



One Reading Early Help Partnership Strategy

2021/23

SUMMARY

The Early Help Strategy to update associated governance arrangements by the One Reading Children and Young People's Partnership Board.

OWNER

One Reading

AUTHOR

One Reading

VERSION

1

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Introduction

The One Reading Prevention & Early Intervention Partnership was formed in 2019 to take forward the ambitions set out in the Reading Early Intervention Strategy 2018 – 2021. The now-named One Reading Children and Young People's Partnership is driven by key leaders from across the Voluntary and Community sector, Health, Education, Reading Borough Council, Police, Business, Children's Services, Schools and Colleges. The core aims are to improve outcomes for children, young people and families, reduce demand for specialist services and nurture resilient communities and a thriving voluntary sector.

The early intervention and prevention focus of the partnership is enabling a collaborative approach to deliver our Early Help strategy. The current strategy concludes in March 2021 and our new strategy builds on the strengths of our partnership and its clear focus on local priorities for early help.

A key role of the One Reading Children and Young People's Board is to lead and drive the One Reading Early Help Strategy. The Board is currently chaired by Cllr Liz Terry, the Lead Member for Children's Services.

Who's this for?

This strategy sets out the Partnership's 2-year plan for ensuring robust early intervention and prevention and is for everyone working with children, young people and families in Reading.

What is Early Help?

'Early intervention means identifying and providing effective early support to children and young people who are at risk of poor outcomes. Effective early intervention works to prevent problems occurring, or to tackle them head-on when they do, before problems get worse.'

Early intervention Foundation.

As the One Reading Children & Young People's Partnership we believe early help is a collaborative approach and response, not a single provision.

Early Help can be provided by a range of staff in different organisations, such as health services, schools, early year's provision and a range of voluntary, community and faith sector services. As a basic principle, the first person to offer support to a child or young person and their family should be the professional identifying the issue. We believe that emerging needs within families are often best supported by practitioners known to the family.

Working Together to Safeguard Children 2018 states that 'providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.'

Early Help is the right help, at the right time, in the right place.

The Case for Early Help

There is an increasing body of research that evidences the effectiveness of early help in improving outcomes for children, young people and families and in reducing the need for and costs relating to higher tier services.

The Cost of Late Intervention: Early Intervention Foundation analysis 2016 – estimated the cost of late intervention to be £17 billion or £287 per head of the population across England and Wales. This relates to the cost of the acute, statutory and essential benefits and services required when children and young people experience significant difficulties in life, many of which might have been prevented. The largest individual costs are:

- £5.3 billion spent on Children Looked After
- £5.2 billion associated with cases of domestic violence
- £2.7 billion spent on benefits for young people who are not in education, employment or training (NEET)

The cost is spread across different areas of the public sector, with the largest shares borne by:

- Local authorities (£6.4 billion)
- NHS (£3.7 billion)
- DWP (£2.7 billion)

Our Vision

Our vision is for every child and young person and family to receive the right help at the right time and right place.

Key Aim

Our shared aim as the One Reading CYP Partnership is to work together to:

- Improve outcomes for children young people and families
- Reduce demand on high cost services
- Build community resilience
- Build the capacity of the voluntary and community sector

Principles

The graphic below describes the principles that underpin how we will work together.



[\(See Appendix A definitions\)](#)

Trauma-informed Approach

Our ONE Reading Partnership vision is for all children, young people and families feel safe, healthy and well, valued and understood.

As a trauma-informed community we believe that every contact we have with a child, young person or adult is an important connection.

A trauma informed and responsive community and workforce recognises where people are affected by trauma and adversity and the barriers it can create to accessing life chances; responds in ways that prevent further harm and support recovery and improve life chances; and resists re-traumatisation through applying the principles of safety, choice, collaboration, empowerment and trust.

Our understanding and awareness of trauma will inform how we work together to embed our principles and achieve our key aims.

Local Data and Needs

Population

Reading has a population of 161,780 people, and a large proportion of this number is comprised of young people and families. Of this figure, approximately 25% (41,505) of the population are made up of young people up to the age of 19 (ONS, 2019).

Diversity¹

Reading has a more diverse population than neighbouring boroughs. Over a quarter of Reading's overall population is from BAME backgrounds compared to 14.6% nationally and 9.3% in the South East. Reading's population self identifies from a variety of different backgrounds, including Asian or Asian British, Black, African, Caribbean, Black British, or Mixed ethnicity. 85.5% speak English as a main language, with 'South Asian languages' ranked second and 'other European languages' ranked third most commonly spoken.

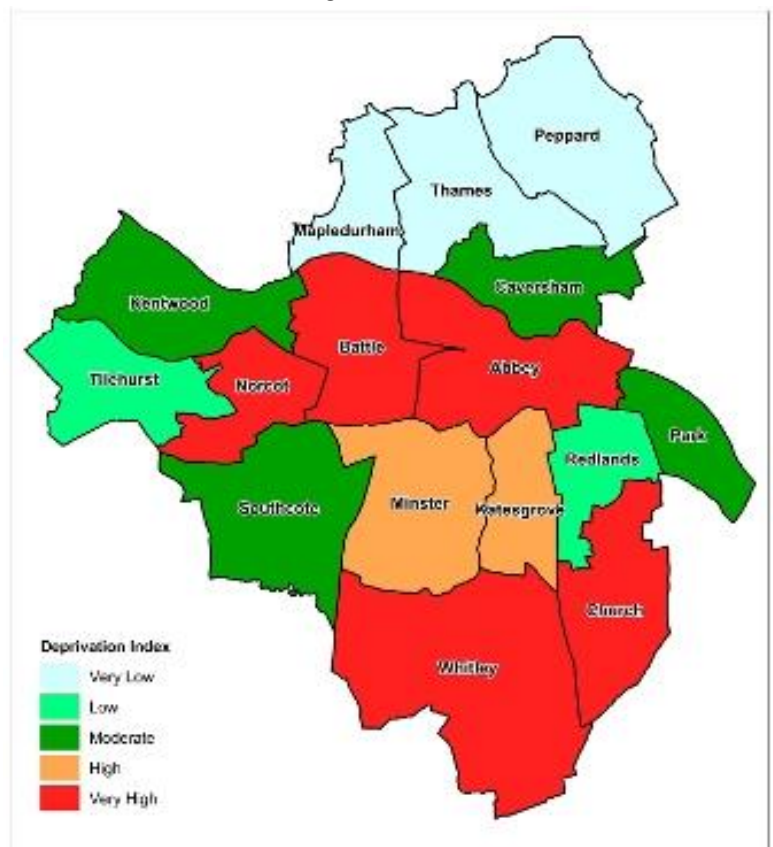
54% of secondary school children are from BAME backgrounds (School Census, 2020).

Deprivation

Reading has some of the most affluent and the most deprived neighbourhood in the Thames Valley. Relative to other boroughs in the South East, a greater proportion of Reading's children live in poverty. Reading as a whole is ranked 141st most deprived out of 317 local authorities.

5,004² children under 16 in Reading live in families with "relative low income". This is 14.8% of the local population compared to an average of 13.7% for the South East. 27.8% of the population live amongst the 30% most deprived small areas in the country (IMD). There are concentrations of low deprivation in the southern and central parts of Reading (Mapledurham, Thames and Peppard wards) and high deprivation in the north of the borough (Norcot, Battle and Abbey wards in the centre and Whitley and Church wards in the south).

Figure 1



Many families in Reading achieve positive outcomes³. For example, the overall unemployment rate in Reading currently sits at 2.5%⁴ compared with 4% nationally. The median annual salary for

¹ All data in this paragraph is from ONS Census 2011.

² All low-income family's data is from 2018-19 DWP data.

³ This is a generalisation, made based on key indicators, a selection of which are represented in this paragraph.

⁴ The unemployment and salary data from ONS 2020.

Reading is £27,992 nearly £2,000 more than the national average and this has steadily risen since the period following the financial crash.

24% of Reading pupils are eligible for Pupil Premium (4,919 pupils) compared with 21.1% for the South East and 27.2% for England. (DfE, 2019). This has decreased since the previous year, when 25% were eligible in 2017/18, although the percentage has risen nationally.

Education

Children who live in relative poverty attain worse outcomes than their peers. This pattern becomes entrenched in the Early Years of development. In the Foundation Stage, 58%⁵ of all children eligible for pupil premium free school meals (FSM) are considered to have achieved a good level of development compared to 71% of all children not eligible for FSM's.

The proportion of all children in Reading (69%) achieving a good level of development at Early Years is lower than the South East average (75%) and National average (72%) (DfE 2019). Improving outcomes for under-fives is a priority.

Academic achievement is around the national average. Children with disadvantage (FSM) and children with SEN underachieve and the gap is larger than national figures. By the time children are aged between 14 and 16, in Reading, non-disadvantaged children attainment (8) is higher in Reading (55.5%) than the South East (51.3%) and National (50.5%) averages. However, our disadvantaged children do less well, 33% in Reading compared with 34.4% in the South East and 36.85% for England (DfE 2019). There is significant concern that the pandemic will further impact on the disparity.

Exclusions

In 2019/20, 1511.5 days were lost due to fixed term exclusions (FTEs) at Secondary School. This is a slight decrease from 2018/19 figure of 1538. In 2019/20 323.5 days were lost due to FTEs at Primary School. This is a significant decrease from 2018/19 figure of 415. In 2019/20, there were 23 permanent exclusions at secondary level, reduced from 31 in 2018/19.

Whilst we are seeing an improvement in primary school, concerns about exclusions at secondary level remain a key concern. Reading ranked 116th out of 152 local authorities for fixed term exclusions and 63rd for permanent exclusions in 2018/19.

Attendance

The average attendance in 2017/18 for Reading pupils is 94.3% which is lower than the National average (95.2%). The 2018/19 figure for Reading is 95% which is an increase on the previous year. The percentage of children in Reading who persistently absence (more than 10% absence) is 12.2% which compares to 11.2% nationally (2017/18, Local Data). This percentage has increased to 15.1% in Reading for 2018/19.

Special Educational Needs (SEN)

Young people (0-25 years old) with Reading funded Education Health and Care Plans (EHCP) in Reading are 230.8 (per 10,000), this is lower than our Reginal Neighbours and higher than the National data (223). The percentage of SEN primary school pupils with social, emotional, mental

⁵ All data in this paragraph is from DfE 2019.

health needs (SEMH) is 17.8%, secondary school pupils is 24.8% and special school pupils is 25.3%. (2019, Local Data).

Education Employment or Training (EET)

The NEET figures in Reading are 4.1% which are higher than the South East (3.0%) and England (3.3%).

Children known to Children Social Care

There has been an increase in children open to children's social care in the last year. In 2019/20, 1451 children were open to children's social care. The rate (per 10,000) was 392, higher than both the Statistical Neighbour rate (338) and the national rate (324). At January 2021, 1553 children were open to children's social care and the rate has increased to 418.8.

The numbers of children with a child protection plan increased from 226 in 2019/20 to 271 in January 2021. The rate in 2019/20 of 61 per 10,000 was higher than the Statistical Neighbours (45) and national rate (43). The rate for Reading increased to 73.1 in January 2021.

There has been a slight decrease in the number of children looked after from 277 in 2019/20 to 273 in January 2021, representing a reduction in rate from 74.7 per 10,000 to 73.6. The numbers of Children in Need have increased from 518 in January 2020 to 552 in January 2021.

The age groups most at risk are the under-1year olds and adolescents.

Adolescent Risk

Youth Crime/Youth Violence

First time entrants to the youth justice system has risen in Reading (336 per 100,000) and is higher than the South East (144) and the National average (211). Reoffending rates for young people in Reading are relatively low with 32.2% reoffending within 12 months compared to 26.3% in the South East and 38.5% nationally.

There has been a 4 % decrease in recorded knife crime offences in the Thames valley in the last year. However, there has been a 6% increase in domestic related knife crime. Reading and Milton Keynes have consistently been the areas with the highest total knife crime offences with Reading seeing proportionally more offences in December 2020 than the rest of the Thames Valley. In the last 12 months (February 2020-2021), in Reading, there were 65 incidents involving possession of an offensive weapon/ bladed article with the suspect aged Under 25. There were 50 offences for possession of drugs with intent to supply with the suspect age under 25.

There were 42 under 18-year-olds who were suspects of a Serious Violence Offence in 2020. 24% of these had previously been a suspect in the previous 2 years and 17% were also a victim during that period indicative of the complexity of young people often being both victim and perpetrators of violence. Almost a quarter (24%) of these young people were already a suspect in previous 2 years and 17% were also a victim in that time). 60% had already been arrested. The data suggests that custody, being a suspect and victim in police reports are all important factors and potential intervention opportunities. (Source Serious Violence, SNA 2021).

Sadly, there have been 2 deaths as a result of knife attack in the first quarter of 2021 where children are implicated, including the death of a 14-year old boy.

Child Exploitation and Missing

The missing episodes have reduced in 2020/21 with 182 missing episodes from home and 135 missing episode from care by end of Q3 2020. This compared with 440 episodes from home and 418 from care in 2019/20. The numbers of children identified as at risk of criminal exploitation decreased to 23 by December 2020 compared with 58 in the 2019/20.

It is thought that the impact of Covid-19 related lockdown periods have been a protective factor in preventing young people from going missing and criminal exploitation, although there have also been concerns that opportunities for on-line grooming will have increased and decreased visibility of young people will have impacted on early identification.

The numbers of children identified as at risk of child sexual exploitation was 14 by December 2020 compared with 17 for the whole of 2019/20. This increase can be linked to a recent spike due to a group of children being identified. Both locally and nationally there has been a concern that a decreased focus on child sexual exploitation may be resulting in decreased identification of children at risk and there is a focus on needing to address this risk.

There is increasing complexity of the interlinking challenges that some of our young people are faced with. There is well documented evidence that most, although by no means all, young people who are victims of exploitation and at risk of criminal activity will have had adverse childhood experiences including poverty, exposure to domestic violence and educational exclusions.

An integrated partnership approach to preventing and responding to adolescent risk continues to be a high priority.

Mental Health

Hospital data shows increasing numbers of children and young people presenting with mental health issues and self-harm. Higher numbers of young people from Reading (under 18) were detained under the Mental Health Act in 2020-2021. There is an emerging concern about higher levels of admittance for young people with eating disorders.

Locally we have seen an increase in the numbers of young people presenting at hospital with significant mental health concerns including eating disorders. In quarter 3 of 2020/21 referrals to CAMHS had increased by the following percentages compared with the same time in the previous year (this is Berkshire wide data).

- CPE (common point of entry) 15.6%
- BEDS (Berkshire Eating Disorders Service) CYP 64%
- A&D (anxiety and depression) Service 47% *
- Rapid Response (crisis) Service 70%

Impact of the Covid-19 Pandemic

The full impact of the Pandemic on children, young people and families is not yet realised. There is significant concern about the longer-term impact on social inequality due to increased poverty, unemployment and disrupted education. Local data provides evidence of a sharp rise in adults claiming universal credit.

Since the onset of the pandemic there has been an increase in demand on children's services, particularly where children have been impacted by poor mental health and domestic abuse. Early Help services are delivering support at higher levels of need as pressures escalate on higher tier services.

Locally we have seen an increase in pregnant mums experiencing Domestic Abuse (DA) and this is high priority within our Domestic Abuse Strategy. We have also seen an increase in non-accidental injuries for under 5-year olds, and in particular under 1s.

There is concern about both the rise and the levels of complexity of cases in both these areas and these are priority areas for the One Reading Children and Young People's Board.

The impact on Early Years Provision and schools during Covid may impact further on attainment levels across all age groups and EET for 16 plus.

National research and local knowledge indicate that for some young people the initial lockdown period had the impact of reducing stress and improving emotional well-being for others there had been a negative impact on mental health (Impact of COVID-19 – The Voice of Young People by No. 5; Young Minds National research).

What have we achieved?

Establishing the One Reading Children & Young People's Partnership has ensured consistent focus on early help over the last 3 years and crucially through the current pandemic. As noted by Ofsted in its inspection of Reading Children's Social Care services in September 2019 'the recently launched 'One Reading Partnership' framework promotes a cooperative approach to early help and prevention across all agencies, and there is a strong commitment to its implementation.

The 2020 Troubled Families programme Early Help Systems self-assessment highlights the distance travelled in terms of early help being understood and seen as everyone's business across the partnership and commitment to collective responsibility at a leadership level for improving outcomes.

The Board established the local consensus, a partnership agreement of the underpinning principles of how partners will work together with families, the community and each other (see above). This includes a commitment to promoting and supporting Reading to become a trauma informed community. The Board jointly funded a post to support the development and embedding of trauma informed thinking and practice across the partnership.

Some of the key developments across the partnership include:

- The DfE funded Therapeutically Thinking Schools Programme. 80% of Reading schools are working therapeutically.
- Royal Berkshire NHS Foundation Trust Executive Board have endorsed the Children and Young Peoples strategy to become a trauma-informed organisation by 2025.
- Brighter Futures for Children has adopted its Architecture for Professional Practice which outlines the company's framework and commitment to thinking trauma informed,

responding restoratively, therapeutically and whole family. The company is implementing a 2 year programme to help embed the approach.

- Parenting Special Children have acquired funding to support their development as a trauma-informed organisation.
- The Violence Reduction Unit are working with Public Health England to develop a Trauma Informed Framework and are committed to a embedding a trauma-informed approach to violence reduction work.

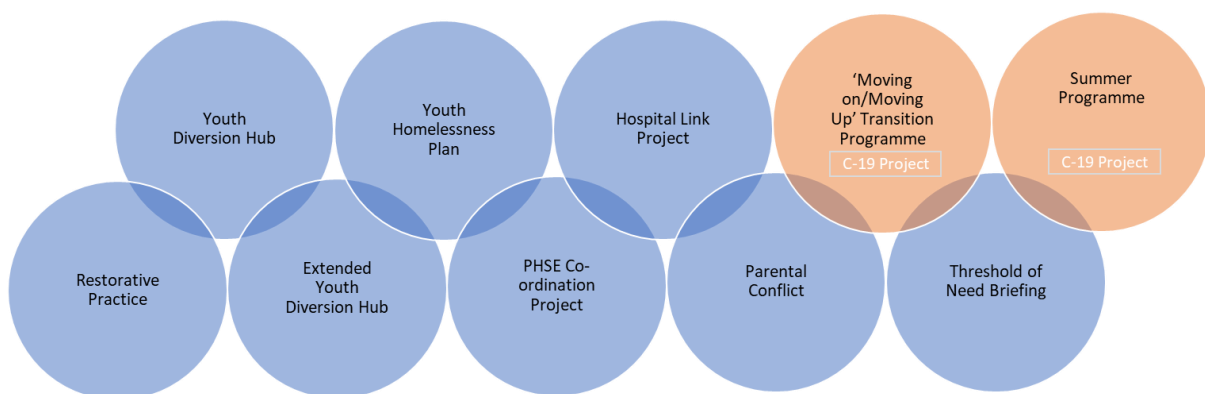
The One Reading Trauma-Informed Conference (2020) attracted 147 participants from across over 20 organisations to a week of 24 workshops facilitated primarily by local organisations, families and practitioners. Senior leaders attended facilitated workshops and committed to developing a shared vision and plan in early 2021.

The One Reading CYPP have established a set of key performance indicators from needs analysis and outcomes data from across a range of data sets. This has informed the review and re-focus of the workstreams.

Establishing the One Reading Partnership Hub has increased the multi-agency response to family's needs at threshold level 2a. The year 1 evaluation evidenced that this approach shortens service referral processes as appropriateness and threshold is explored in advance and better understood. Also, that the Hub meetings promote a holistic approach which breaks down siloed thinking, enabling a shift from process focus to family focus across participants. In addition, there is evidence of increase in partners awareness and access to Voluntary & Community Sector services and resources.

We have established a stable and committed Board that has enabled us to respond to need nimbly, particularly in response to Covid-19 and a number of collaborative partnership initiatives that have been delivered linked to our priority groups of children.

Partnership Initiatives



Our challenge is to build on this momentum, achieve systemic change and evidence the difference and the impact our collaborative approach is having on outcomes for children, young people and families.

Our Priorities for 2021/2023

Our local data and collective understanding of needs means that we will continue to focus on the following three priority areas for the next 2 years:

Under 5s

Improving school readiness through the percentage of children achieving a Good Level of Development at 2/2.5yrs and the percentage of children achieving a good level of development at the end of the Foundation Stage will remain priority areas of work. This group will develop responses to decrease non-accidental injuries particularly in under 1s. The newly established Under 5's workstream will identify any further priorities and collaborative action.

Adolescents

Our priorities are to:

- Prevent and respond to child exploitation and young people who go missing
- Prevent youth crime with a focus on preventing knife crime and serious youth violence
- Improve the youth offer
- Minimise school exclusions/ children missing education and maximising engagement in EET
- Prevent youth homelessness and improve housing readiness
- Prevent entry to care

We will do this through working together to:

- Drive and oversee a trauma informed, public health approach adolescent risk strategy to prevent and respond to child exploitation and youth violence
- Develop co-located services for young people
- In partnership with schools develop approaches to help support and prevent exclusions of young people, particularly those at risk of experiencing exploitation

Consistent Approaches to Emotional Wellbeing and Mental Health

We will achieve:

- Continued progress on our journey to embed of a trauma-informed and restorative approaches across Reading.
 - This includes consistent shared language, awareness, collaborative responses and measures of progress and impact.
- An accessible and well communicated trauma informed EWB and mental health offer for children and young people that is responsive to need.

We are recognising that activity to progress the offer sits largely within the Berkshire West landscape and within the SEND strategy.

Three workstreams are established to achieve the priorities. The following aspects will be integral areas of focus within each priority area:

Cross Cutting Focus

Three workstreams are established to achieve the priorities. The following aspects will be integral areas of focus within each priority area:

- Trauma Informed Approach

- Coproduction
- Data & Knowledge
- Integrated working
- Workforce development

Outcomes and Impact

The overarching ambition of the strategy is to intervene earlier and reduce the demand on the specialist resources. We will measure the impact of our work through the agreed performance indicators linked to each priority area and through our success and outcome measures identified within the workstream action plans.

Actions Plans are currently being developed by end of March 2021. Key performance Indicators are attached as Appendix B. There may be additional KPIS recommended by the workstreams through the action planning process.

Other Linked Strategies

The Early Help Strategy links with a number of other key strategies on both a local Reading and wider geographical footprint, including:

- Domestic Violence Strategy; Health and Well-Being Strategy, Community Safety Partnership Plan; BWSCP Plan, Integrated Commissioning Partnership Plan, Reading SEND Strategy and the local YJB Plan.

The One Reading CYP Partnership ensures integration of plans where appropriate.

Action Plans (to follow)

Appendix

Appendix A – Principles - Definitions

Problem Solving:

One Reading will place high value on new responses of a preventative nature that are not dependent on the public system and that engage other partner agencies, the community and the private sector. Partnership involvement will significantly contribute to the reduction of problems that children and families face. One Reading will adopt the OSARA model, with its 5-stage process:

- Objective
- Scanning
- Analysis
- Response
- Assessment

Restorative:

One Reading is a restorative partnership which is built on the principles of working 'with' people rather than doing things 'to' them or 'for' them. By using the approaches connections between people are actively nurtured, leading to strong, mutually respectful and supportive relationships within work with children and families and between organisations.

Trauma Informed:

One Reading partners will promote Reading becoming a trauma-informed town, where residents across communities work together to not only help mitigate and resolve the effects of trauma for the current generation, but to also prevent it as far as they can for future generations too. One Reading will empower communities, strengthen local services and spread awareness about how of adverse childhood experiences (ACEs), resilience and their impact on life chances.

Whole Family:

One Reading recognises and promotes the importance of a whole-family approach which is built on 4 key principles:

- No wrong door
- Looking at the whole family
- Providing support tailored to need
- Building on family strengths

Integrated:

One Reading partners will operate in an integrated family system, when supporting children and families to effectively to put the child at the centre, meet their needs and improve their lives.

Multi-Agency:

One Reading values the experience and expertise that each partner brings and recognises that outcomes for children, young people and families are improved as a result of working collaboratively. This way of working will ensure children and young people who need additional support have exactly the right professionals needed to support them. To families this will mean: Services will be delivered as 'one team' around a particular child or family.

Partners working as one panel to deal with the needs of individual children or families

That services work together within a single unit, either co-located or virtual

Shared Practice Frameworks:

One Reading will work towards a shared values-based approach to support the quality and consistency of practice.

Capacity Building:

One Reading will harness the power of partnership and build its ability to perform functions, solve problems and set and achieve objectives in a sustainable manner.

Place based:

As partners we work and align resource across varying geographical footprints. This includes partnerships across Thames Valley, Buckinghamshire, Oxfordshire and Berkshire West (BOB), Berkshire West and Reading.

The One Reading Partnership recognises both the challenges and opportunities to work collaboratively within this context. The Partnership will engage pro-actively and positively with the range of geographical footprints that partners are operating in.

When referring to a Place Based Approach within the local consensus we are referring to Reading as Place. We recognise that sometimes we may also seek to collaborate with smaller geographical communities within Reading to work towards specific outcome/s.

Shared Accountability:

The One Reading partners will take equal responsibility for upholding the consensus to achieve improved outcomes for children, young people and families.

Appendix B – Key Performance Indicators

Key Performance Indicators – Snapshot January 2021

| Linked key outcome | Performance Indicator | 2017/18 or Yr 2017 | | | 2018/19 or Yr 2018 | | | 2019/20 or Yr 2019 | | | YTD | Arrows are based on... | |
|----------------------------------|--|--------------------|------------|---------|--------------------|------------|---------|--------------------|------------|---------|------|------------------------|---|
| | | England | South East | Reading | England | South East | Reading | England | South East | Reading | | | |
| Wider Social Determinants | | | | | | | | | | | | | |
| | % of children (aged under 16) living in relative low income families | 18% | | 15% | 18% | | 15% | | | | - | 17/18 vs 18/19 | → |
| | Estimated local unemployment rate (%) | | | | | | | 3.8% | | 3.8% | - | RDG vs England | → |
| | Free school meal rate in Reading (%) | | | 17.1% | | | 16.5% | | | 18.0% | - | 18/19 vs 19/20 | ↗ |
| | Households with children claiming universal credit (per 1000 households with children) | | | | | | | 134.82 | | 134.39 | - | RDG vs England | → |
| | UC and JSA claimant count for persons aged 16+ | | | | 900650 | 96645 | 2625 | | | 3070 | 6775 | 2019 vs YTD | ↗ |
| | UC and JSA claimant rate for persons aged 16+ | | | | 2.6% | 1.7% | 2.4% | | | 2.8% | 6.3% | 2019 vs YTD | ↗ |

| Adolescent Risk | | | | | | | | | | | | | |
|---|---|------|------|--------|------|------|--------|-----|-----|--------|-------|------------------|---|
| Reduce Youth Crime/Violence | First Time Entrants to the Youth Justice System (Rate per 100,000 10-17 year olds) | 278 | 205 | 320 | 222 | 157 | 211 | 211 | 144 | 336 | 336 | 2018 vs 2019 | ↗ |
| Early Intervention | Number of children diverted from CSPoA through the Youth Diversion Hub | | | 0 | | | 0 | | | 94 | 80 | 2018 vs 2019 | ↗ |
| Prevent Youth Homelessness | Percentage of 16/17s leaving care in suitable accommodation | | | | | | 95.3% | | | 96.6% | 95.4% | 2019 vs YTD | ↘ |
| | Homeless rate (per 1,000) for young people aged 16-24 | 0.52 | 0.50 | 0.89 | | | | | | | - | - | - |
| Prevent Entry to Care, Where Safe to do so | Number of 10-17 entered care | | | 110 | | | 88 | | | 120 | 68 | Dec 19 vs Dec 20 | ↘ |
| | Number of young people age 10+ with a CIN plan | | | | | | | | | | 243 | Dec 19 vs Dec 20 | ↗ |
| | Number of young people age 10+ with a CP plan (excluding dual CP CLA) | | | | | | | | | | 100 | Dec 19 vs Dec 20 | ↗ |
| Prevent Exploitation | Number of Missing episodes from Home | | | | | | 576 | | | 440 | 182 | 2018 vs 2019 | ↘ |
| | Number of Missing episodes from Care | | | | | | 309 | | | 418 | 136 | 2018 vs 2019 | ↗ |
| | Number of children identified as at risk of Criminal Exploitation | | | | | | 60 | | | 58 | 23 | 2018 vs 2019 | ↘ |
| | Number of young people identified as at risk of Child Sexual Exploitation | | | | | | 12 | | | 17 | 14 | 2018 vs 2019 | ↗ |
| | Number of children identified as at risk of Child Exploitation where their risk has reduced | | | | | | 39 | | | 24 | 33 | 2018 vs 2019 | ↘ |
| Inclusion - Education | Secondary School Exclusions - Days lost to Fixed Term Exclusions | | | 1881.5 | | | 1538.5 | | | 1511.5 | 840 | Dec 19 vs Dec 20 | ↘ |
| | Secondary School Exclusions - Number of PEX (In & Out Borough total) | | | 32 | | | 31 | | | 23 | 5 | Dec 19 vs Dec 20 | ↘ |
| Inclusion - Employment, Education or Training | 16-17 year olds not in education, employment or training (NEET) | | | | 2.7% | 2.3% | 3.9% | | | 2.6% | 2.5% | 2019 vs YTD | ↘ |
| | 16-17 yr olds whose activity is not known | | | | 6.5% | 7.2% | 15.9% | | | 18.4% | 13.8% | 2019 vs YTD | ↘ |
| Special Educational Needs | State-funded primary schools schools: Percentage of pupils with SEN with SEMH | | | | | | 17.3% | | | 17.8% | - | 2018 vs 2019 | ↗ |
| | State-funded secondary schools schools: Percentage of pupils with SEN with SEMH | | | | | | 27.2% | | | 24.8% | - | 2018 vs 2019 | ↘ |
| | Special schools: Percentage of pupils with SEN with SEMH | | | | | | 31.1% | | | 25.3% | - | 2018 vs 2019 | ↘ |

| Under 5's | | | | | | | | | | | | | |
|------------------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|-------------------------|---|
| Development | Percentage of children achieving a good level of development at 2-2½ years | 83.3% | 86.3% | | 84.1% | 84.9% | 91.0% | | | | | No comparative data yet | |
| School Readiness | Foundation Stage - % achieving a good level of development | 70.7% | 74.0% | 70.4% | 71.5% | 74.7% | 71.1% | 71.8% | 74.6% | 69.2% | - | 2018 vs 2019 | ↘ |
| | Foundation Stage - % achieving good level of development - FSM | 56.0% | 56.0% | 55.0% | 57.0% | 57.0% | 60.0% | 57.0% | 55.0% | 57.0% | - | 2018 vs 2019 | ↘ |

| Consistent Approaches to EWB | | | | | | | | | | | | | |
|-------------------------------------|---|-------|-------|-------|-------|-------|-------|--|--|--|-----|------------------|---|
| Reduce High Impact Users | Rate (per 100,000) of hospital admissions for self harm 10-24 year olds | 421.2 | 467.6 | 517.7 | 444.0 | 470.2 | 510.5 | | | | - | 2017 vs 2018 | ↘ |
| Children Missing Education | Number of Children Missing Education | | | | | | | | | | 230 | Dec 19 vs Dec 20 | ↗ |

Data Sources

| Linked key outcome | Performance Indicator | Data Source | Type of Year/Frequency |
|---|--|---|------------------------|
| Wider Social Determinants | | | |
| | % of children (aged under 16) living in relative low income families | Children in low income families local area statistics - DWP | Annual - Financial |
| | Estimated local unemployment rate (%) | Children's Commissioners Local Vulnerability Profiles | Financial - Quarterly |
| | Free school meal rate in Reading (%) | BFFC - Data Team | Academic - Termly |
| | Households with children claiming universal credit (per 1000 households with children) | Children's Commissioners Local Vulnerability Profiles | Financial - Annual |
| | UC and JSA claimant count for persons aged 16+ | Berkshire Observatory | Calendar - Quarterly |
| | UC and JSA claimant rate for persons aged 16+ | Berkshire Observatory | Calendar - Quarterly |
| Adolescent Risk | | | |
| Reduce Youth Crime/Violence | First Time Entrants to the Youth Justice System (Rate per 100,000 10-17 year olds) | YOS Performance Review - National Data | Calendar - Quarterly |
| Early Intervention | Number of children diverted from CSPoA through the Youth Diversion Hub | BFFC - One Reading Team | Financial - Quarterly |
| Prevent Youth Homelessness | Percentage of 16/17s leaving care in suitable accommodation | BFFC - Data Team | Financial - Quarterly |
| | Homeless rate (per 1,000) for young people aged 16-24 | Public Health Profile - Fingertips | Financial - Annual |
| Prevent Entry to Care, Where Safe to do so | Number of 10-17 entered care | BFFC - Internal Report | Financial - Quarterly |
| | Number of young people age 10+ with a CIN plan | BFFC - Internal Report | Financial - Quarterly |
| | Number of young people age 10+ with a CP plan (excluding dual CP CLA) | BFFC - Internal Report | Financial - Quarterly |
| Prevent Exploitation | Number of Missing episodes from Home | BFFC - Exploitation Team | Financial - Quarterly |
| | Number of Missing episodes from Care | BFFC - Exploitation Team | Financial - Quarterly |
| | Number of children identified as at risk of Criminal Exploitation | BFFC - Exploitation Team | Financial - Quarterly |
| | Number of young people identified as at risk of Child Sexual Exploitation | BFFC - Exploitation Team | Financial - Quarterly |
| Inclusion - Education | Secondary School Exclusions - Days lost to Fixed Term Exclusions | BFFC - Data Team | Academic - Termly |
| | Secondary School Exclusions - Number of PEX (In & Out Borough total) | BFFC - Data Team | Academic - Termly |
| Inclusion - Employment, Education or Training | 16-17 year olds not in education, employment or training (NEET) | BFFC - Data Team | Academic - Termly |
| | 16-17 yr olds whose activity is not known | BFFC - Data Team | Academic - Termly |
| Special Educational Needs | State-funded primary schools schools: Percentage of pupils with SEN with SEMH | Government Statistics | Calendar - Annual |
| | State-funded secondary schools schools: Percentage of pupils with SEN with SEMH | Government Statistics | Calendar - Annual |
| | Special schools: Percentage of pupils with SEN with SEMH | Government Statistics | Calendar - Annual |
| Under 5's | | | |
| Development | Percentage of children achieving a good level of development at 2-2½ years | Public Health Profile - Fingertips | Financial - Annual |
| School Readiness | Foundation Stage - % achieving a good level of development | Local Authority Interactive Tool (LAIT) | Academic - Annual |
| | Foundation Stage - % achieving good level of development - FSM | Local Authority Interactive Tool (LAIT) | Academic - Annual |
| Consistent Approaches to EWB | | | |
| Reduce High Impact Users | Rate (per 100,000) of hospital admissions for self harm 10-24 year olds | Public Health Profile - Fingertips | Financial - Annual |
| Children Missing Education | Number of Children Missing Education | BFFC - Children Missing Education Team | Academic - Termly |