

# Priority 2.1 Countywide action plan

## A - Improve outcomes for all children 0-7

Partnership Priority leads: Perry Holmes, Corporate Director, Fenland District Council and Joe McCrossan, Chair of the Cambridgeshire Primary Heads

Objective	Key actions	Key people	Progress measured by	Resource/funding
A.1 Improve parental involvement in their child's care, learning and development	Develop and implement an action plan for 'engaging parents' involvement in the care, learning and development of their child	Helen Whiter, Service Director: Learning, CCC	Review of existing practice in engaging parents complete by September 2009  Action plan for engaging parents involvement in the care, learning and development of their child complete and implemented by Parenting Programme Board by October 2009  Evidence from Ofsted and other surveys indicates increased engagement	Existing  Other funding to be confirmed
	Support Children's Centre Managers to ensure parents are aware of available advice from Sure Start Children's Centres and to seek high level of parental engagement	Jo German, Children's Centre Development Manager, CCC  Locality Managers, CCC	Improved access to Children's Centres for parents measured using e-start system by April 2009  Further review October 2009	Existing
	Support Children's Centre Managers to increase access to Children's Centre services amongst vulnerable and disadvantaged children (0-5) and families	Children's Centre Managers	Increased access to Children's Centres amongst vulnerable and disadvantaged children and families measured through collection of data, information through e-start system and annual conversations by April 2009 and reviewed October 2009  Pilot review of levels of engagement in December 2009	
	Support Children's Centre Managers to promote good parenting skills through Children's Centres		Increased skills of workforce in promoting good parenting skills measured through collection of data, information through e-start system and annual conversations by April 2009 and reviewed October 2009  Review of parenting support offered in December 2009	
	Pilot the Parents as Partners project, evaluate and extend to other Early Years settings	Maggi Hunt, Head of Early Years and Childcare, CCC	Evaluation of Parents as Partners pilot project indicates improved engagement of parents in children's learning  Pilot February - May 2009  Evaluation June - July 2009  Extension September 2009 onwards	

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Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>A.2</b> Further improve the quality of self-evaluation by Early Years and Childcare settings	Implement the Early Years and Childcare Quality Framework (EYCCQF) across all services	Maggi Hunt, CCC	Implementation of the first cycle of EYCCQF in the private, voluntary and independent sector by February 2009  Evidence from Early Years Foundation Stage Advisors, School Improvement Partners (SIPs) and Ofsted inspection outcomes indicates improved self-evaluation using Early Years and Childcare Quality Framework  Ofsted inspection outcomes (Private, voluntary and independent (PVI) 65% good or better  Implementation of the first cycle of EYCCQF with Childminders by December 2010  Implementation of the EYCCQF in schools by Dec 2011	General Sure Start Grant allocation of funding  Schools Standards Funding
	Differentiate levels of support and challenge to Early Years settings		A reduction in the number of settings receiving intensive support and challenge following differentiation of levels of support and challenge from 14% to 10% by July 2010  Ofsted inspection outcomes private, voluntary and independent (PVI) 65% good or better  Differentiated levels of support to private, voluntary and independent (PVI) sector fully operational by June 2009	General Sure Start Grant allocation of funding
<b>A.3</b> Improve progress made by children in schools with the lowest achievement in the Foundation Stage Profile	Improve alignment of support and challenge across all sectors	Maggi Hunt, CCC Sue Wilson, Head of Standards and Effectiveness (3-11), CCC	Improved alignment of support and challenge leads to high quality leadership and management (including Early Years Professionals pathways, where applicable) developed in Early Years Foundation Stage across all sectors  Review December 2009	General Sure Start Grant allocation of funding  Schools Standards Funding
	Evaluate the work of reception classes to ensure all children make the progress they should. Broker the appropriate support		Sue Wilson, CCC	Evaluation of the work of reception classes ensures all children make the progress they should and to improved Ofsted judgement in Early Years Foundation Stage to 90% good or better by September 2010

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Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>A.4</b> Improve outcomes in identified areas of weakness in the Early Years Foundation Stage	Target support to improve children's social and emotional aspects of development	Maggi Hunt, CCC	Targeted support and training for settings to improve children's social, emotional aspects of development, communication, language and literacy and understand boys' learning and development	General Sure Start Grant allocation of funding
	Target support to improve communication, language and literacy, particularly mark making and writing		Results in improved Foundation Stage Profile outcomes in children's social and emotional development and communication, language and literacy Evidence from networks of Early Years practitioners indicates improved partnerships to support in children's personal, social and emotional development (PSED) and communication, language and literacy development (CLLD)	General Sure Start Grant allocation of funding Schools Standards Funding Communication, Language and Literacy Development (CLLD) Funding
	Target work with settings to support understanding of boys' learning and development		Ofsted inspection outcomes private, voluntary and independent (PVI) 65% good or better Training programme developed by September 2009	General Sure Start Grant allocation of funding
<b>A.5</b> Provide targeted support and challenge to settings to improve outcomes for certain Black and Minority Ethnic groups including Travellers	Cross link to countywide action plan 2.1, objective C	Maggi Hunt, CCC	Targeted support and challenge to settings to improve outcomes for certain Black and Minority Ethnic groups including Travellers, improves: <ul style="list-style-type: none"> <li>take up of 3 and 4 year olds to Early Years education</li> <li>registration and attendance at school in Early Years Foundation Stage</li> <li>understanding demonstrated through self-evaluation</li> </ul>	General Sure Start Grant allocation of funding Nursery Education Grant

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Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>A.6</b> Improve Children's Centres' access to information about children and families in their reach	Investigate potential pilot to improve information sharing between relevant agencies. Continue with developing the e-start system	Jo German, CCC	Pilot improves information sharing between relevant agencies as demonstrated through collection of data, information through e-start system and annual conversations  Review December 2009	Existing funding
<b>A.7</b> Improve standards at Key Stage 1	Provide support to children new to English Cross link to countywide action plan 2.1, objective C	Sue Wilson, CCC	Support to children new to English and challenge from School Improvement Partners to improve outcomes for children new to English  Targeted programmes implemented during 2010/2011/2012  School Improvement Partner visits Autumn and Spring 2010/2011/2012	Standards Fund School Improvement Partner (SIP) Grant (Autumn SIP visit)  Cambridgeshire County Council funding (Cambridgeshire Race Equality and Diversity Service)
	School Improvement Partners challenge and monitor schools		Research complete by July 2011  Guidance to be published to schools in July 2011 following research into the needs of summer born children	Existing resources  Explore links with a local university
	Research and implement strategies to meet the needs of summer born children		Improvement in the progress of identified groups particularly those on free school meals (FSM) in reading in Key Stage 1 from 66% to 75%  Narrowed gap between these children in receipt of FSM and those not in receipt of FSM in Key Stage 1 from 20% to 15%	Standards Fund SIP Grant
	Challenge schools through School Improvement Partners on the performance of underperforming groups of children, in particular those on free school meals			

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Objective	Key actions	Key people	Progress measured by	Resource/funding
Continued... Improve standards at Key Stage 1	Promote strategies to reduce the gender gap at Key Stage 1 in English and Maths	Sue Wilson, CCC	Reduced gender gap in end of Key Stage 1 outcomes 2010/2011/2012 in reading and writing by 2 and 3 percentage points respectively by 2012	School Intervention Grant funding for targeted schools Primary National Strategy targeted resources
	Target support to improve writing at Key Stage 1		Improved Key Stage 1 writing outcomes in targeted schools from 75% to 79% Schools identified September 2009 and annually thereafter	Primary National Strategy targeted resources
	Target support to identified schools with significant underachievement in Key Stage 1		Improved Key Stage 1 outcomes in targeted schools in 2010 Schools identified each September	Primary National Strategy targeted resources

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
NI 72 - Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy	62%	
NI 89 - Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category	0	
NI 92 - Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	27%	

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

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## B - Improve outcomes for all children 11-19

Partnership Priority leads: Perry Holmes, Corporate Director, Fenland District Council and Joe McCrossan, Chair of the Cambridgeshire Primary Heads

Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>B.1</b> Improve the performance of identified schools	Develop the National Challenge project	Guy Dickens, Head of Standards and Effectiveness (11-19), CCC	Development of the National Challenge project means there are no schools below floor target by 2011 (See NI 78) Termly Local National Challenge Board meetings review progress. July 2009	Standards Fund National Challenge funding
	Implement Gaining Ground project		Implementation of the Gaining Ground project beginning in April 2009 results in significant improvement in CVA scores and the percentage of children achieving 5+A-C with English and mathematics in Gaining Ground schools Review of impact in July 2010 and July 2011	Standards Fund Gaining Ground funding
	Further refine the School Improvement Partner programme to improve outcomes for all		Further refinement of the School Improvement Partner programmes means performance is above the median for similar Local Authorities on Key Stage 4 outcomes by 2010	Standards Fund School Improvement Partner (SIP) Grant
<b>B.2</b> Improve performance of specific underperforming groups of learners	Cross link to countywide action plan 2.1, objective C			
<b>B.3</b> Provide an appropriate personalised curriculum to meet the needs of all learners	Promote, support and monitor impact of Key Stage 3 curriculum	Guy Dickens, CCC	Evidence from School Annual Review demonstrates positive implementation and impact of Key Stage 3 curriculum Monitoring activity undertaken by School Improvement Partners by July 2010	Standards Fund Secondary National Strategy Grant. Standards Fund School Improvement Partner (SIP) Grant

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Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>Continued...</b> Provide an appropriate personalised curriculum to meet the needs of all learners	Develop 14-19 curriculum opportunities including: <ul style="list-style-type: none"> <li>New GCSEs</li> <li>Diplomas and other applied learning</li> </ul> (See 14-19 Strategic Plan)	John Lucas, General Inspector: 14-19 education, CCC	14-19 curriculum opportunities demonstrated through Ofsted evidence of appropriate Key Stage 4 curriculum. Diploma entitlement in place by 2013 Termly and annual review of progress (for targets see LAA and 14-19 plan)	14-19 funding streams (various)
	Develop national Assessment for Learning (AfL) Strategy including Assessing Pupil Progress (APP) in all schools	Guy Dickens, CCC	Development of national Assessment for Learning (AfL) Strategy means Ofsted judgements of AfL are good or better in 80% or more schools NI 75 and 78 targets for 2009 and 2010 met By July 2010, AfL Strategy in place and implemented in all secondary schools	Standards Fund Secondary National Strategy Grant
<b>B.4</b> Improve the quality of provision and outcomes post-16	Extend the role of the School Improvement Partner to support and challenge establishments with Sixth Forms, with a particular focus on improving performance	Guy Dickens, CCC	Extension of the role of the School Improvement Partner to support and challenge Sixth Forms from July 2009 means NI 79, 80, 81 and 82 targets for 2009 and 2010 are met	Standards Fund SIP Grant LSC Contract

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
NI 75 - Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths	61%	
NI 78 - Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*- C grades at GCSE and equivalent including GCSEs in English and Maths	Target 2 schools	Target 2 schools
NI 89 - Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category	0	

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## C - Narrow the achievement gap for Looked After Children, some Black, Minority Ethnic (BME) groups and children with Special Educational Needs and/or Learning Difficulties and Disabilities

Partnership Priority leads: Perry Holmes, Corporate Director, Fenland District Council and Joe McCrossan, Chair of the Cambridgeshire Primary Heads

Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>CHILDREN LOOKED AFTER</b>				
<b>C.1</b> Improve achievement of Looked After Children at Key Stage 4	Provide 1:1 tuition for all Looked After Children where appropriate	Sue Hains, Headteacher, Cambridgeshire Community College (Virtual School)	Provision of 1:1 tuition and additional targeted intervention/tuition for Children Looked After who are Educated Other than at School (EOTAS) fully implemented by September 2009	Cambridgeshire County Council funding
	Provide additional targeted intervention/tuition for Looked After Children who are Educated Other than at School (EOTAS) students			Personal Education Allowance (Care Matters Grant)
	Improve the quality of education for EOTAS students through implementation of Behaviour Improvement Partnerships	Adrian Loades, Service Director Strategy and Commissioning, CCC	Quality assurance framework to monitor EOTAS provision implemented through Behaviour Improvement Partnerships Increase in the number of students receiving a full-time education All Secondary Schools will be part of a Behaviour Improvement Partnership by September 2009	Existing funding will be devolved to partnerships with the intention that over time it will be able to be used locally and for earlier preventative work
<b>C.2</b> Develop schools' capacity to meet the needs of Looked After Children and raise attainment	Establish a designated teachers' network	Sue Hains, Cambridgeshire Community College	Designated teachers' network set up by July 2009 Meetings established termly to meet the needs of Looked After Children and raise attainment Annual evaluation of networking session demonstrates increased capacity in school to meet the needs of Looked After Children	Existing

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Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>BLACK AND MINORITY ETHNIC GROUPS (BME)</b>				
<b>C.3</b> Improve the performance of Gypsy, Roma and Travellers at Early Years Foundation Stage and all Key Stages	Develop partnership working between pre-school, Children's Centres, Education Welfare Officers and Cambridgeshire Race Equality and Diversity Service to ensure higher attendance, transition and retention	Bethan Rees, Manager Cambridgeshire Race Equality and Diversity Service (CREDS), CCC	Partnership working between pre-school, Children's Centres, Education Welfare Officers and Cambridgeshire Race Equality and Diversity Service ensures improved rates of attendance, transition and retention (the latter in secondary schools) attendance from 78% to 81%; transition from 67% to 70%  Review September 2009	Cambridgeshire County Council funding  Gypsy, Roma and Traveller Achievement Programme (GRTAP) funding (until August 2009)
<b>C.4</b> Improve performance of specific BME groups: Gypsy, Roma and Travellers, Black Caribbean, mixed white and Black Caribbean, Black African & mixed White & Black African, Pakistani, Bangladeshi	Implement the relevant National Strategies programmes (Ethnicity, Social Class, Gender Achievement / Ethnic Minority Achievement), including maintaining role of English as an Additional Language (EAL) Leading Teachers	Bethan Rees, CCC	National Strategy Programme implementation (Ethnicity, Social Class, Gender Achievement / Ethnic Minority Achievement) is effective with positive feedback from the Regional Adviser by September 2010	Cambridgeshire County Council funding  EAL hubs funding (at least until August 2009)  Primary National Strategy funding  Cambridgeshire County Council funding
	Monitor the impact of additional funding  Undertake a thematic survey to sample, highlight and disseminate good practice and positive impact of additional funding e.g. Personalisation funding, Ethnic Minority Achievement Grant (EMAG), National Strategy funding		Survey report on monitoring the impact of additional funding produced and disseminated by April 2010	

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Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>BLACK AND MINORITY ETHNIC GROUPS (BME)</b>				
<b>Continued...</b> Improve performance of specific BME groups: Gypsy, Roma and Travellers, Black Caribbean, mixed white and Black Caribbean, Black African & mixed White & Black African, Pakistani, Bangladeshi	Develop Local Authority monitoring of exclusion of identified groups (Gypsy, Roma, Traveller and black pupils)	Jane Ryder-Richardson, Head of Access, CCC	Exclusion of identified over-represented groups (Gypsy, Roma, Traveller and black pupils) is reduced by December 2009	New county inclusion post
	CREDS & National Strategy teams to support School Improvement Partners to challenge schools to expect 3 levels' progress for identified BME pupils	Primary National Strategy & Secondary National Strategy Managers	CREDS and National Strategy teams' support to School Improvement Partners so that schools set targets for identified pupils to achieve 3 levels of progress between key stages  School Improvement Partner visits: July and December 2009	Cambridgeshire County Council funding
<b>C.5</b> Improve performance at Early Years Foundation Stage and all Key Stages of identified groups of English as an Additional Language (EAL) learners	Implement the relevant National Strategies programmes (New Arrivals Excellence Programme and EAL)	Bethan Rees, CCC	National Strategy programme implementation (New Arrivals Excellence Programme and EAL) effective with positive feedback from Regional Adviser by September 2010	Cambridgeshire County Council funding  EAL hubs funding (at least until August 2010)

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Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>BLACK AND MINORITY ETHNIC GROUPS (BME)</b>				
<b>C.6</b> Develop schools' capacity to meet the needs of and raise the attainment of children from identified BME groups	Maintain and develop school BME, Gypsy, Roma and Traveller networks (primary, special and secondary)	Bethan Rees, CCC	10 secondary and 30 primary schools regularly attending BME, Gypsy, Roma and Traveller networks by December 2010	Cambridgeshire County Council funding
	Promote schools' use of personalisation audit to create development plans to raise attainment of children from identified BME groups		Promoted use of personalisation audit means up to 40 schools with BME, Gypsy, Roma and Traveller (GRT) action plans/actions included in School Development Plans by April 2010	
	With schools and settings, identify, implement and disseminate successful strategies for engaging with BME, Gypsy, Roma and Traveller parents/carers and communities		Identification, implementation and dissemination of successful strategies for engaging BME, Gypsy, Roma and Traveller parents and communities means improved participation of parents/carers and engagement with communities by December 2010	
<b>SPECIAL EDUCATIONAL NEEDS (SEN) / LEARNING DIFFICULTIES AND/OR DISABILITIES (LDD)</b>				
<b>C.7</b> Improve performance at Early Years Foundation Stage and all Key Stages of children with SEN / LDD	Develop a co-ordinated response between Access and Learning to raise the attainment of schools	Jane Ryder-Richardson, CCC	Improved performance in targeted schools September 2010	Existing resources
	Target schools who have a high percentage of children who are: <ul style="list-style-type: none"> <li>below Level 3 at KS2</li> <li>below Level 4 in English and Maths combined at KS2</li> <li>achieving less than two GCSEs or equivalent</li> <li>not achieving 5 A-C including English and Maths</li> </ul>	Sue Wilson, CCC Guy Dickens, CCC	Work with targeted schools to achieve results in a reduction in the percentage of children achieving below level 3 at end of KS2 in English and Maths and less than 2 GCSEs or equivalent	
	Plan targeted interventions to support the lowest attaining children through the regular planning visits by the link specialist teacher and educational psychologist	Jane Ryder-Richardson CCC	Targeted interventions to support the lowest attaining children results in improved capacity of schools to meet needs of children with SEN/LDD evidenced by improvements in their achievement Review April 2010	Existing resources

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Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>SPECIAL EDUCATIONAL NEEDS (SEN) / LEARNING DIFFICULTIES AND/OR DISABILITIES (LDD)</b>				
<b>Continued...</b> Improve performance at Early Years Foundation Stage and all Key Stages of children with SEN / LDD	Improve transition planning for children with SEN/LDD, Early Years to Primary, Primary to Secondary, and 14+ transition planning	Jane Ryder-Richardson, CCC	Clear transition protocols for children with SEN/LDD are agreed and implemented (Early Years to Primary, Primary to Secondary, and 14+ transition planning)  Greater consistency in learning programmes, effective monitoring and reviewing of children progress by September 2010	Existing resources
	Provide targeted support to Early Years settings with a high proportion of children performing within the lowest 20% ( below a total point score of 78) (Cross reference A3)	Jane Ryder-Richardson, CCC Maggi Hunt, CCC	Targeted support to Early Years settings with a high proportion of children performing within the lowest 20% results in the raising of the mean point score of the lowest 20% above the current level of 63.2  Increase the FSP for the lowest 20% to 65 by September 2010	Existing resources Sure start funding
	Support schools to monitor the impact of Additional Educational Need (AEN) and SEN funding through provision mapping and monitoring the achievement of children with SEN	Jane Ryder-Richardson, CCC	Support to schools to monitor the impact of AEN and SEN funding improves achievement of the children identified in lowest 20% group using National Curriculum and p-scale data September 2010	Existing resources
	Develop Local Authority monitoring of exclusion of identified groups (SEN children).  Proactively use data on fixed term exclusions to target SEN services		Local Authority monitoring of exclusion of identified groups reduces the exclusion rate of over-represented groups within the primary sector from 470 to 420 for School Action Plus and from 228 to 210 for children with statements  Reduction in the number of SEN children at School Action Plus and Statement who have repeated exclusions from 93 to 85 by December 2009	New CYPS inclusion post
	Reduce the number of children missing their full educational entitlement through collaborative approach across Social Care, Access services, and Locality staff		Effective data collection for children missing education reduces the number of children missing their full time entitlement. A database and data collection process will be implemented by December 2009  Appropriate educational support arrangements in place to increase educational achievements by December 2009	Existing resources shared priorities across services

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Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>SPECIAL EDUCATIONAL NEEDS/LEARNING DIFFICULTIES AND/OR DISABILITIES</b>				
<b>C.8</b> Develop schools' capacity to meet the needs of and raise the attainment of children from identified SEN/LDD groups	Develop the capacity of schools to meet the needs of children with SEN/LDD promoting Quality First Teaching and more targeted programmes based on inclusive approaches to meet individual needs	Jane Ryder-Richardson, CCC	Activity to develop schools' capacity to meet the needs of children with SEN/LDD measured through the impact of Inclusion Development programme with pilot schools by September 2009  Evaluation and monitoring of intervention programmes in terms of raising achievement of children with SEN by September 2009	Existing resources

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
NI 101 - Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and mathematics)	24.1%	
NI 107 - Key Stage 2 attainment for BME groups	*	*
Bangladeshi	68%	58%
Black African, mixed White and Black mixed African	69%	62%
Black Caribbean	75%	50%
Mixed White and Black Caribbean	73%	75%
Pakistani	52%	65%
Gypsy, Roma and Traveller	46%	41%
Any other Black background	71%	56%
NI 108 - Key Stage 4 attainment for BME groups	*	*
Bangladeshi	51%	52%
Black African, mixed White and Black mixed African	52%	46%
Black Caribbean	46%	51%
Mixed White and Black Caribbean	54%	47%
Pakistani	60%	41%
Gypsy, Roma and Traveller	6%	29%
Any other Black background	38%	56%

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

\*Data is not comparable between 09/10 and 10/11 - Different approaches have been taken to further improve data accuracy for 10/11

This action plan is for 2009-10 and will be reviewed and updated annually

# Priority 2.1 Countywide action plan

## D - Narrow the achievement gap for those living in deprivation, the disaffected and at risk of disaffection

Partnership Priority leads: Perry Holmes, Corporate Director, Fenland District Council and Joe McCrossan, Chair of the Cambridgeshire Primary Heads

Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>DEPRIVATION</b>				
<b>D.1</b> Work to address the underpinning causes of inequities in health and achievement outcomes and reduce the number of children living in deprivation and poverty	Review approach in Cambridgeshire against the Child Poverty Strategy to achieve: parents in work that pays; financial support for families; improvement in the life chances of children so poverty does not translate into poor outcomes; safe and cohesive communities	Gordon Jeyes, Executive Director: Children and Young People's Services, CCC  Cross agency working group	Cross-agency group established in September 2009. Mapping of current activity against the strategy by October 2009 Gap analysis and action plan with progress measures developed using Turning the Curve approach March 2010 Plan underway and activity monitored quarterly	Staff time from all partner agencies
	Family Nurse Programme is implemented in at risk areas	Head of Children, Young People and Maternity, Cambs NHS	FNP steering group in place July 2009 Recruitment of additional nurses by December 2009 FNP in place by April 2010	FNP funding
	Initiate discussion with District Council housing officers and supporting people on the housing needs of families, teenagers and children and young people with complex needs	Mary Whitehand, Head of Planning and Performance, CCC	Initial meeting with SP and 2 housing representatives held by August 2009 to scope out work needed Action plan identified with wider housing group by October 2009	Existing resource
	Support improvement of parental access to all support services and knowledge of benefit support	Jo German, Children's Centre Development Manager, CCC	To support the improvement of parental access to all support services and knowledge of benefit support, evaluation of number of benefit claimants, examined on an annual basis beginning April 2009 Review December 2009	
	Explore alternative measures of indicators of deprivation to identify cohort	Sam McLaughlin, Education Officer (Projects), CCC	Alternative indicators/measures of deprivation identified and used to measure performance by October 2009	

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Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>DEPRIVATION</b>				
<b>D.2</b> Promote community cohesion	Evaluate and extend work with targeted schools on community cohesion	Bethan Rees, CCC	Community Cohesion curriculum development pilot in target schools shared across county and evaluation by February 2010 to July 2011 DCSF toolkit shared with all schools by December 2009 and promoted at a minimum of 3 local events Ofsted reports positive about community cohesion	Existing resources (inc. CCC Integrated Planning Process funding)
<b>D.3</b> Improve the progress made by children living in deprivation	Establish a task group to develop and co-ordinate actions across Children and Young People's Services	Gordon Jeyes, CCC	Task group to develop and co-ordinate actions across Children and Young People's Services established April 2009 Implement January 2010	Existing resources
	Cambridgeshire Primary and Secondary Headteacher Learning groups to review and develop action plans	Sue Wilson, CCC Guy Dickens, CCC	Action Plan complete by July 2009 and reviewed by Cambridgeshire Primary and Secondary Headteacher Learning groups	Resources to be determined during action planning process
	Evaluate the use of Deprivation Fund within schools		Analysis of School Improvement Partner reviews of use of Deprivation Fund within schools indicates funding is directed appropriately towards Free School Meal pupils and other identified groups Evidence of improved performance of FSM pupils and other identified groups School Annual Review process (2010, 2011, 2012)	Standards Fund School Improvement Partner Grant
	Identify the most effective extended schools activities in schools	Area Managers Locality and Partnership, CCC	Identification of the most effective extended schools activities results in an increased range of extended school activity to meet needs by April 2010	Extended Schools Grant Extended Schools Co-ordinators CYPs Locality Manager time

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Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>DEPRIVATION</b>				
<b>Continued...</b> Improve the progress made by children living in deprivation	Raise aspirations through evaluating and extending the Extra Mile project in Primary and Secondary schools	Sue Wilson, CCC Guy Dickens, CCC	Evaluation and extension of the Extra Mile project in Primary and Secondary schools published to identify impact of projects on pupil outcomes by September 2010	Cambridge City Council (7 Cambridge primary schools and 1 secondary school) Existing resources (8 Wisbech primary schools) Standards Fund Secondary National strategy funding to disseminate DCSF Extra Mile outcomes
	Raise career aspirations through developing and rolling out career conventions, modelled in Wisbech, across additional localities	Area Managers Locality and Partnership, CCC	Evidence from career conventions evaluation shows raised awareness and raised aspiration levels in identified locality  By 2010 each Area to have held a career convention in area where Not in Education, Employment or Training (NEET) / unemployment figures are worse	Relevant Locality Manager
	Target resources in schools which have attendance/persistent absenteeism rates significantly different from the county average	Martin Smith, Attendance and Behaviour Manager, CCC	Resources targeted on identified areas of need where attendance/persistent absenteeism rates significantly different from the county average  Attendance targets for 2009/10 Primary: 95.35% Secondary: 93.05% and Special 92.40%  Secondary persistent absence targets 2009/10 5.2% and 2010/11 4.7%	Existing resources
	Ensure action is taken to protect the educational entitlement of vulnerable and at risk groups		Levels of enforcement action are comparable to those of Ofsted statistical Neighbour Local Authorities by April 2012	

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Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>DEPRIVATION</b>				
<b>D.4</b> Improve parental involvement in their child's care, learning and development 0-19	Cross link to countywide action plan 2.1, objective A			
<b>DISAFFECTION</b>				
<b>D.5</b> Reduce the causes of disaffection	Ensure delivery of a personalised curriculum appropriate to the needs of the individual (Cross reference to 14-19 Strategy)	Sue Wilson, CCC Guy Dickens, CCC Quality First Teaching (QFT) Group	Guidance on Quality First Teaching published to ensure delivery of a personalised curriculum appropriate to the needs of the individual by July 2010  Guidance on personalisation disseminated at termly meetings for school leaders by July 2010 and annually up to July 2012	Standards Fund National Strategies Grants  Standards Fund School Improvement Partner (SIP) Grant
	Implement Behaviour Improvement Partnerships (BIPs)	Adrian Loades, CCC	Through the implementation of the Behaviour Improvement Partnerships, ownership increased and identification of children and young people on alternative provision with the school at which they are on roll  Improved attainment and attendance of those receiving alternative provision  Devolved funding September 2009 First quarterly monitoring report to DCSF January 2010	Delegated funding
	Implement 1:1 tuition	Sue Wilson, CCC Guy Dickens, CCC	Implementation of 1:1 tuition means targeted pupils in KS2, KS3 and KS4 make age-appropriate progress.  September 2009 to July 2011	Ring-fenced Making Good Progress Standards Fund Grant

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Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>DISAFFECTION</b>				
<b>Continued</b> Reduce the causes of disaffection	Implement the 14-19 strategy (Cross link to countywide action plan 2.1, objective B.3)	John Lucas, General Inspector: 14-19 education, CCC	Implementation of the 14-19 strategy results in a reduction in NEET figures and improved achievement at Key Stage 4 and post-16 Successful annual progress check and annual Local Authority evaluation Entitlement to be fully delivered by 2013 but progress reviewed annually up to that date	14-19 funding streams (Renewed annually by DCSF). LA Capital Funding. Rural Funding Resources
	Monitor the impact of new primary curriculum on schools' key outcomes	Sue Wilson, CCC	Monitoring the impact of the new primary curriculum shows at least 83% of Ofsted judgements regarding the curriculum are good or better by July 2012	Standards Fund SIP Grant
	Gather the views of those Educated Other than at School (EOTAS)/Not in Education, Employment or Training (NEET) to establish causes of disaffection	Tom Jefford, Head of Youth Support Services, CCC	Views of those Educated Other than at School (EOTAS)/Not in Education, Employment or Training (NEET) to establish causes of disaffection gathered by December 2009 Baseline established by 2010 Review 2012	Existing resources

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
NI 87 - Secondary school persistent absence rate	5.7%	4.7%
NI 102 - Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4	KS2 - 27% points KS4 - 28% points	24% points 25% points

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

# Priority 2.1 Countywide action plan

## E - Reduce the number of teenagers not in education, employment or training (NEET)

Partnership Priority leads: Perry Holmes, Corporate Director, Fenland District Council and Joe McCrossan, Chair of the Cambridgeshire Primary Heads

Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>E.1</b> Reduce the impact of teenage pregnancy on access to EET	Continue to reduce teenage pregnancy through the implementation of the Teenage Pregnancy Strategy	Julia Cullum, Sexual Health and Teenage Pregnancy, CCC	See Teenage Pregnancy Strategy	See Teenage Pregnancy Strategy
	Evaluate the impact of Wisbech Teens and Toddlers taking place at Thomas Clarkson Community College. Roll out across the County	Tom Jefford, CCC	Evaluation of the impact of the Wisbech Teens and Toddlers shows a reduction in teenage conception in Fenland by March 2012	Part funded Teenage Pregnancy work Local Public Service Agreement (LPSA)
	Review NEET and Teenage Pregnancy with individual schools through School Improvement Partners	Guy Dickens, CCC	School Annual Review reviews NEET and teenage pregnancy figures with individual school – benchmarking school data with local, county and national data by April 2010	Standards Fund School Improvement Partner Grant
<b>E.2</b> Implement a county strategy to ensure Cambridgeshire County Council and partners offer a range of apprenticeship and work experience opportunities to young people	Undertake feasibility work to develop apprenticeship scheme and develop a strategy for the recruitment and employment of apprentices, targeting looked after children in particular	Sam Scharf, Organisational Development and Learning Advisor, CCC Margaret Richards, CCC	Feasibility work and subsequent development of the apprenticeship scheme means seven apprentices in post by September 2009 Strategy complete September 2010	£25,000 from Integrated Planning Process
	Explore the use of county council contracts to broaden the range of opportunities for young people	Paul Rouse, Head of Procurement and Contract Management, CCC Margaret Richards, CCC	Increase in the number of apprenticeships offered through county council contracts Key officer group meetings established by May 2009 Actions determined by October 2009 Review progress April 2010	Existing resources
	Use learning from roll out of apprenticeship scheme to develop process and strategy for work experience placements	Margaret Richards, CCC	Review of learning from roll out of apprenticeship scheme and development of work experience strategy results in 30 work experience placements offered to and used by schools for pre and post-16 students 20 work experience placements for Diploma in Public Services students in place for use in academic year 2010-11 Implementation 2010	Work experience team work partly funded by DCSF Education Business Partnerships funding

# Priority 2.1 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
<b>E.3</b> Identify and address low levels of literacy	Implement 1:1 tuition in literacy and numeracy (Cross link to countywide action plan 2.1, objective D.5)			
	Evaluate current practice of intensive support, Reading Recovery supporting ECAR, 1-1 tuition	Jane Ryder-Richardson, CCC	Evaluation of current practice of intensive support, Reading Recovery supporting ECAR, 1-1 tuition improves literacy for targeted pupils by September 2010	Standards Fund
<b>E.4</b> Improve parental engagement in children's aspirations	Cross link to countywide action plan 2.1, objective A			
<b>E.5</b> Ensure all young people have access to high quality advice and guidance	Review provision for universal and targeted support	Jeanette Perkins, Connexions Performance Manager, CCC	Following review of provision for universal and targeted support, recommendations in place by September 2009	No additional funding

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
NI 112 - Under 18 conception rate (Target -45% (2010)) rate per 1000	2008 data 23.6	2009 data 20.4
NI 117 - 16 to 18 year olds who are not in education, employment or training (NEET)	4.8%	4.4%
Young people leaving Pupil Referral Units who are NEET	20% November	
16-18 year olds who are NEET		
East Cambs	4.4%	
Fenland	6.4%	
Hunts	4.8%	
South Cambs	2.9%	
Cambs City	5.5%	
NI 148 Care leavers in EET	69%	73%

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three

# Priority 2.2 Countywide action plan

## Improving health for all and narrowing the gap in health outcomes for specific groups of children and young people

Partnership Priority leads: Perry Holmes, Corporate Director, Fenland District Council and Joe McCrossan, Chair of the Cambridgeshire Primary Heads

Objective	Key actions	Key people	Progress measured by	Resource/funding
Good quality information and guidance for each and every child and parents and carers is provided to enable them to make well informed decisions about healthy lifestyles	Agree a healthy lifestyles 'vision/charter' and healthy lifestyles commissioning action group	Mary Whitehand, Head of Planning and Performance, CCC	Group in place by July 2009	Existing resources
	Identify the 'healthy lifestyles pathway' ie what should be in place to enable children, young people and parents to make well informed decisions and who is expected to provide which aspects of this	Healthy lifestyles group	Draft Healthy lifestyles pathway in place by July 2009	
	Consult on the pathway, clarifying roles and expectations of those identified as part of its delivery. This will include: schools, colleges, special schools, settings, primary care and health teams, locality workers, voluntary and community sectors, parents, children centres, leisure providers, extended services	Healthy lifestyles group Area Partnerships	Consultation plan in place by May 2009 Consultation completed by October 2009	
	Agree and secure the use of data to inform commissioning	Joint Commissioning Group Healthy lifestyles group	Health aspect of Data Profile for children and young people updated by October 2009 Updated each October and April after that	
	Commission/decommission to provide an equitable spread of coordinated services and activity in each locality	Healthy lifestyles group Area Partnerships	Commissioning plan in place by December 2009 Commissioning plan implemented by March 2010 and completed by March 2011	
	Develop a communication strategy, paying particular attention to key transition points and key dates – for the three main audiences of: <ul style="list-style-type: none"> <li>children and young people</li> <li>parents and carers</li> <li>professionals/practitioners</li> </ul>	Healthy lifestyles group	Communication strategy agreed by PCT and CCC CYPS by August 2009	

This action plan is for 2009-10 and will be reviewed and updated annually

## Priority 2.2 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
Children and young people's needs are identified and they are offered appropriate interventions and support	Work with Children's Workforce Strategy (CWS) to discuss practitioners roles in making holistic assessments of needs around healthy lifestyles and risky behaviours, agree what would be needed to put this in place and agree training programme	Healthy lifestyles group	Discussions with CWS on roles and to identify training needs completed by September 2009 Training programme agreed by November 2009 Training Programme in place by January 2010	Existing
	Agree and implement a means of monitoring how holistic the assessments of need being made are, (eg through practitioner observations, supervisions, completed CAFs)	CYPS Enhanced and Preventative Services Team, CCC Healthy lifestyles group	Work begun with CYPS Enhanced and Preventative Services Management Team by September 2009 Process agreed by December 2009 CAF evaluation completed by March 2010 Discussion with health and other partners on similar approaches begun November 2009	
	Raise awareness with school governors on healthy lifestyles issues	Healthy lifestyles group	Discuss needs with commissioners for teenage pregnancy, obesity, substance misuse and governors by September 2009 Develop awareness raising programme by October 2009 Complete programme by March 2010	
Organisations are supported to access assured services	Develop a 'one stop shop' approach to provide information on organisations and groups providing services, with detail on how these are quality assured	Healthy lifestyles group	Approach and means to achieve it agreed by September 2009 Implemented by March 2010	Existing
	Develop a means of providing information on the evidence base organisations or services are working from or how they are quality assured, beginning with support for SRE	Sexual Health and Teenage Pregnancy group	Means identified by September 2009. Quality guidelines and standards on SRE developed by December 2009 Detail included within information provided by March 2010	
	Introduce 'You're Welcome' to accredit health services as 'user friendly' to young people	Meg Battersby Sexual Health and Teenage Pregnancy group	Pilot You're Welcome self assessment with at least two health services by March 2010 Develop programme of accreditation by June 2010 All health services for young people will need to be You're Welcome accredited by 2020	Pilot funding

## Priority 2.2 Countywide action plan

Objective	Key actions	Key people	Progress measured by	Resource/funding
Parents and carers are supported in their role	Work with the Parenting Commissioner and Parenting Support Strategy to identify and support the role of parents in the development of healthy lifestyles	Parent Commissioner and Area Partnerships	Discussion by Healthy Lifestyles Group and Parenting Commissioner on input to Parent Support Strategy Action Plan by August 2009	Existing
Targeted support for children and young people	Keep up to date action plans on teenage pregnancy, chlamydia testing, alcohol and substance misuse, obesity, smoking cessation, based on evidence of what works	Teenage Pregnancy Coordinator Sexual health commissioning adviser Substance misuse lead Obesity lead Area Partnerships	Targets each quarter <ul style="list-style-type: none"> <li>• Teenage parent live births</li> <li>• Take up of MEND and TEEN obesity courses</li> <li>• Take up of Chlamydia screening</li> </ul>	
Improve support for children and young people with mental health issues	Implement findings of the CSIP mental health review and the CYP Scrutiny Review action plan	Tim Bryson, Director of Children's Services and Nursing, Cambs and Peterborough NHS Foundation trust  CAMHS Commissioning group	Action plan developed and implementation stated by December 2009	
Work to address the underpinning causes of inequities in health and achievement outcomes	See countywide action plan priority 2.1 Objective D for work on the Family Nurse Programme, housing needs, poverty and deprivation			

## Priority 2.2 Countywide action plan

Key performance measures – Year 1 and Year 2	Target 09/10	Target 10/11
Measurement of children in primary and year 6	85%	85%
NI 55 Obesity among primary school children in reception	9%	
NI 55 Obesity among primary school children in Year 6	16.9%	
NI 112 under 18 conception rate per 1000	(2008 data) 23.6	(2009 data) 20.4
NI 113 Chlamydia screening - 25% of under 25 year olds	21,675 screens (1,806 per month)	
NI 115 Percentage of young people reporting frequent substance misuse in Tell Us 4 survey	9.1%	
NI 52 Take up of school lunches	40%	45.4%
NI 51 Effectiveness of CAMHS	16	16

The performance measures will be reviewed as the plans progress, some key performance measures will not be assessed until year two or three