Stoke-on-Trent Children, Young People and Families' plan 2016-2020

Our vision continues to be that all children and young people in the city are happy, safe and healthy, inspired and enabled to succeed

Priorities	Measure/s	Outcome
Reduce the impact of child poverty	% of school age children eligible for free school meals (FSM)	Reducing the impacts of child poverty.
	Take up of FSM in Reception and Key Stage 1	
	Number of two year old children accessing their entitlement to early education through a targeted approach	
	Educational attainment gap for disadvantaged pupils against their peers, at Key Stage 1 and Key Stage 4	
Make a positive difference to children and young people through parenting	Number of children accessing their entitlement to early education at age two, three and four	All children will make a positive, confident and well planned transition into school.
	% of children who received a 2-2½ year review	Children achieve age related development expectations.
	% of children who received a 2-2½ year review using Ages and Stages Questionnaire (ASQ 3)	
	% of children who scored above the ASQ 3 cut off (in all domains) at 2- 2½ year review	
	Age related expectations at 4 years old	
	School absence rate	Parents are actively involved in their children's learning and development.
	Persistent absence rate	
	National Child Measurement Programme - Reception	Children are a healthy weight.
	National Child Measurement Programme - Year 6	
	Smoking at time of delivery (SATOD) rates	Women experience healthier pregnancies and babies
	Breastfeeding rates at initiation (measured by midwifery) and 6-8 weeks (measured by health visitors)	Mothers and babies have improved health as a result of the benefits of breastfeeding.
	% of Key Stage 1 children working at Level 2B+	All children and young people are supported to achieve their educational potential.
	% of Key Stage 2 children working at or above the expected level (level 4+) in Reading, Writing and Maths	
	% of Key Stage 4 pupils achieving 5+ A*-C grade GCSEs or equivalents including English and Maths	
Early Help and support for children and families that need it most	Number of two year old children accessing their entitlement to early education through a targeted approach	Vulnerable children are enabled to access free childcare and education places
	Number of families supported as part of the national Troubled Families Programme	Individuals and families receive tailored support which meets their needs at the right time and place
	Number of households for which an Early Help has been registered (by a partner)	
	Number of current open Early Help plans (by a partner)	
	Early Help outcomes	
	Increase in the number of young carers identified, assessed and their families supported	

Priorities	Measure/s	Outcome
Early Help and support for children and families that need it most	Number of enquiries received by the Advice and Access team (previously Cooperative Working Access Team)	Everyone who comes into contact with children and families will have a clear understanding of threshold criteria and has a role to play in safeguarding children and protecting them from harm
	Outcome of contacts received by the Safeguarding Referral Team (previously the Advice and Referral team)	
	Rate of conceptions per 1,000 females aged 15-17	Reduction in the under 18s conception rate
Improve emotional wellbeing and mental health	Improved waiting times and access	Children and young people with eating disorders and their families/carers can access effective help quickly via a dedicated, NICE compliant, eating disorder service.
	Improved outcomes	
	Reduced bed stays for Tier 4	
	Enhanced community service with extended hours of operation	Children and young people have access to community support that can reduce the length of stay in a Tier 4 (inpatient) placement and/or reduce the need for a Tier 4 placement
	Support to enable young people to remain at home or support early discharge from hospital	
	Support to acute paediatric services	
	Schools having an 'Emotional wellbeing and mental health strategy' in place	Schools are able to support children and young people with emotional wellbeing and mental health issues at an earlier stage
Prepare young people for adulthood	Children and young adults and parent/carer report satisfaction levels	Children and young adults lead happy, healthy and fulfilled lives with choice and control over their support.
	Children and young adults and parent/carer report high quality, personalised provision ensuring good health, care and educational progress	
	% of care leavers living in suitable accommodation	Children and young adults experience positive levels of independence/ independent living, based on their individual requirements, with accommodation that is suitable, safe and meets their needs.
	% of care leavers who have accessed the training flat and move on to suitable accommodation	
	% of care leavers in Education, Employment or Training (EET)	Children and young adults have a positive experience of education and progress following school / college based on their individual needs and aspirations (linked to Improve skills and employability)
	An increase in the participation of supported internships, employment opportunities and apprenticeships by young people with additional needs.	
Improve skills and employability	Number of learners on adult skills programmes.	People are fully informed of the learning pathways and job opportunities available to them.
	Proportion of 16-17 year olds participating in education, employment or training (EET)	
	Level of JSA claimants (initial twelve month target)	People secure employment that provides them with a good quality of life.
	Level of universal credit claimants (data not yet available)	
	Level of ESA claimants.	
	Number of apprenticeship starts	
	Average gross weekly full time wage levels (resident population)	
	Proportion of employers in Stoke-on-Trent with skills shortage vacancies	Post 16 learning provision meets the needs of learners, business and the economy.
	Proportion of employers in Stoke-on-Trent with skills gaps	
	% of vacancies due to skills shortages	