

## PERFORMANCE ACTION PLAN TEMPLATE

This template is to be completed for ALL measures showing **RED** status of non-compliance against the specified target reported.

INDICATOR OVERVIEW	
Indicator Title	The % of Looked After Children (LAC) achieving Key Stages 2 (Level 4 +Reading, Writing and Maths)
Strategic Director Lead	Clare Fish
Departmental Lead	Lisa Arthey
Target	61.0

### CURRENT SITUATION: Detail what the performance is for this measure and reason/s for non-compliance

Performance this Period	46.0	+ / - Target: -15.0
Non-compliance reason	<p>Performance of key stage 2 has shown some improvement with an increase of 3.1% since 20/03/14. However, it still remains low in relation to children who are not looked after by statutory carers or alternative family members.</p> <p>The Wirral attainment gap for all our children in care is 34% (reading, writing and maths). When compared to all national performance data of children in care in 2013, it does show that our children are only improving by 4% in reading and maths and 1% for reading and writing. The writing skills, against the national picture our children in care at key stage 1 and 2 is 10% higher than average nationally. Despite this, it is recognised we have not made the necessary improvement target set at 61%.</p>	

**ACTIONS:** This describes what's necessary or how to achieve a 'green' score. This way everyone is clear on what is required and when; knows the expected outcome and how to achieve it.

What (is required)	To ensure better outcomes and reduction in the attainment gap we are looking to ensure our Carers, Social Workers and other professionals involved with our children identify through their care children likely to require additional support with reading and writing and are assisted in home schooling and homework clubs. Carers are encouraged to attend and identify with school and early learning provision.
How (will it be achieved)	<p>The review of the PEP (Personal Education Plan) has assisted with targeting these key areas for learning for children and involves support from social work staff, Early Years settings and education staff as above.</p> <ul style="list-style-type: none"> <li>• Use of the Pupil Premium Service in looking at more 1:1 development sessions for children are now in place</li> <li>• Work has been completed between Social Care and Education on an Early Learning Assessment to identify those children that are requiring assistance for reading, writing and maths at an earlier stage. A tracker of these children has been set up to ensure robust monitoring is reviewed quarterly.</li> </ul>
Who (will be responsible)	<p>Head of Specialist Services</p> <p>Head of Targeted Services</p> <p>Children in Care Group Manager and Senior Lead</p>
When (will results be realised)	The increased early learning assessment and support is expected to result in a reduction in the gap and an increase in attainment within the 2015 academic year.