

L1: Improve the level of basic skills and the number of achieved qualifications (formal and informal) to improve the life opportunities for families.

Title	Comment (to be copied into Ffynnon)	RAG	Overall Status	Status	% Comp
Deliver work that compliments the Skills Strategy, developing essential skills	Community Education enrolments and achievement of qualifications continued to improve 2013-14. In the Academic Year 2013/14, 344 adult learners achieved a basic skills qualification, which is an increase from 278 in 2012/13. The number of people supported by Bridges into Work, into employment increased from 251 (12/13) to 370 (13/14) and number of people gaining qualifications through Working Skills for Adults increased from 1279 (12/13) to 1919 (13/14). The number of vocational courses delivered rose from 39 (12/13) to 87 (13/14). There was an increase of 60 enrolments and successful completion of these courses rose from 87% (12/13) to 90% (13/14)				
Deliver work that compliments the Skills Strategy, through family learning	<p>Families First Integrated Family Learning (IFL) project has engaged 91 families in basic skills community programmes over past 6 months, and hosted 442 Speech & Language sessions over the period.</p> <p>Language and Play, and Family Learning community groups have reached a total of 49 families. This consisted of 49 adults and 71 children, a total of 120 individuals. Families who attended the Family Learning community groups were referred via schools.</p> <p>Flying Start programme has developed an Early Language Pathway offer that includes the PEEP programme delivery on which LAP was based. The groups are run across the 20 areas termly through the Pop in and Play sessions (279 parents and 296 children attended the groups 2013-14 which was an increase on previous years).</p>				

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	<p>442 adults engaged in the WG FL provision, of which 86% or 380 adults achieved their individually set targets. 441 children also took part in this provision. In addition the FF Integrated Family Learning Project has engaged 180 families in Community Programmes and 56 families in Home Support programmes within the last year. This project engaged with a total of 614 individuals. Families who attended the Family Learning community groups were referred via the Family Engagement project, schools and home Family Learning, health partners and the Supporting Family Change project.</p>				
<p>Support the development of quality, accessible, affordable childcare provision to support access to education, learning and employment.</p>	<p>Assisted Places Scheme: 194 children (2013-14) and 134 children (2014-15) were supported to access childcare provision, supporting family outcomes as well as sustainability of childcare provision.</p> <p>Out of School grant continues to support the set up of new provision where there are gaps highlighted by the Childcare Sufficiency Assessment.</p> <p>Flying Start programme has developed 16 new sessional childcare settings and contracted 12 non-maintained childcare settings to enable local access to funded childcare places for 20 Flying Start areas 2014-15.</p>				
<p>Identify and overcome barriers to parental engagement in learning</p>	<p>Parent Network group linked to Hengoed Primary, which is linked in with Families First, has developed a picture book with a professional illustrator, which will be published by the end of October. Parents in the group will be supported by a story tell to model storytelling to children as feedback from pop in and play sessions have indicated that parents are low in confidence and do not engage in story telling activities. Working with Communities 1st and the Family Engagement Project these parents will lead storytelling in other school settings.</p> <p>This project is now in development with Park Primary who are currently at the illustration stage, with the following project being targeted to welsh language provision.</p>				

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	<p>The parent forum from Hengoed Primary School, were nominated for an NIACE Inspire award for the work they have undertaken. An additional two book have been developed with Nelson Parent Forum, linking in with the infant and junior school in that area. The second is a bi-lingual book with YGG Gilfach Fargoed, which has support for parents who may also be early learners in Welsh Language.</p>				
<p>Develop a range of appropriate interventions to support young people in accessing the right support for learning at the right time</p>	<p>Vulnerable groups have been identified and range of interventions introduced. Their progress is being tracked using both academic results and soft outcomes through various reporting mechanisms</p> <p>Caerphilly Youth Service Strategy provides a framework to support young people, through broad and progressive youth work methodology in response to needs. This provision is delivered in Youth Centres, Clubs and venues throughout Caerphilly. Youth Projects target young people who need intensive additional support which include Expectant Parents Project and Youth Workers in Schools.</p> <p>2 youth employment officers funded by Communities First support young people aged 16-24 to access volunteering, training, JGW opportunities and employment. The staff are members of the youth engagement and progression framework to ensure the right support is provided at the right time.</p> <p>StreetGames provides a volunteer offer to young people including the opportunity to gain non accredited doorstep sport skills and accredited Sports Leader Level 1 and 2 qualifications. Volunteering with StreetGames also provides the opportunity to complement existing youth work accreditations</p>				
<p>Develop a range of appropriate</p>	<p>The new ESF projects will provide advice and guidance regarding educational opportunities across the Borough to move people towards, into and develop</p>				

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interventions to support adults in accessing the right support for learning at the right time.	<p>skills within the workplace.</p> <p>Communities First employ 2 Digital Inclusion Officers to support people to gain essential basic IT skills. During financial year 2014/15, 641 people were supported to get online and learn basic IT.</p> <p>Communities First employment support team have supported 257 people to gain employment related qualifications and 171 people into work.</p>				
Implement the Joint Assessment Family Framework (JAFF	<p>There is a need to continue the implementation of the JAFF beyond basic skills. E.g. health and social needs. For many families until their health and social needs are met they are not ready to “learn and earn”. There is also the opportunity to consider alignment with the Social Services and Well Being Act and in particular Proportionate Assessment, Information, Advice and Assistance, and Eligibility Thresholds.</p> <p>This will be an area of work for 2015/16.</p>				
Deliver a range of opportunities to enable young people and adults have the appropriate level of basic skills and qualifications to access opportunities in employment, education and training.	<p>Work is being undertaken with schools, through the EAS to encourage them to embed literacy skills across the curriculum for young people.</p> <p>In the Academic Year 2013/14, 344 adult learners achieved a basic skills qualification, which is an increase from 278 in 2012/13.</p> <p>Communities First work with the basic skills unit to establish community based provision with identified jobseekers. From April 2014 to March 2015, 77 people have attended essential skill classes. Of these, 59 have improved literacy skills and 32 have gained a qualification.</p> <p>2 Youth Employment Officers funded by Communities First support young people aged 16-24 to access volunteering, training, JGW opportunities and employment. The staff are members of the youth engagement and</p>				

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	<p>progression framework to ensure the right support is provided at the right time. From April 2014 to March 2015, 429 young people have been supported. Of these, 101 have secured a JGW placement and 105 and have entered employment.</p>				
<p>Improve standards of attainment in the application of literacy and numeracy.</p>	<p>In Key Stage 2, LA officers identify and target pupils to receive additional literacy intervention in Year 4. In 2012-13, 132 pupils were identified across 25 schools, including Welsh medium. At the beginning of the 16-week programme, all pupils are baselined using the York Assessment of Reading and Comprehension (YARC) tool.</p> <p>Outcomes for pupils who received the intervention between September 2013 and June 2014 indicated 82% of pupils made a minimum of 4 months progress in their reading accuracy and rate.</p>				
<p>Reduce the inequality gap for identified vulnerable families through increased collaborative working</p>	<p>There is a Welsh Government drive towards a Joint Outcomes Framework which links Flying Start, Families First and Communities First. In Caerphilly, this is already being taken forward through the programme collaboration group which also includes Supporting People, and the Engagement and Progression Framework, to further develop joint commissioning and prevent duplication of provision.</p> <p>Adult Community Learning use funding from a range of funding streams to deliver essential skills through a variety of mechanisms in order to ensure value for money and economies of scale.</p> <p>Caerphilly is an early adopter for the Welsh Government Common Outcomes Framework. The framework of common outcomes and measures is intended to focus the work of Flying Start, Families First and Communities First programmes to tackle poverty, support the alignment of the programmes and provide a more</p>				

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	coherent administrative demand.				
Work collaboratively to promote volunteering opportunities that can raise aspirations and improve skills for young people and adults	<p>The Youth Service has developed a Volunteering Policy and Protocol in order assist young people to gain valuable experience and qualifications as a pathway to employment.</p> <p>The Youth Engagement and Progression Coordinator is also working collaboratively with internal and external partners to assist young people who are at risk or currently NEET to secure work based learning opportunities.</p> <p>StreetGames provides a volunteer offer to young people including the opportunity to gain non accredited doorstep sport skills and accredited Sports Leader Level 1 and 2 qualifications. Volunteering with StreetGames also provides the opportunity to complement existing youth work accreditations. In 2014-15, 397 young people were engaged in StreetGames activities.</p>				

L2: Develop a multi-agency approach to address the impact of poverty on pupil attainment

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<p>Reduce the gap in attainment for children on Free School Meals and target resources appropriately.</p>	<p>One of the six new Improvement Objectives is focused specifically improving outcomes for learners, particularly those vulnerable to underachievement. One of the key actions will focus the achievement of pupils in receipt of Free School Meals.</p> <p>The EAS continue to monitor the use of the PDG Grant and pay close attention is paid to provision for children on Free school Meals as part of the targeted intervention.</p> <p>For Key Stage 2, data shows that in 2013 68.9% of FSM pupils achieved the Core Subject Indicator (CSI), this increased to 71.4% in 2014. The achievement of non FSM pupils was 89.3% in 2013 and 90.4% in 2014. This highlights that Caerphilly narrowed the gap in performance by 1.4% over the period.</p> <p>For Key Stage 3, data shows that in 2013 52.1% of FSM pupils achieved the Core Subject Indicator (CSI), this increased to 57.9% in 2014. The achievement of non FSM pupils was 79.7% in 2013 and 82.3% in 2014. This highlights that Caerphilly narrowed the gap in performance by 3.2% over the period.</p>				
<p>Support families in poverty and raise aspirations for attainment of children and young people.</p>	<p>Flying Start is a child focussed, tackling poverty, intervention programme for 0-3 year olds delivered in 19 areas currently and expanding to a further 6 areas in 2015-16. The maximum number of 0-3 year olds targeted currently is 2,246 increasing to 2,483 in 2015-16.</p> <p>Childcare for 2-3 year olds offers funded places part time 5 days a week, before the child starts their Foundation Phase place. The take up of places is high (89%), and attendance is improving (77%), [data based on 2013-14].</p>				

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<p>Promote positive cultures and develop provision to engage children and young people isolated communities in learning and to raise their aspirations</p>	<p>A Communities First PDG Grant – Youth and Family Workers in Schools project has been developed through a partnership between Communities First and the Youth Service to target pupils in need of additional support and provide interventions both in school and within their own community. Young people’s school attendance has improved and they have secured non-formal qualifications which are focused on addressing the barriers to learning.</p> <p>Communities First Youth and Family Officers provide a range of learning opportunities to support young people from disadvantaged backgrounds. In 2014-15, 178 young people participated in a personal or social development opportunity for more than 10 hours and 62 young people gained a recognised qualification on the QCF framework.</p>				
<p>Provide timely support to pupils who do not attend school regularly through Supporting Family Change (TAF Model), so that the social needs of families are supported.</p>	<p>Families, who are referred to Supporting Family Change (SFC), where there are children and young people in the household who are not regularly attending school, receive coordinated support from relevant agencies to help improve school attendance. Now the model has been adapted there is the flexibility to provide more intensive support where needed to break the cycle and culture of non-attendance in families.</p> <p>Attendance data has continued to improve for the Academic Year 2013/14, a shows Secondary at improvement from 92.0% on 2012/13 to 92.9% in 2013/14.</p> <p>Primary attendance also shows and improvement moving from 93.2% in 2012/13 to 94.4% in 2013/14</p>				

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<p>Target key schools through partnership working to improve attendance and reduce exclusions.</p>	<p>Attendance data has continued to improve for the Academic Year 2013/14. At Secondary the improvement has been from 92.0% in 2012/13 to 92.9% in 2013/14. Primary attendance also shows an improvement moving from 93.2% in 2012/13 to 94.4% in 2013/14.</p> <p>Exclusions in Primary remains at 0 for 13/14, although Secondary exclusions have increased from 5 (12/13) to 14 (13/14). It is anticipated that the implementation of the behaviour strategy will support improvements in this area.</p> <p>Communities First youth and family officers provide support for disadvantaged pupils in school time. In 2014-15, 123 young people had improved academic performance (not GCSE related) and 124 stated that they knew where to get help following the support.</p>				

L3: Children, young people and families have the skills and resources to access job opportunities.

Title	Comment (to be copied into Ffynnon)	RAG	Overall Status	Status	% Comp
Provide community learning programmes that support young people and families to access job opportunities	Community Education enrolments and achievement of qualifications continued to improve 2013-14. The number of people supported by Bridges into Work, into employment increased from 251 (12/13) to 370 (13/14) and number of people gaining qualifications through Working Skills for Adults increased from 1279 (12/13) to 1919 (13/14). The number of vocational courses delivered rose from 39 (12/13) to 87 (13/14). There was an increase of 60 enrolments and successful completion of these courses rose from 87% (12/13) to 90% (13/14)				
Implement the Youth Engagement and Progression Framework to reduce the number of young people who are at risk of or currently NEET.	<p>The System for Tracking and Reporting Vulnerability in Education (STRIVE) system has been developed. This includes the collection of data on school achievements, attendance, exclusions, free school meals and youth offending in order to identify the young people who are in most need of intervention and support.</p> <p>Officers are currently including post 16 data in the STRIVE system in order to engage the young people who are unknown status (tier 1) or not read for work (tier 2). It is envisaged that this system will enable officers to track outcomes, impact and progression.</p> <p>The Caerphilly Information Sharing Protocol has been quality assured by Wales Accord for the Sharing of Personal Information (WASPI) in February 2015. Signatures have been secured from schools, local authority, college and other partners. Monthly meetings are schedule to identify the needs and support young people to secure destinations.</p>				
Embed multi-agency working with schools to target identified	Alongside the work done within schools in liaison with the EAS, LA officers have challenged schools to raise their expectations, particularly in relation to vulnerable pupils. The performance and needs of every individual pupil in				

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<p>young people to improve attainment and increase the percentage of young people achieving 5 GCSE's A*- C, including English and Maths.</p>	<p>years 10 and 11 are discussed and appropriate learning pathways and interventions are identified.</p> <p>Pupils' progress is categorised based on a range of factors. This categorisation may change during the term due to attendance, health issues, SEN issues, behaviour and intervention programmes implemented. The focus is to maintain the performance levels of pupils identified and to monitor the intervention programmes implemented from the school for those requiring additional support.</p>				
<p>Work collaboratively to promote volunteering opportunities as pathway to gaining employment</p>	<p>The Youth Service has developed a Volunteering Policy and Protocol in order assist young people to gain valuable experience and qualifications as a pathway to employment.</p> <p>The Youth Engagement and Progression Coordinator is also working collaboratively with internal and external partners to assist young people who are at risk or currently NEET to secure work based learning opportunities.</p>				

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Title	Target	Intervention	RAG	Actual	Comment	Trend			
						14-15 (AY 13-14)	13-14 (AY 12-13)	12-13 (AY 11-12)	11-12 (AY 10-11)
The % of pupils achieving L4+ in end of KS2 assessments for English	89.2					88.0%	86.9%	84.3%	82.2%
The % of pupils achieving L5+ in end of KS3 assessments for English	85.2					82.2%	78.7%	76.8%	70.9%
The % of pupils achieving L4+ in end of KS2 assessments for Mathematics	89.3					89.0%	87.4%	86.8%	84.6%
The % of pupils achieving L5+ in end of KS3 assessments for Mathematics	87.3					83.9%	81.5%	77.5%	74.3%
EDU002i: The percentage of pupils aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	0.4%					1.0%	0.4%	0.4%	0.4%
% of pupils aged 15 who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	60.4					TBC	46.3%	45.1%	43.3%
% of 16 year olds not in employment, education or training (NEET) in October	3.0%					TBC	4.4%	5.9%	4.5%
Number of young people engaged by youth service	17%					19%	24%	26%	19%
Number of young people achieving local accreditation	30%					35%	29.7%	13.4%	-
Number of young people achieving national accreditation	5%					5.9%	5%	1.5%	-

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						14-15 (AY 13-14)	13-14 (AY 12-13)	12-13 (AY 11-12)	11-12 (AY 10-11)
Proportion of people (16-64) with no qualifications in the Caerphilly County Borough	No target							15.2%	17%
The number of adult learner enrolments on Basic Skills programmes	1000					1403	-	-	-
The number of Adult learners achieving Basic Skills qualifications	300					344	-	-	-
Family learning supported learners achieving individually set targets	400					447	-	-	-

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	15-16 (AY 14-15)					14-15 (AY 13-14)	13-14 (AY 12-13)	12-13 (AY 11-12)	11-12 (AY 10-11)
EDU008a The number of pupils permanently excluded during the year per 1000 pupils from a) Primary Schools	0					0	0	0	0.25
EDU008b The number of pupils permanently excluded during the year per 1000 pupils from b) Secondary Schools	0					1.48	0.57	0.47	1.1
EDU010a The percentage of school days lost due to fixed-term exclusions during the year, in a)Primary Schools	0.2					0.013	0.013	0.017 %	0.03%
EDU010b The percentage of school days lost due to fixed-term exclusions during the year, in a)Secondary Schools	0.10					0.074	0.09	0.094 %	0.14%
EDU016a Percentage of pupil attendance in primary schools	94.9					94.4%	93.2%	0.017 %	92.8%
EDU016b Percentage of pupil attendance in secondary schools	93.1					92.9%	92%	0.094 %	90.7%

L3: Children, young people and families have the skills and resources to access job opportunities

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	15-16 (AY 14-15)					14-15 (AY 13-14)	13-14 (AY 12-13)	12-13 (AY 11-12)	11-12 (AY 10-11)
% of pupils aged 15 who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	60.4					TBC	46.3%	45.1%	43.3%
% of pupils aged 15 who achieved the Level 2 threshold	82.3					TBC	69.1%	64.1%	62.5%
% of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	TBC					TBC	96.2%	96%	99%
% of 16 year olds not in employment, education or training (NEET) in October	3.0%					TBC	3.5%	5.9%	4.5%
% year 13 leavers for schools in Wales not to be in education, employment or training – Caerphilly	TBC					TBC	TBC	6.8	5.1
Number of people supported by Bridges into Work into employment	7					378	240	104	-
Number of people gaining qualifications through Working Skills for Adults	24					2016	1134	-	-
Number of vocational courses delivered to improve employment opportunities	80					87	63	39	39
Numbers of learners enrolled on vocational programmes	730					803	743	458	-
% of learners successfully completing vocational courses	91%					90%	87%	83%	-