty.

4.0 Longer term developments

a) Outputs, outcomes and meaningful reporting

We are delivering services on a scale which throws up choices and challenges in relation to what we report to the Trust. The figures on the page attached separately show a level of detail which disguises an emerging pictures of families and how they access services; 'families' usually means we see a mother but sometimes a mother + relative; a couple; a mother + friend. We have 2 sets of twins and several families with more than one child under 5 years. A small but growing number of families receive support from 2 or more of our activities – we track this so that we can differentiate between the impact of different programmes of support. We also need to think about the difference we make to a family which attends sporadically as opposed to those who attend regularly. We need a system of reporting where we can compare like with like but Trust meetings do not align with quarters so we will not have the figures for previous quarters at each meeting. One way to provide the Trust with an overview is to report on outcomes (how families are changing) on alternate meetings to those when we report outputs. Would this be helpful? What level of detail is useful?

b) Developing ways to support families at pre-school Transition stages

In working with primary schools we need to do two things; provide a service which the schools feel supports their work directly, not just theoretically in the future; and link our group and individual support to the work in schools. This is now much more complicated than previously as children can join school ('transition') at age 2 (if they are in receipt of the 2 year old funding); at 3 ('Foundation 1'), at 4 ('Foundation 2') or 5 ('Year 1'). This challenge has changed in the last year, with the introduction of free places for 2 year olds. We are reviewing the resources/literature which exists to inform what we do

Report Author: Zoë Munby
zmunby@foundationyearstrust.org.uk

Contact: 0151 647 4830

Appendices:

1. Milestone report

Birkenhead Foundation Years Project milestones

SERVICE OUTPUT and OUTCOME	September - December 2014	Red, green, amber	Commentary
Progress towards service level outputs - reaching and sustaining engagement with poorer families	Bump-Start: 72% of families supported meet 2 or more poverty indicators	Green	23 families: 6 have not provided full monitoring data yet; 6 meet 1 poverty indicator; 5 meet 2; 9 meet all three.
	Read it Together @ groups: 25% of families meet 1 or more poverty indicators	Yellow	14 families: 2 have not provided full monitoring data; all of the remainder meet one poverty indicator and 11 of the 12 live in social housing. <i>In discussion with social housing providers we have arrived at the conclusion that young families living in social housing will have a low income and that this status could be considered as a poverty measure in itself.</i> This shift in profile of the families we are supporting reflects the new focus on supporting families on the Beechwood estate.
	Home Play: 25% meet 1 or more poverty indicators	Yellow	14 families: all bar one family live in social housing
	Play focussed groups: 78% of families meet 1 or more poverty indicator	Green	54 families across 3 groups: as above, there is a strong shift here to supporting families living in social housing. Two families do not fall neatly into our poverty measures as they were mothers being supported in a fostering arrangement.
Impact on home learning environment	Secure referrals from a variety of services for families at levels 1 -2 of need	Red	The Bump-Start service continues to receive referrals at higher levels of need than we were targeting. This appears to reflect the priorities of referrers. We are confident that the service addresses real needs for those families. We continue to work on attracting referrals from lower level families to this service. Group-based services which do not rely on referrals are predominantly at Ls.1-2.
	Secure synergy of delivery with Children's Centres and specifically services focussed at a universal level	Red	We have delivered a taster at a Children's Centre and will build upon this start.
	Secure partnerships with schools to deliver in buildings previously occupied by Children's Centres and to develop services which complement the school's Foundation Stage delivery.	Green	The partnership with a single school on the Beechwood estate this quarter got off to a very productive start, including work at the Foundation Stage in direct support of the school's delivery. Contacts with other schools will be pursued energetically but external events continue to make this complicated.
	Activities to engage parents with 'fun' piloted	Green	Activities on the Beechwood estate 20+ families involved.
	Initial programme for play activity on Beechwood estate planned	Green	The initial programme successfully delivered and extended plans for 2015 are developed.
	30 or more families attend groups	Green	59 families attended groups: St James Centre; Priory School; Rock Ferry Children's Centre - two locations new to the project this quarter which will be the focus of future development. This is a 59% increase on the previous quarter.
	8 or more families receive one-to-one support	Red	4 families received one-to-one support, half the number in the previous quarter. Long-term staff sickness affected the service and we are reviewing the management of delivery.
	Impact on parental warmth and sensitivity	Secure referrals from midwives and health visitors for antenatal support	Green
Secure shared data relating to pregnancy and births from Arrowe Park and 121 midwives. Needed for evaluation and planning.		Yellow	Commitment to data sharing with Arrowe Park was agreed in principle prior to the project's start. This has been slow to achieve but we believe that there will be progress on this front soon.

Birkenhead Foundation Years Project milestones

SERVICE OUTPUT and OUTCOME	September- December 2014	Red, green, amber	Commentary
Impact on parental warmth and sensitivity	Deliver 1 Reflective Parenting programme		A programme was piloted with very low numbers but has been used to test delivery in a different format going forward.
Impact on parental mental health and wellbeing	20 or more families receiving one-to-one antenatal support support		23 families are now receiving support, a 92% increase on the previous quarter.
Influence multi-agency collaboration around school readiness	Collaborative work with Springfield Nursery at Beechwood agreed		No new developments this quarter.
	Meeting with hospital maternity service to discuss action in response to maternity report		No developments.
	Baby to Toddler consultation questionnaire piloted.		10 pilot questionnaires completed and reviewed.

WIRRAL CHILDREN'S TRUST BOARD – 20th January 2015

CHILD POVERTY UPDATE

1.0 Background

- 1.1 The purpose of this report is to provide an update on actions being taken by the Wirral Child and Family Poverty Working group (herein referred to as the Working Group) and to provide an update on the development of the school community hubs (herein referred to as the Hubs).
- 1.2 As previously reported the Hub model is based on the ABCD (Asset Based Community Development) approach. This approach considers local assets as the primary building blocks of sustainable community development. Building on the skills of local residents, the power of local associations and community groups, and the support of local services, asset-based community development draws upon existing community strengths to build stronger, more sustainable communities for the future. Testing this approach in a localised way is the most effective use of the resources available.
- 1.3 Each Hub has a Community Builder who is pivotal to the Hub. A community builder is a person who understands where the communities strengths are and is focused on engaging those skills, knowledge and talents of every community member to ensure that the Hub keeps reaching out to bring in the assets and energies of people, and resources who/that are often left out. Community Builders find and support people connected to their local community who in turn free up the skills, knowledge, energy and connections that already exist among local people. Both the Community Builders are local residents and are trusted members of the community. This is important as without community buy in the Hubs would not work effectively and sustainability would not be achieved.
- 1.4 Each Hub has a network of community champions or connectors. The Hubs provide a network of support for the volunteers and have enabled personal development of the people involved.

2.0 The Working Group Update

- 2.1 The JSNA section for Child Poverty has been ratified by the Working Group in collaboration with Public Health. The current publication has been updated to reflect local views and local strategies
- 2.2 Credit Unions work is in progress. Training proposed for November 2014 for Leasowe volunteers, coordinated by the Leasowe Community Builder, has been re-scheduled to January 2015. The objective of the training is to enable volunteers to confidently handle the admin tasks that are required to support a Credit Union collection point.
- 2.4 A dashboard of indicators around child poverty which are local and linked with the Liverpool City Region Strategy is in progress, led by Public Health. This

will inform The Child and Family Poverty Working Group working plan for 2015/2016.

3.0 Hubs Update

Fender and Leasowe Community Hubs

- 3.1 It is important to consider the development of the Community Hubs in the context of close partnership working to intervene earlier with children and families to develop resilience and prevent more intensive interventions being required long term. The Community Hubs sit at the heart of their local communities, where integrated locality working is being strengthened for all children aged 0-19 years. Both Community Hubs are working within, and enhancing local community networks and what we are seeing is great strength at a local community level in building support for children and families around their local primary school, and drawing services in to support children and families at the right time and in the right way.
- 3.2 The Hubs have produced a joint evaluation report for the period January 2014-December 2014. The report evidences the impact and added value of working in this way to improve outcomes for children, families and their communities. Examples include programmes of activity to engage children educationally during school holidays, support for parents to get into work and further training, and how to engage the whole community in a positive way. This report invites the group to scrutinise the impact of the work of the two Hubs. Refer to Appendix 1 for the full report.
- 3.3 Birkenhead Constituency has approved the development of a local Community Hub. The Hub will focus on one key priority of 'Reducing the Impact of Child Poverty' to support children being ready for school. Updates regarding the Birkenhead development will be reviewed by the Constituency Committee and the Working Group to ensure an overview, so that we can build on best practice.

4.0 Recommendations

- 4.1 It is recommended that the Children's Trust Board:
- Note the updates set out in the report and request further information as required
 - Agree to receive the joint presentation from the Hubs and debate with the Hubs the long term proposal for continuing to work this way
 - Agree to support the Hubs' long term plans
 - Agree for an update on the Hubs' work to be presented at the Liverpool City Region meeting

Report Authors:

Bev Morgan, CEO, Home-start Wirral

Chair, Wirral Child and Family Poverty Working Group

Telephone: 0151 647 8369

email: bevmorgan@homestartwirral.co.uk

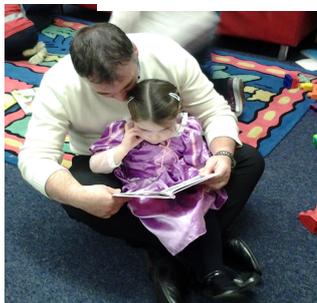
Rebecca Mellor, Public Health Manager, Wirral Council

Telephone: 0151 666 5186

email: rebeccamellor@wirral.gov.uk

This page is intentionally left blank

Summary Report for Leasowe and Woodchurch Community Hubs January - December 2014



Introduction

Both schools are extremely proud of what has been achieved over the pilot year, the impact this has made upon our communities as a whole and for individual children and parents. Headteachers from both schools and hub steering groups identify the increased unity that working with hubs has developed. Steering group members are committed to sustaining the work achieved and working together for the needs of their community. The establishment of community hubs has enabled access to wider support networks and a cohesive approach to well-being.

Activities provided by both hubs are itemised in the Fender Community Hub Five Ways To Wellbeing and the Holy Spirit Leasowe Community Hub Programs report which demonstrate how activities were planned to meet the five areas of wellbeing:

1. Connect
2. Be Active
3. Take Notice
4. Keep Learning
5. Give

and can also be linked to:

- Children are ready for school;
- Young people are ready for work and adulthood;
- Children and young people feel safe and are safe.

We have included documentation from both hubs to share the journeys we have been on; what we have learnt and how we have exploited the relationships schools have with families to achieve the best outcomes for children.

ORGANISATION AND CONTEXT

Fender primary school is a primary school in a central location on the Woodchurch Estate on the Wirral. The proportion of pupils who are supported by the pupil premium is well above average at 59% (ever 6) and the proportion of pupils supported at school action plus or with a statement of educational needs is also well above average. The estate is situated within an area of high deprivation in the Birkenhead area of Wirral.

In Autumn 2013 we were successful in receiving £50,000 from the Child Poverty Project to form a community hub. As a new headteacher with three years experience at Fender, I felt that this opportunity would fit perfectly with the aims and vision we have already created for the future of our school. In the previous three years we had found that the development of close links with the community had reaped benefits for our pupils already both in the improved attainment and progress results, but also in the ethos and vibe of the school. We had already made great strides in this area and had improved relationships with the parents and community in many ways. It was always our vision to become more than a school but to become the heart of the community in partnership with other local establishments and agencies – we had moved a fair way along this path in a short time but this exciting project would enhance our work and enable us to achieve the vision sooner, thus improving the life chances of the families on the Woodchurch.

The hub finding has made a huge difference to the community and through the full engagement of the steering group and the allocation of the funding in different areas the impact is evident in the following figures and case studies.

Main priorities/first steps – to build on the links already established

1. Engage main agencies on the estate – form steering group and sub-committee. 39 organisations have become involved with the Hub.
2. Identify Community Connector – main factor for the success of the initiative.
3. Release time and cover set up for HT/SBM.
4. Hub magazine introduced to share information and activities available – distribution organised.
5. Holiday schools for all primary schools on the estate – starting point so funds were spent on hooks like Military School/Junior Chef/coaches/dance instructors. Subsidised present holiday club to ensure the same prices charged by all (£5 or £8 per day). Staffing arranged and volunteers identified.
6. Free holiday nursery places subsidised by Hub funding
7. Adult learning provision – crèche and tutors – Basic English and maths, GCSE English and maths, gardening, healthy eating, parenting courses.
8. Health Fair – 67 referrals

9. Animal welfare day planned
10. Parent Groups formed and combined – building up volunteer group WAVES
11. Coffee afternoons/drop ins for housing, police, health agencies, debt advice etc.

Partnerships

See Community Frame network diagram

Employment models

See employment model grid

Milestones

See five ways to wellbeing report

COMMUNITY HUB FEEDBACK

Achievements/outcomes/impact - Successes – what worked well?

Holiday provision.

This links directly with the 3 outcomes:

- Children are ready for school
- Young people are ready for work and adulthood
- Children and young people feel safe and are safe

Holiday clubs for both Easter and summer schools have been extremely positive. The 3 schools have had the opportunity of working together during holidays to provide positive experiences to prepare them for not only school, but for developing their life skills. An audit of 6 teachers in September 2014 stated that 84 pupils came back into school calmer, focussed and easier to settle.

- Improved relationships between primary schools and pupils from these schools ensuring readiness for secondary school and improved transition.
- Readiness for school return after holidays and reduction in summer dip due to continued involvement in educational activities for a further 5 weeks.
- Improved SATs results due to revision sessions set up during Easter break.
- Subsidised Nursery/Primary holiday places for vulnerable pupils in Social Care or TAF has reduced the crisis points for these families and improved school readiness for those pupils joining F2 in September.

- Staff presence in holiday time providing extra support in crisis times for vulnerable families in Social Care or TAF families – reduced crisis points due to year round support.
- Increased interest and readiness for work in adults and young people – 4 young people from the estate gained paid employment as did 3 adults. One young person continued to gain experience in school and was accepted onto Teach direct Course. Adults continue to volunteer in school and complete TA qualification.
- Volunteer base increased.
- Young people continued their involvement with fitness and dance classes improving their health and wellbeing.
- School Ambassadors involved in raising the Hub profile has resulted in further involvement of other agencies.
- Reduction in ASB from children of primary school age on the estate

This table shows the increase in school support and the decrease in families in formal social care arrangements – the Hub has enabled this due to wrap around all year services being available and the continued presence of the Community Connector and community support.

	2010-11	2011-12	SEPT 12	SEPT 13	SEPT 14
CHILD PROTECTION	4	3	0	1	0
CHILD IN NEED	2	2	4	2	2
TAC/TAF	14	16	10	8	2
SCHOOL SUPPORT	34	40	47	47	64

Vulnerable families were offered free places so they would have support during the long summer holidays. During the holiday period last summer one family who had experienced 'flashpoints' during this time mean the situation deteriorated and the family was moved from TAC and CIN into Child Protection. This summer because free places were offered the situation was more settled and sustained and it meant the position was maintained and no deterioration took place.

Pupils moving into the area during the summer holidays were offered places at summer club which provided a smooth transition and their readiness for school. This applied to 4 children one of whom were in Team Around the Family. The community connector ensured the smooth transition of the family to the area in conjunction with NACRO. The family were experiencing harassment from neighbours and the child was in a state of high anxiety. Summer club enabled the child to settle into school immediately and the family into the area.

The aforementioned parent said *"School was very helpful – including the staff, my child has moved on and really is happy with support". Mum went onto comment that "summer camp gave my child confidence for starting at a new school and it has really helped whole family and has helped with housing issues"*.

Summer school supported not only the pupils but the adults too. Auditing the adults provided the evidence to support the need for this provision.

The joint audit of **28** parents revealed that 100% said the holiday clubs actually were affordable and this helped them with work commitments during holiday times. Without this subsidy low income parents would not be able to access provision like this as it was unaffordable and out of their reach.

Only 2 pupils from Fender had ever attended the holiday provision provided locally.

- I have been 'over the moon' the kids have something to do and at low cost. I would have had to give up my job as I could not afford high prices.

Another person said "it was a Godsend" with me working in the holidays, "I have never seen him (child) so excited to come to school, thank you for giving this wonderful experience".

Adult Education

Feedback from improve your English Course in July 2014.

Tutor comment

9 started the course, this reduced to **6** as **2** moved out of the area. **4** completed. The **4** participants that completed the course has gone to Wirral Met, **3** adults said

they want to return? Tutor is pleased with the progress of the adults, especially those who completed the course.

Feedback from Improve Your Maths

Tutor comment

9 started the course, **5** completed the course. I am pleased with the progress with adults and acknowledge that for some parents just attending the sessions was very difficult and one mum was feeling physically sick at the thought of attending a class. The course has given all learners the confidence to help children with their homework.

Feedback from GCSE Maths and English

Parent comments

10 adults attend English (Woodchurch High School) and **19** attend Maths (Ganneys Meadow) the courses will be delivered over **1** year (English) and **2** years (Maths). Feedback from two parents is that they need this qualification to train as midwives.

Feedback from the Nurturing Programme

Tutor comment

10 parents attended and all completed the course. The feedback was that it had increased children and families' wellbeing.

Parent feedback

One parent said the "it has enabled me to develop strategies for feeling calmer and relaxed and have more empathy with my children". Another mum said "It has been so useful to me that if I knew a family who were in the same boat I would highly recommend this course to them".

Feedback from Gardening Group

Tutor comment

9 parents attended 2 different short groups; one group had parents the other 2 local primaries. All parents finished the course and are keen to join again in the spring. Feedback from the tutor was that it was a good opportunity to work collaboratively across more than one school. This has enabled an additional course to be offered and this involves the group working with other social enterprises to grow fruit and vegetables.

Parent comment

“Enjoyed the course and it was good to make new friends and learn about how we get our food.”

Feedback from Cookery Course

Parent comments

“This course has been a Godsend to me in many ways, not only health eating but meal planning and new ideas, this has helped to have time for myself to learn new skills but my son has separation issues and having the crèche was invaluable”. Another mum said “I am now aware of fats and salts in foods, I feel more confident when cooking meals and learning to budget”.

An audit of **28** pupils revealed that 100% of pupils said they had fun and felt safe and enjoyed meeting pupils from other schools.

- A pupil said if he had not come to the summer school he would be “up to no good around the shops in Hoole Road all day”.

Further Service Development

Working with other partnerships that would not normally be established has been a real positive of working relationship with a variety of stakeholders. Working in this new way has improved the communication between organisations and has reduced the need to ‘duplicate’ information and provides a more strategic approach to planning provision. The hub has facilitated a variety of new initiatives that has both raised the profile of the hub as well as the organisations delivering services locally. **Health Fair Day 18 children, 65 adults and 47 volunteers** attended and were able to access routine screening/health advice on the day. **Animal Welfare day 20 children, 35 adults and 25 volunteers** were able to ask for pet advice. **Garden club and a day garden event showed 20 pupils, 46 adults and 20 volunteers** participated in shared activities. The garden club has had parents from St Michael and All Angels working alongside Fender parents in the garden. **Drop in sessions 36 adults and 70 volunteers** have participated, whilst some drop in sessions were available prior to the hubs inception, the breadth and scope of what is now provided has increased. The above key events that raised the profile of the hub would not have taken place if the hub had not been conceived.

HEALTH AWARENESS DAY

- 67 referrals to support agencies
- Home watch volunteers have increased
- Young people gained support for CV and employment advice in readiness for gaining employment and training
- Family safety in cycling – bike checks

Through the hub 7 parent groups have been established, 2 groups are accessing vocational training, 3 groups are accessing support groups that is helping to reduce stress in the family home and promote emotional wellbeing, the hub organised 2 special event days that offered information and advice that was easy to access at a local level. Developing the community garden has established links that reach beyond the hub and from the spring the group will be working within a network of social enterprises.

Further positives arising from the Hub initiative – see below:

1. Jobs provided
2. Volunteers and parents now in further training and employment
3. Parents have contact points in holidays – important for vulnerable families in TAF, CP (no crisis points this year)
4. Flexi-time for school staff
5. Hub magazine sharing information and advertising what's on offer
6. Links between pupils – knock on effect for Secondary School
7. Pupils more settled on return after holidays
8. Opportunities to continue basic skills teaching through the holidays, also identified tutor groups e.g. SATS revision, LACES pupil received extra reading programme, PP can pay for free places
9. Food/furniture banks running to help families at crisis times
10. ASB reduced on the estate.

Anti-Social Behaviour Feedback from Woodchurch

Having looked at the anti-social behaviour figures for the period March and April, in both 2013 and 2014, for the same two police beats covered by the Woodchurch Estate, there is a marked reduction in the reported incidents of youth related anti-social behaviour.

March to April 2013 show 61 reported incidents of anti-social behaviour.

March to April 2014 shows 34 reported incidents of anti-social behaviour.

Crucially only a small percentage of the 34 incidents reported in 2014 involved children of primary school age on the estate.

The parent courses, groups and drop-ins developed have empowered parents to take responsibility for their children's behaviour.

The hub connector has given parents a link to access services. This has enabled them to report incidents which would normally have been unreported. Some of these incidents have been domestic violence related. The connector has empowered the victims to feel confident in seeking help and advice. As a result of her intervention she is educating the children of these parents / carers that this type of behaviour is not acceptable and can be challenged.

As a direct result of the family / community wishes programme, the Hub Connector has engaged with at least 15 families who need support which otherwise would have been missed.

This project has had a very positive effect on the area of Woodchurch.

WOODCHURCH COMMUNITY HUB – IMPACT UP TO NOVEMBER 2014

Provision Use - footfall		Added Value		
Total Fender adults accessing activities	770	Signposting to agencies	Housing	6
Total Adults	1454		Family Support	64
Volunteers/staff	333			
Fender Children accessing activities	906		Health and Wellbeing	67
Total other children accessing activities	681		Employment pathways support /	25
Total Children – 183 different pupils	1587		Secured work	8

CASE STUDIES

Case study 1 – Parent from Fender

Single parent of three young children aged 6 and 13, and 14 years.

AB was invited to attend Hub coffee afternoons and adult learning. AB by her own admission has suffered with a drugs addiction and has been seeking help. The family had lots of professional support including IFIP family support workers social workers. The school identified AB as needing support with organisation and family support. AB attended every week and was a valuable member of the group in her own words she had been through such a lot and she was willing to share her

knowledge with others. AB disclosed that she suffered from depression and she often felt she could not cope with family life.

During one session the community builder was reading a poem and was relaxing the group AB became very tearful and told the group she was upset her eldest child was struggling with mental health issues and she was desperate for support. The community builder gave intensive support at home. AB said she now felt that someone cared and she could see a light at the end of the tunnel.

The community builder encouraged AB's child C to attend school regularly and her confidence grew she went from going to school two days a week to full time. During the time of non-attendance AB was supported by school, the community police and parent volunteers. The last time the family was in crisis was during the summer holidays – Summer Club has helped with this by offering free places to the youngest child and bringing AB and C in to volunteer.

AB has now accessed Maths and English plus a gardening course. She would never have done these courses if they weren't provided locally through the Hub as she was anxious about going to college. In September 2014, AB attended Woodchurch High School to complete a further maths course (GCSE) again provided by the Hub. AB received a certificate from the mayor in recognition of her further study – she was extremely proud to share this with visitors from the council and other agencies on the Hub Open Day.

AB said coming along to the parenting sessions has opened her eyes to her own way of parenting and she found herself saying to other parents, 'have you tried using the language of choice or giving choices?' She felt proud to know it had worked for her. The relationship with school has also strengthened and we are able to support AB in so many more ways through the building of trust. C experiences mental health problems and at the end of term was not attending school due to friendship issues – the Hub encouraged the child to come to school to complete a work placement and attended every day. This resolved a serious issue as C's attendance is a pivotal action in supporting plans.

AB will continue with her journey and is a WAVES volunteer she will be involved in setting up a parents' base which will in the end be run by the parents of the community of Woodchurch.

Case Study 2

Parents EF and GH volunteered in school as reading support partners. When the Hub was set up they were invited to coffee sessions and parenting groups as helpers. They volunteered at Easter Club and EF is now enrolled to complete her NVQ Level 2 in school in September, GH has already done this. EF has volunteered for numerous activities in school and is now a paid member of the Summer Club

workforce. EF has now started her NVQ Level 2 Teaching Assistant course at Fender. GH is volunteering at Summer Club and has just gained employment at a school on the Wirral. There are 6 more parents and young people who signed up for volunteering at the Health Fair on Friday the 8th August 2014 parents/siblings from all schools. Three of them started their volunteering work on Monday 11th August 2014 at Summer Club. The activities provided by the Hub have allowed adults to gain experience for their CVs and improved their employability – this had not happened before the Hub.

Case Study 3

Play worker A has worked in the Council run play scheme for a number of years. Since the Hub was begun and the opportunity for involvement in school advertised she has volunteered in different roles in Fender. She then became a paid member of the Hub Easter Club workforce. After showing great potential during her Easter role she was given a four week pupil support work job at the school. Before the Hub this role would have been filled by agency workers. Play worker A has recently completed her degree and has gained a place on the School Direct Teaching course at a school on the Wirral. She tells me that the experience gained through the Hub was invaluable to her being successful at gaining the place on the extremely sought after course. Play worker A lives and attended schools on the estate.

Case Study 4

Play worker B is a nineteen year old student from the estate who volunteered during the Easter Club. She has been given three weeks employment in Summer Club and will continue to be employed for years to come. This will improve her CV as in the case of Case Study 3 and lead to further employment in the future.

Key issues / barriers in the setting up the pilot Hub

- Getting connector in place earlier
- Improving communication – look for ways to reach the wider community
- Timescales too tight – planning time needed to be longer. Planning and introducing new initiatives at the same time proved challenging
- Getting adults to sustain attendance/volunteers found from non-educational areas
- Busy schedules of some of the stakeholders on the estate – everyone is not in the position to give the project time
- Budget linked to school budget was an issue for the bursar
- There were many hidden costs mainly to school – e.g. photocopying and utilities.



ORGANISATION & CONTEXT

Holy Spirit is a smaller than average sized primary school with 198 pupils currently on roll including nursery provision. Previously Our Lady of Lourdes Catholic Primary School; Holy Spirit Catholic and Church of England Primary School opened in September 2010 and has since increased in size by 30%. The proportion of pupils known to be eligible for free school meals is above National average. The proportion of disabled pupils and those who have special educational needs is significantly above average. The large majority of pupils are from White British backgrounds with an increasing number from minority ethnic groups. The school is situated in an area of high deprivation rated .5 on the IDACI. Over the past three years, a higher than average number of pupils have joined the school during Key Stage 2.

The school works closely with the churches and wider community and has strong links with support services. A community room within the Catholic church was given to the school by Shrewsbury Diocese in 2010 to develop community work. The school Governors and staff have always been committed to extending school provision beyond education and providing wider service for children and families. Staffing was allocated to support vulnerable families and community work two years ago and links with community groups and activities have been strengthening since this time.

The shared vision for the school is to provide high quality education and enable children to feel safe, valued and loved. We strive for all children to achieve their potential by removing barriers, building self-esteem and forming strong relationships with families. This existing provision gave us a firm basis to build on when we were awarded funding for a community hub and provided us with the opportunity to extend support networks beyond immediate school families.

THE JOURNEY

Community Builder

Selecting the right community builder was pivotal to the success of the hub; we allocated time from one of our existing HLTA's roles to focus on hub activities. She was already involved in family support and had grown up on the estate so had knowledge of the wider agencies and organisations, the history of relationships and was well known locally.

School Staffing

Time within the Headteacher and school Business Manager's schedules was allocated and other staff were given responsibilities so that they could be released to work on developing the community hub.

Forming a Steering Group

Engaging the wide number of groups and organisations across the estate to formulate Terms of Reference and spending agreements so that activities were transparent and consistently linked to wellbeing outcomes was a priority. This unified working was crucial as previously there had been a feeling of competition and a lack of cohesive partnerships which often resulted in duplication or isolated services.

Promotion and Marketing

Organisations agreed that they would all distribute information about activities and we would create a shared provision map for the estate so that families could be signposted to any / all activities being held and services would then ensure they weren't duplicating existing provision. This would be extended to providing a hub website with links into all other services and activities.

Community Voice

We consulted with families and residents to determine which activities were needed and establish timings and locations which would be most accessible

Community Champions

A growing team of community volunteers was established to be trained to lead groups, skills sessions, act as buddies to new participants and have a voice in provision. This then developed to include Teen Champions for youth engagement.

Activity Overview

Jan / March	– plan and deliver drop in sessions and engage champions
April	– launch day for wider community
May / June	- roll out of activities and development of ownership by champions
July / August	- Summer school activities
Sept	– new activities and sessions for Autumn
Oct	– Half term family activities and Fire Prevention, Lantern Parade
Nov / Dec	- Christmas activities

OUTCOMES

Activities provided by the hub are itemised in the *Holy Spirit Leasowe Community Hub Programs January – December 2014* report which demonstrates how activities were planned to meet the areas of wellbeing and can also be linked to:

- Children are ready for school;
- Young people are ready for work and adulthood;
- Children and young people feel safe and are safe

We were committed to supporting Leasowe families and this was crucial in engaging the wider community; it is evident that the hub has attracted participants from across the estate and has not been for the sole use of Holy Spirit families. This has helped to improve working relationships across organisations and schools.

Provision use	Footfall (sessions)	Individuals Engaging
Holy Spirit Adults accessing activities	1056	72
Total other Adults accessing activities	601	173
Total adults	1700	244
Holy Spirit Children accessing activities	712	80
Total other children accessing activities	508	96
Total Children	1265	172

Please note that the numbers represent those participants who were willing to complete attendance forms.

Targets were set to ensure a minimum of 80% attendance on all sessions, with a range of 10 – 25% being from the hard to reach locality super output areas dependent upon the objective of the course. If attendance targets were not met after three weeks the activity was reviewed, participants consulted and the provision altered accordingly. In one instance after a further three weeks, the course was cancelled as feedback indicated it was not meeting community needs.

By providing courses and sessions which were of interest to community members, we were able to make links with other agencies and signpost families for further support. Residents who completed courses were encouraged to pursue next steps so that development was continuous and wider outcomes could be gained. Specific outcomes that would not have been achieved without hub participation can be evidenced:

Added value		
Signposting to other agencies	Housing	11
	Benefit support	25
	Family support	9
	Zero Centre	5
	Employment pathways/support	20
	Secured work	6
	Health & well being	9
	Legal - Kirwins	7

Sessions during the school day have targeted parents, grandparents and those with pre-school children. During holiday periods activities to reduce isolation, improve socialisation and self-esteem and develop specific talents or skills have been provided for children and young people to access independently or with family members. By evaluating responses before and after engagement and tracking children as they either move into school or return to school after holidays, we have been able to note any impact that hub sessions have made on education and aspirations.

School readiness

The 0-5 sessions and summer activities enabled families, pre-school children and staff to build relationships prior to starting school which was the main benefit in terms of school readiness. Children who regularly access the hub are well known to staff, the school environment is familiar to them and adults are comfortable with school staff. This has meant that they settled straight into school and were quickly ready to start learning. Our pre-school knowledge of children enabled us to be ready with early interventions as we had greater knowledge of children's needs before they began in F1 or F2. It is clear that those children who regularly access the hub with their families have an advantage over those who do not.

Young people are ready for work and adulthood

To support children to develop skills in communication and collaboration several activities and courses have been provided including work with Everton in the community. The focus was on team work, leadership and co-operation and gave vulnerable children an opportunity to work closely with those children who excelled in this area. The engaging activities and positive role models enabled the development of aspirations, friendships and respect for each other – particularly amongst children who would not usually mix. There was one very minor reported misdemeanour which was managed effectively and no reported incidents. Children and parents were all very positive about the sessions.

Feedback from Participants

What would you have been doing if you weren't here?	What do you think of the course?
'I would have just bin on de street' age 9 'Playing on xbox' 'Nothing age' age 11 'On streets doing nothing much' age 11 'Sitting on coach being bored' age 10 'PSP' 'Sleeping on coach' age 9 'Playing on Xbox' 'Lying in bed playing' PS3 age 9	'It's great, loads of fun' age 9 'This is fun, its brilliant, amazing' -age 8 'Brilliant, fun, exciting' age 11 'Hilarious, lots of fun' age 7 'Amazing' age 8 'Made mates' age 8

School attendance

It is difficult to quantify the impact of the hub on improved attendance as the school has had this as a school improvement focus for the duration of the hub. However, of the children who are monitored for attendance, there are ten individual children whose families are regularly accessing the hub whose attendance has increased from below target to achieving or exceeding the school's attendance target.

Family Management

To develop confidence and life skills amongst parents and so provide direct impact for children, activities aimed at supporting family life have been run throughout the year; some of these have included

- Working with in a budget – able to use money more efficiently
- Food bank cookery - able to make a family meal with limited resources
- Eating on a budget – able to make nutritious meals for families with limited, low cost ingredients
- Allotment outreach
- Professional drop in sessions - Legal Advice & Counselling, substance support
- Fire prevention
- ASD support
- Social enterprise

Children and young people feel safe and are safe - **Reduced Demand on Specialist Services**

When looking at targeting the most vulnerable families, we have evidence to show that 81 sessions have been attended by children at Level 1, 35 by children who are open to TAF or at Level 2, three children who are supported at Level 3 or Child in Need and 2 current Level 4 cases are regularly attending hub activities. We have not been able to gather level 3 and 4 information from schools other than Holy Spirit but will look to see how we can do so without breaching confidentiality.

Figures for children open to some form of social care involvement have decreased over the past year from 16 to 4, whilst numbers of families engaging in support through school or linked services has increased from 28 to 46. This may lead to questioning the capacity in schools; however the time taken for early intervention activities and the ability to share that across school staff and hub members compared to the time required to provide for the needs of those families at Level 3 or 4 by senior school staff would show that school resources are less for the greater number of early intervention activities. More important than this is the reduced levels of risk that children are subject to and the increase in feeling and being safe.

October 2013

Child Protection (CP)	Child in Need (CIN)	Team Around the Family	Under Assessment from Social Care	Looked After Children	Attendance Support	Behaviour Support	Allocated Family Support	Total
2	9	5	5	3	6	9	7	46 children

October 2014

Child Protection (CP)	Child in Need (CIN)	Team Around the Family	Under Assessment from Social Care	Looked After Children	Additional agency support	Personalised school support	Family support worker	Total
1	3	7	0	8	15	21	3	58 children

To support our most vulnerable families and children the following principles are applied to hub activities:

- CIN/CP children & families attend all activities without charge
- Hub activities are recommended / encouraged at all support meetings
- A place for supervised contact can be provided in hub facility
- Family support activities are given priority when planning provision
- Partnerships with specialist agencies will be forged to provide high quality intervention and engagement.

Anti-social Behaviour

The hub has provided many activities for primary school aged children which have built relationships and are beginning to break down barriers across the community. The responses from children are without exception, very positive. They enjoy the range of events and because of the level of qualified staff planning activities and booking children into sessions they are well matched to children's needs. We have not had any negative behaviour in any hub activity which has needed intervention. When we compare this with the known number of pupils barred from other local activities for negative behaviour we can reasonably conclude that the relationships the school has with children, their perception of school expectations and the expertise of the staff all contribute to the initial local authority expectation for community hubs in "exploiting the relationship schools have with the community to improve outcomes for children". The gradual impact of reducing anti-social behaviour will take time and needs to be addressed by engaging one child and their family at a time. The correlation between the reduction in level 3 and 4 cases and the increase in school managed level 1 and 2 cases that we can evidence over the past year demonstrates the impact of greater school involvement and the importance of changing the way schools engage with families. We now also have direct access to wider agencies and improved knowledge of services available to meet families'

needs than we did previously. We are focusing on providing a safe space for teens during the winter months and the community organiser is using this opportunity to extend recruitment of our existing teen champions.

A small number of primary school children who were repeatedly in trouble with the police over holiday periods and who had been barred from three other facilities on the estate now consistently attend hub activities and have had no known police involvement since the spring. Their parents have also actively participated in hub activities aimed at building relationships and confidence. We want to work with the police to extend this success more widely by targeting other known individuals.

At the November steering group meeting organisations reported that no vandalism or damage had occurred to their properties since before February 2014. Our focus for the October – November period was to reduce the number of fire related incidents across the estate, particularly on ‘mischief night’. Lantern workshops were led by a number of organisations and funded by the hub with all schools participating, the resulting lantern parade saw hundreds of Leasowe families walk through the estate past each community organisation and reach the Millenium Centre where hot food was served and a band played. This event was hugely successful and saw the whole community and all services working together, impacting in the following report:

*I am pleased to say there were no fires in areas where targeted youth engagement activities took place. **Wirral Fire Service***

*I have attended multi agency meetings since August with the fire department and police and youth service outlining plans for the halloween and bonfire period. Along with our firework display and bonfire, Leasowe has done really well. **Leasowe Community Housing***

EMPLOYMENT & ENGAGEMENT

One of the main drivers has been sustainability and to this end, most of our work has focused on supporting residents to take the lead in groups, skill sharing sessions and drop in activities. The Community Builder initially supported volunteers with sessions and this role has now been passed to the Community Organiser to facilitate volunteers taking a lead. In doing so, the champion volunteers have developed confidence and status within the community. When working to develop a volunteer to become a champion the following programme is followed:

Engagement	Development	Training	Empowerment
Hook community member into an enjoyable activity of their preference	Once attending regularly, encourage to attend other activities and sign post to target	Support and train community member so that they are taking shared responsibility for activity	Enable community member to champion the activity and take a lead. Ensure that there are between 2 and 4 residents allocated for each of the focused areas to support each other and provide sustainability

Hub Community Champions are now working with other groups to develop activities across the estate. The allotment champions provide training for the LEY volunteers to help them develop their community gardening project; this involves growing initial crop seedlings, sharing resources which are available already and accessing funding from the hub to expand projects. The new group hopes to become independently self-sufficient as well as both providing support for each other. By working together future funding can be jointly applied for and more economically used.

The two groups provide outreach gardening for the elderly and other people who struggle to maintain their own gardens. It is then planned for surplus crops to be distributed to those in need via the food bank, Neo Café and the groups themselves. Our community builder is also assisting a parishioner from St Chads to start up a play group there and provide link to other hub groups.

The Community Champions provide a voice for families and work closely with the Community Builder and Community Organiser, in leading their own sessions and sharing their skills they have grown in self-esteem and feel they are able to give back to their community.

Community Champion 1:

"I have enjoyed coming along to the hub because it has helped me gain more confidence plus meet new people. I have also learnt new skills and passed my own skills on to others. I have also gone on to do more course and start to do a TA course"

Community Champion 2:

"The Hub has helped me to build my confidence and meet new people. I have enjoyed volunteering during sessions and the chance to do other courses in other buildings because of coming here"

We now have the equivalent of 32 Community Champions to lead or support sessions (be mindful that this is not 32 individuals as some champions volunteer for more than more type of activity!) and 5 Teen Champions developing their voice in steering activities for themselves and their peers with the Community Organiser. To provide sufficient adults to drive, lead or deliver courses and activities we have adopted the following employment options:

Person / Group	Type of activity	Employment Arrangement
Community Champion	Skill sharing, buddies & drop in sessions	Volunteers
Teen Champions	Planning activities, engaging others & making connections	Volunteers supported by community organiser
Community Organiser	Canvases opinion and views of residents, arranges sessions / activities and supports volunteers	25% funded by hub, 25% funded by school management and resources, 50% funded by locality
Steering Group	Strategic view, skill sharing & contributing to drive hub activities and vision for unified working	All Leasowe organisations and groups represented including charitable groups and residents
Specialist services	Provision of support, advice & guidance or courses and training or assisting with health & wellbeing needs	Employed by own agency or company with time given to community support – only available as hub is community based or match funded time and skills given in return for facility and access
Holiday cub leaders	Teaching and learning sessions, supporting sports courses, craft or specific skills based delivery	Existing employees of local schools who have applied and been recruited by hub to provide well planned, high quality provision.

		Provided with contract and terms of employment and salaried as additional hours.
Community Builder	Driving vision, securing services and organisations, day to day support for community organiser, link for wider services	Employed by school with .3 timetable given to community and family support work
School Business Manager	Management of hub finances, payment of salaries and successful hub funding applications	Employed by school with some previous duties delegated to other admin staff to release time to manage hub accounts
Headteacher	Strategic management of the hub and development of the vision, application for additional funding streams, manages community builder and organiser and business manager. Recruits and employs additional staffing. Chairs steering group and is accountable for hub funding and actions. Reports to working party and monitors the work of others involved in hub.	Employed by the school.
School Governors	Provide challenge for Headteacher monitor hub activities and ensure the school has capacity and maintains effectiveness. Receives termly update reports on	Volunteers belonging to Resources Committee of the Full Board of Governors

	hub activities and impact.	
--	----------------------------	--

The success of the hub has been in the school initiating the activities and then engaging with others and benefiting from their knowledge and expertise to share activities. By becoming a community hub we have been able to access far wider assets within the community than we would have by applying as a school. The growing number of links can be seen in the attached honeycomb illustrations of added value and community assets. The steering group is well established and initial unifying difficulties have been overcome and a strong commitment to partnership working has evolved amongst the 20+ organisations represented. One member commented that after working on the estate for nearly twenty years she has;

“Never seen all the groups sat around a table together never mind working together for the same purpose!”

The school Family liaison Coordinator was identified as a Community Builder and her timetable adjusted to develop the role and be integral in the engagement of residents and services particularly for the first six months of the hub. In the long term this wasn't sustainable for the school so we looked at other staffing options as it was clear that it was necessary to have a contact person available to facilitate activities, especially out of school hours. A proposal submitted by another agency to the steering group enabled us to secure 50% locality funding to provide 2nd year progression for a community organiser. The combination of existing community links and experience of listening skills and training made her a significant attribute to the hub. The organiser arranges the buddy system for new hub users and refers to the builder for advice and guidance when needed. The organiser is also available to facilitate activities at other schools and venues under the hub umbrella in an effort to engage further school families within their own schools. The role is 25% funded by the hub grant at a cost of £7,500 and 25% funded by existing management and systems already in operation within the school employee structure. This means that we are able to provide career progression within existing structures which is not onerous on management time. In return, the hub now has a fulltime employee focused upon extending provision and engaging the community. This significantly reduced the additional school hours that had been expended whilst promoting further engagement.

Having a named person whom participants can contact means we don't lose anyone whilst school employees are engaged in their primary role. It is particularly important to have the organiser facilitating drop in sessions and sign posting families to services. These are some of our most well attended sessions which run on a cycle of agencies offering support and advice in an informal way with the opportunity to use a

private room as needed. These include: Wirral Autistic Society support; Kirwin's solicitors providing free family law and will writing advice; Pink Commando's keep safe skills; champion led craft sessions; youth service ASB team; champion led cookery and champion led recycling.

Families who have participated in activities have been forthcoming in sharing their views and experiences.

Participant:

"At the hub I have made new friends and get to socialise in the week. I have tried loads of new things like card making and crafts and everyone is always happy to help."

Anonymous case study 1

Background

P & Q are in their mid-30's

They have 3 children; the eldest is 13 years old

P smokes, occasionally drink, both parents and the 2 children are overweight with the parents being clinically obese, both parents receive PIP [personal independence payment] due to health complications. They have a number of pets living in the house.

They admit that they had a very unhealthy diet and inactive lifestyle. They tended to drive everywhere. Their 2 children followed the parents' example although one of the children is older and more independent but still leads a very inactive lifestyle, spending a lot of time on computer games.

Both parents are very supportive of the school and eager to take part in all areas of school life, however they said that they often felt unwelcome by other parents. The children were often excluded by other children due to lifestyle related issues.

Since joining Hub activities

All the family attended a family exercises morning during the half term Mum said it was first time that she had participated in exercise where she laughed with others and was not laughed at; she said that the setting made her feel comfortable and relaxed and that the other participants accepted her, she felt in part because they knew her from other activities and sessions. The children mixed with others and were very much included and part of the group. Dad said that it was the first time he had taken part in proper exercise in as long as he could remember.

The whole family has joined the allotment project and have even adopted two growing beds of their own. They attend on a regular basis on their own or arrange to meet other members there. They said that as a direct result they are spending quality time in the fresh air as a family, they not only grow new produce but have started to cook and eat more fruit and veg as a result. The children are eager to eat what they have grown and are beginning to make more healthy choices.

The parents have signed up to a Livewell (NHS Community Trust) health programme and are passing on ideas to their children, they have both said that they want to set a better example, especially to the two younger children who have signed up to a home/ school healthy lifestyle diary program in school.

Here is a direct quote from an open day attendee from an outside agency with regard to the dad:

“.. found talking to one resident totally inspiring. He was saying that he had a lot of mobility issues and as a result had a tendency to remain at home in doors watching TV. He talked about how the allotment had given him confidence to get out and talk to others and that although he didn't garden much, the community element meant he was learning alongside others, enjoyed the social aspects and felt his own mental wellbeing had improved from talking and fresh air!”

Anonymous case study 2

Participant background

W is in her late twenties, she lives with her partner X. Neither adult works. They have 2 children, age 7 and 5, W's sister's child aged 13 [for whom she has residency, also lives with them], who has special needs. The family has suffered from the death of a 6 year old child four years ago. Neither adult smokes, although they do drink.

W has little family support and relies on her partner. She can be very aggressive towards anyone she felt was criticising her or her children. The aggression appeared to be a defence mechanism, she had no other way of expressing her feelings.

She had a very poor relationship with school - both staff and other parents. Staff found her very aggressive and the Head teacher has had to issue a verbal warning with regards to her behaviour on the yard and threatening disposition towards staff and other parents. Other parents found her unapproachable. Parents were wary of approaching school if they had issues with her children due to being unsure how she would react. If W was asked in to school to discuss matters she would be very defensive and aggressive, taking any advice or observation as a direct criticism. Both the boys have displayed aggression towards others and inappropriate behaviour. W didn't engage positively with school, she didn't take part in school based activities or event and the children's behaviour is challenging.

Since Joining Hub activities

The transformation in what is a relatively short time has been wonderful to be part of. W attended playgroup session with another mum; this led to her signing up for a course that she attended alongside other parents and children. W began to attend the drop in and skill share sessions, she started to help out making teas and volunteering to help with setting up and organisation. W has now built up her own confidence, skills and knowledge, she is a regular attendee of various events and courses; she has begun to volunteer at more sessions and was actively involved in the preparation for the hub open day she has also taken on a leading role in the new allotment group. Although she can still come across as abrupt at times she is certainly not aggressive. She has a much more positive relationship with school - parents and staff, she has begun to socialise with other parents, which in turn gives her a wider support network. She has taken it upon herself to try to learn new skills to enable her to think about preparing for a return to work. Other parents have commented on the positive change with one course leader saying that she was scared to ask her anything for the first few weeks but now she will immediately think of her if something needs to be done.

Recently there was an incident where another child had accused her child of passing an inappropriate comment. W came into school and discussed the incident with the Head Teacher; mum agreed that staff could talk to the child with regards to appropriate language and that she would back this up at home, this would not have been possible even a few months ago. W has stated that she has surprised herself with how much she enjoys the activities and how she wishes to be involved more in the future.

BARRIERS & CHALLENGES

The community hub has been a completely new way of working for our school. Whilst we have always engaged in family support activities and worked with services, it has been within our arrangements and organisation and has not been led by parent voice or involved working so openly and transparently with other organisations and with families.

To fully engage others we had to recognise that the project wasn't for our school and realise that to actually make a difference the funding would need to be distributed and the decision in how that would be allocated would be shared by the organisations. This was the way we moved towards breaking down some of the barriers that have existed between organisations. The steering group as a whole feel that until funding is allocated for community and stipulates the necessity of cross fertilisation or partnership working to meet wider needs, unity will not be achieved in

practice. If groups are bidding against each other for funding it becomes a competition and is then less about community needs and more about justification. By forming effective partnerships, workload has been distributed and the hub is more efficient and effective.

The initial start-up process was very challenging and schools should carefully consider their capacity, current position with regards to performance indicators and staffing stability and their ability to engage with wider groups. As a pilot, we did not have a specific remit and shaped our vision as we developed. Within the first three months the time required was such that it appeared unsustainable, however this had become more balanced by six months and was manageable by nine months as more participants had ownership and colleagues were driving activities themselves.

Maintaining momentum and keeping activities appealing and engaging requires a special skill set and an employee who is passionate about working with families to improve outcomes for children. Participants readily disengage if sessions are lack luster and hubs need to commit to high quality provision to achieve high quality outcomes

Time learning from other hubs would be well spent as the initial planning stage and action planning needs to be well researched and clearly structured to have a smooth launch. To progress we will re-visit our surveys, the community organiser will door knock to seek what the community want for their next steps whilst the builder will work to gain commitment for sustained working from the agencies and organisations that have given us so much support over the past year. Without these two drivers and the continued unified approach we would not be able to build upon what we have established.

To move forward we need to complete our evaluations, listen to our stakeholders, share our work with the assets in our community and facilitate what that community needs; it's not about us, it's about them and that has been our greatest realisation.

Leasowe and Woodchurch Community Hubs Conclusion

In concluding, both schools would like to thank the working party for the opportunity you have given us to engage and support our communities in a new and innovative way. It has been a year of learning and understanding how we can identify and utilise the assets in our local areas for the benefit of all. In the early stages the work required to drive the vision of community hubs seemed unsustainable however, what we now have are models of service that are driven by the community and facilitated by the schools. By sharing skills, working together and recognising how powerful we

can be as a community when we unite, the model of community hubs is something we will fight for.

We look forward to meeting with the Children's Trust Board on the 20th January to answer questions members may have, provide projections for future development and share video evidence of the impact you have made by providing community hubs in Wirral.

WIRRAL CHILDREN'S TRUST BOARD – 20th January 2015

Intensive Family Intervention Programme Update

1.0 Background

In June 2013 the Government announced its intention to extend the Troubled Families programme for a further five years (2015-2020) and reach an estimated 400,000 families across England. £200m has already been secured for the first year of the programme. In the Budget 2014 the Department of Communities and Local Government (DCLG) announced, due to strong local performance, that the highest performing areas would have the opportunity to get started on the Expanded Troubled Families Programme early, during 2014-15.

Due to our progress in delivering the current IFIP programme Wirral has been invited to join the Expanded Troubled Families Programme as an Early Starter. We will commence delivery within this financial year and have committed to working with 60 families before the end of March.

Over the five year contract term we will be expected to work with 3010 families. Both the eligibility and payment by results criteria will change for the new programme, and this is detailed below.

2.0 Principles of the Expanded Troubled Families Programme

DCLG have outlined the principles they expect to govern the new programme as follows:

Trust: flexibility to work with the families of greatest concern and to shape the outcomes achieved locally;

Transformation: ambitious service transformation goals to embed integrated, whole family approaches;

Transparency: introduction of a model of transparent local accountability for the success of the programme as a tool to drive greater service transformation, using streamlined data collection tools.

3.0 Identification of Families

The new programme increases the criteria for eligibility from 3 to 6 problem areas, which include:

1. Parents and children involved in crime and anti-social behaviour.
2. Children who have not been attending school regularly.
3. Children who are in need of help: children of all ages, who need help, are identified as children in need or are subject of a child protection plan.
4. Adults out of work or at risk of financial exclusion and young people at risk of worklessness.
5. Families affected by domestic violence and abuse.
6. Parents and children with a range of health problems.

Families must be prioritised on the following basis:

- They are families with multiple problems who are most likely to benefit from an integrated, whole family approach, and,
- They are families who are high cost to the public purse

4.0 Troubled Families Outcomes Plan

Each Local Authority must determine how it will measure 'Significant and Sustained Progress' in order to claim payment by results successes. To do so we must produce a locally agreed Troubled Families Outcomes Plan. The purpose of the Outcomes Plan is:

1. To lay out what the local authority aims to achieve with each family with regard to the 6 problems the programme aims to tackle; and how this supports wider service transformation objectives.
2. To provide a basis against which the Local Authority can determine when 'significant and sustained progress' has been achieved, and, therefore, a results claim can be made for the family.
3. To provide a framework against which our Internal Auditors (and DCLG Spot Checks) may establish whether a result is valid.

A workshop with multi-agency partners is scheduled for January 2015 to agree the measures for the Outcomes Plan and arrangements for the collection of data. This will be presented to the IFIP Board for ratification.

Each family worked with carries a maximum financial payment of £1800 (the previous amount was £4000 per family). £1000 is available as an attachment fee, payable once the family are engaged on the programme. The further £800 is payable on achievement of the 'Significant and Sustained Progress' outcomes, or if an adult in the family moves into continuous employment.

5.0 Evaluation

In each Local Authority area the grant for co-ordination of the programme has increased. In Wirral this is set to double from £100,000 to £200,000. DCLG have made this available due to the significant increase in data collection requirements and programme administration. We are expected to use this financial resource to complete the following:

- Collection of family progress data (individual level data collected for every member of the family)
- Cost savings calculator (local cost benefit analysis of the costs of delivering the programme against the fiscal benefits of improving family outcomes)
- National Impact Survey (individual level data collected for every member of the family over a longer term period)

The goal of the above data collection is to build a richer picture of the complexity of families on entry to the programme and the progress achieved by individual family members.

6.0 Partnership Working

DWP Secondments will continue and Wirral is entitled to 2 advisor posts. Details of this will be agreed locally.

The working relationship between the Troubled Families programme and health services will be enhanced following the publication of Public Health England's Leadership Statement in November 2014. Guidance for health services and Troubled Families Co-ordinators has been published and outlines how the identification of families, information sharing, and approached to whole family working should be undertaken. This too will be considered by the Task and Finish Group. The changes outlined in the guidance will deliver significant service transformation.

In addition, Public Health is making training available to Troubled Families Key Workers which will enhance their skills in the following areas:

- confidence in having conversations with families about their health
- ability to identify health issues
- ability to provide basic advice on maintaining good health

- ability to get families to resolve low level health issues independently
- knowledge of how to access local health services for high level needs

7.0 Delivering the Expanded Troubled Families Programme

We are currently evaluating and reviewing the existing programme in order to plan for phase 2. The new service and full details on the programme will be outlined at the IFIP Celebration Event on 3rd March 2015 at Wallasey Town Hall.

8.0 Recommendations

The Board notes the information provided in the report.

Report Author:

Elizabeth Hartley
IFIP Programme Leader
Wirral Council

Contact: 0151 637 6146

elizabethhartley@wirral.gov.uk

Appendices: N/A

This page is intentionally left blank

Children and Young People's Plan – Q3 2014/15 Performance Report

1.0 Executive Summary

- 1.1 The Children and Young People's Plan 2013/16 has been produced by partners to address identified needs of children in key priority areas. The plan is delivered by partners working through the Strategy Groups. Performance monitoring of the delivery of the plan is conducted via the Children's Trust Executive Board, chaired by the Director of Children's Services and the Wirral Children's Trust Board chaired by the Lead Member for Children's Services and Lifelong Learning.

The delivery of key projects is monitored by reporting on the key performance measures identified at the planning process. This report provides an overview of progress made against the Children's and Young People's Plan indicators.

- 1.2 At Q3 2014/15 there are 7 indicators that have been updated. Of these 6 have targets set, 5 are performing well against targets (Green), and 1 has missed the target by more than 10% (Red).

Report Author:
Tracy Little: Performance Manager
Performance and Business Intelligence

Contact: Tel 0151 666 4412
email: tracylittle@wirral.gov.uk

Appendix:
Children & Young People's Plan Scorecard: Q3 2014-15

This page is intentionally left blank

Children and Young People's Plan Performance Q3 2014/15



Outcome 1: We will support you to have the best possible start to life and to develop healthy lifestyle choices.

Measure	Historically				Latest Benchmark			Q3 2014/15		
	2010/11	2011/12	2012/13	2013/14	NW	Eng	SN	Target	Actual	RAG
PHOF 4.1 Infant Mortality	5.0	4.5	4.9		4.7	4.3	4.5	Benchmarking 2011 data. 3 year averages latest available 2009 - 12		
PHOF 2.2 Prevalance of Breastfeeding at 6-8 weeks	31.2	29.9	30.2		-	46.9	31.5			
PHOF 4.2 Tooth Decay in Children under 5			32.1	32.1				Four Yearly study next due 2016		
PHOF 1.2 School Readiness (Placeholder)										
PHOF 2.6 Excess Weight in Reception Year	25.0	24.5	24.7	22.2	23.2	22.6	23.4	Benchmark 2012 data		
PHOF 2.6 Excess Weight in Year 6	35.5	33.8	35.6	33.6	34.7	33.9	33.9	Benchmark 2012 data		
PHOF 2.4 Under 18 Conception Rate per 1,000 females (15 - 17)*	47.3	34.6	33.5	32.9	28.9	25.2	31.7	Benchmark data relates to April - June 2013		

*Latest Conception data relates to April to June 2013 due to reporting delay

Outcome 2: We will keep you safe from harm, in a family environment and where necessary support you at the earliest opportunity.

Measure	Historically				Latest Benchmark			Q3 2014/15		
	2010/11	2011/12	2012/13	2013/14	NW	Eng	SN	Target	Actual	RAG
Looked After Children Rate per 10,000 aged 0 - 17	102.0	100.0	99.2	100.1	81.0	60.0	82.2	97.0	101.3	
Children in Need Rate per 10,000 aged 0 - 17	445.1	429.7	417.7	396.1	365.3	346.4	410.5	381.4	381.7	
Rate of Child Protection Plans per 10,000	43.4	55.0	39.8	43.0	50.8	42.1	-	37.8	29.3	
Children Plans lasting 2 or more years	1.8	3.5	4.2	3.8	4.5	5.2	4.2	-	7.7	
Children subject to a CP a second or subsequent time	17.6	18.6	17.1	11.7	15.2	15.8	-	-	16.7 (Sep)	
Stability of Foster Placements - Number of Placements	9.0	10.5	9.4	6.8	9.3 (2011)	11.0 (2012)	10.8 (2012)	10.0	6.6	
Stability of Foster Placements - Length of Placement	59.8	70.0	71.5	67.9	68.2 (2012)	68.0 (2012)	69.1 (2012)	70.0	74.8	
Timeliness of Adoptions	72.2	69.9	64.7	75.0	65.3 (2011)	73.4 (2011)	69.6 (2011)	80.0	56.3	

Outcome 3: We will raise your aspirations and achievement, so that you are equipped to enter adulthood and working life.

Measure	Historically				Latest Benchmark			Q3 2014/15		
	2010/11	2011/12	2012/13	2013/14	NW	Eng	SN	Target	Actual	RAG
Percentage of Children achieving a Good Level of Development -EYFS				47.0	50.0	52.0	48.3		63	
Percentage of Pupils reaching expected level in Phonics Decoding - KS1	-	-	54.0	68.0	69.0	69.0	68.7		76 (P)	
Percentage of Children Achieving Level 4+ (Reading, Writing and Maths) - KS2	-	-	74.0	76.0	77.0	76.0	76.6		78 (P)	
Percentage of Children Achieving 5 or more GCSE's (Including English and maths)	58.7	64.1	65.4	66.2	59.6	58.6	59.7		59.4 (P)	
Uncapped Average Point Score Key Stage 4	445.2	468.7	476.1	465.6	457.1	455.3	472.9		376.2 (P)	
Percentage of Schools in Education Quality	-	-	94.0	94.0	-	-	-	90	91	
Percentage of Total Absence in Primary Schools	5.3	5.1	4.5	5.2	4.2	4.4	4.2		Not yet available	
Percentage of Total Absence in Secondary Schools									Not yet available	
Percentage of Offers of Education or Training to 16 and 17 year olds (September Guarantee)	93.0	91.6	94.3	95.9	93.8	92.4	93.1		95.5 (P)	
Percentage of Young People aged 16 - 18 who are Not in Education, Employment or Training (NEET) **	-	8.9	7.5	5.7	6.4	5.8	7.3	6.0	7.9 (Sep)	

year.

The 14-19 service is currently working through recent schools census and learning provider enrolment data updating status of every young person aged 16 to 19. It is expected that NEET rate will be more robust in November 2014 and will reflect, with greater accuracy, the true situation.

Outcome 4: We will support those of you who need extra support to reach your potential and do well.

Measure	Historically				Latest Benchmark			2014/15		
	2010/11	2011/12	2012/13	2013/14	NW	Eng	SN	Target	Actual	RAG
Attainment Gap across Early Learning Goals - 2013 onwards	-	-	-	39.50	38.7	36.6	38.0		35.1	
Percentage of FSM Pupils reaching expected level in Phonics Decoding, KS1	-	-	41.0	58.00	55.0	56.0	55.1		62 (P)	
FSM Attainment Gap - Percentage of Children Achieving Level 4+ KS2 (Reading, Writing and Maths)	0.0	0.0	0.0	20.9	19.0	-	-	16.0	18.5 (P)	
FSM Attainment Gap - Percentage of Children Achieving 5 or more GCSE's (Including English and maths)	36.1	34.2	30.0	34.9	29.5	26.4	26.4	26.5	Not yet available	
Percentage of Children with a SEN Statement Achieving 5 or more GCSE's (Including English and maths)	6.0	9.0	10.5	11.5	7.7	8.4	6.8		Not yet available	
Looked After Children - Percentage of Children Achieving Level 4 and above at Key Stage 2 (Reading, Writing and Maths)	0.0	0.0	0.0	42.9	-	-	-	61.0	47.2 (P)	
Looked After Children - Percentage of Children Achieving 5 or more GCSE's (Including English and maths)	7.8	10.9	12.0	11.8	15.7	14.6	15.2	44.0	10.5 (P)	
Attainment Gap - Level 2 at Aged 19	25.0	20.0	21.0	17.0	19.0	17.0	20.5	16.0	Not yet available	
Attainment Gap - Level 3 at Aged 19	36.0	36.0	34.0	36.0	28.0	24.0	27.1	31.0	Not yet available	
Percentage of Care Leavers who are in Education, Employment or Training (EET)	39.0	48.0	58.1	66.0	60.0	58.0	62.8	70.0	75 (Sep)	

Outcome 5: We will listen to your views to inform decisions that affect you.

Measure	Historically				Latest Benchmark			Q3 2014/15		
	2010/11	2011/12	2012/13	2013/14	NW	Eng	SN	Target	Actual	RAG
Percentage of Children participating in Reviews	93.8	94.2	95.7	NYA	-	-	-	Data Available September 2015		
Number of Schools in Youth Parliament	-	12	16	16	-	-	-	Data Available September 2015		
Percentage of pupils who have shared their ideas about their school- Primary (HELP survey 2013)	-	-	54.5	*** Data Available Jan 2015	-	-	-	Data Available November 2015		
Percentage of pupils who have shared their ideas about their school- Secondary (HELP survey 2013)	-	-	65.7		-	-	-	Data Available December 2015		

This page is intentionally left blank