

CORPORATE PLAN / STRATEGIC CHANGE PROGRAMME 2023-2024

Half year progress April 2023 to September 2023

Well-being Objective 1

Best Start in Life

Objective
All children get the best start in life

2027 Outcome	Key Priorities for 2023/2024	Progress Comment	RAG Status
1. Worked with partners to ensure our youngest children are better prepared for transition to school.	a. Work with the childcare sector and partners to develop a more equitable Early Years offer to ensure our youngest learners transition into school successfully.	<p>Work is currently on-going to develop a Children and Young People’s Plan and Early Years Strategy. This plan will articulate strategic priorities and actions for making a positive difference to lives of children, young people and their families in Neath Port Talbot. During quarter 1, a Request for Quotation process was undertaken to appoint a consultant to support us in developing a Children & Young People's Plan and Early Years Strategy. PRD were appointed with work starting in July 2023. Throughout quarter 2, PRD have undertaken a desktop review of existing qualitative and quantitative data. Meaningful engagement with all stakeholders has been a key priority. To achieve this PRD held a series of stakeholder workshops to ensure partnership involvement throughout the process. Engagement with children, young people and families will take place throughout quarter 3. Work is on track to be completed during quarter 4. Completion of the strategy will enable strategic priorities and actions to be put in place to support a more equitable early years offer. Overall, transition arrangements into childcare, within childcare and into school are enabling most of our youngest learners to transition successfully. On-going continued workforce development is ensuring all stakeholders continue to work in partnership to effectively support children and their families with their journey using child centred, pedagogically appropriate approaches and process to support transition.</p> <p>Valuable transition arrangements are in place for all children attending childcare. However, local authority monitoring evidences that more support is required around transition into and within childcare settings. This is due in part to the impact of the Covid pandemic and the children’s previous experiences. The Early Years and Childcare team work closely with providers to provide training and support to further develop processes to enhance transition into childcare settings. In addition, the Early Years and Childcare Training and Transition Officer has spent time with individual settings supporting the transition of individual children into setting and to manage transitions within their day. The Training and Transition Officer has worked with the Early Years ALN (Additional Learning Needs) Transition and Partnership Officer to develop an Early Years Passport. This will contain appropriate documentation in relation the child. It will be a working document, started on transition into setting, updated accordingly during the child’s time at setting and then move with the child to school as part of their transition. Overall, transition into school is working well. To strengthen transition processes further, workforce development around the transition process across the early years sector is planned for quarters 3 and 4. This will include work to support the tracking of pupils’ progress in childcare settings and on-entry to school to support Curriculum for Wales development.</p>	
	b. Work with Welsh Government and partners in the sector to increase access to childcare.	Valuable work has been undertaken by the Local Authority to continue to work with Welsh Government and partners in the sector to increase access to childcare. The local authority continues to provide support through the Early Years	

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		<p>and Childcare capital grant funding programme and the revenue for sustainability and quality improvement grant programme. In addition, free, high-quality training is available to all childcare providers across Neath Port Talbot, through the Early Years and Childcare team.</p> <p>Phase 2 Flying Start expansion commenced in April 2023. Valuable, high-quality support is being offered to the childcare settings by the Early Years and Flying Start Team. In addition, the team is focussing upon those settings that have newly joined the programme to offer Flying Start childcare within the expansion communities and across the wider Neath Port Talbot footprint. Ongoing training and support from the Early Years and Childcare team will ensure that all settings will meet the Flying Start Childcare guidance criteria within the next 2 years. To date 44 Flying Start providers are engaging with Flying Start Phase 2. Phase 2 of Flying Start expansion has been a success to date, with 103 children now registered for funded Flying Start childcare in expansion areas for Phase 2a, and Phase 2b beginning from September 2023.</p> <p>The Child Care Offer (CCO) continues to be promoted by the CCO team successfully. The CCO Outreach worker has attended various events including Cost of Living crisis events, school fetes, school nurseries and Communities for Work+ events. In addition, social media has been utilised to promote the Offer and inform families of when to apply. The Outreach Officer continues to promote the Offer to families and to large local employers. The CCO has now fully moved to an All Wales Digital System with one telephone number for families to phone regardless of where they live. The NPT team answer call routed to us via this system to support local families to apply for the Offer. Some families left the Offer at the end of August when their eligibility ended, but more families have joined the Offer starting from September 2023. At the end of quarter 2 there were 2,373 registered English and Welsh medium childcare places available in Neath Port Talbot. The number of registered childcare numbers have fluctuated post Covid, with providers not reopening, providers being impacted by the cost-of-living crisis and Care Inspectorate Wales (CIW) continuing with their database review and update, which includes closing off long standing paused registrations. At the end of quarter 2, 498 children aged 3 and 4 were accessing funded, part-time childcare.</p>	
<p>2. Completed the Welsh Government Universal Primary Free School Meals (UPFSM) roll out for all primary pupils.</p>	<p>a. Enabled access to UPFSM for all year 3 and 4 pupils by summer term 2023, and by January 2024 for Years 5 and 6.</p>	<p>All primary aged pupils have access to a free school meal from September 2023. The rollout of all Year groups has resulted in a daily average of over 7,235 primary school pupil meals being served. This number is expected to increase through the year.</p>	
<p>3. Enhanced facilities for young people including improved play and leisure services</p>	<p>a. Enhance free and low cost play and leisure opportunities for children and young people.</p>	<p>The 2022 NPT Play Sufficiency Assessment (PSA) has identified gaps in play provision across the local authority. Gaps include play provision in rural areas, provision for children and young people with additional learning needs (ALN) and/or a disability and play provision provided through the medium of Welsh. The 2023/24 Welsh Government Playworks Holiday Fund has been used to fund providers to improve the quality of play provision for children and young people, with a focus upon supporting the delivery of free high quality play and closing identified gaps in provision. The Play Strategy Implementation Group (PSIG) approved all funding allocated to the providers through an Expression of Interest (EOI) process. Activities have included open access play sessions, family play opportunities and summer play schemes for children and young people with additional support needs. To date, all funded play activities have been delivered as planned. The overall impact of the provision provided will be evaluated by the PSIG as part of the wider evaluation of progress against the PSA Action Plan at the end of the 2023/24 financial year.</p>	

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<p>4. Services for children and young people are aligned across sectors so that the needs of children and families are identified early and support is joined up across agencies and improving.</p>	<p>a. Work to develop parental engagement in Neath Port Talbot schools so that the schools are at the heart of their community.</p>	<p>Adult Learning finished the last academic year delivering Family Learning sessions and other courses across seven schools. Parents in all schools have completed at least one accredited unit. Adult Learning are working with Family Engagement Officers in Community Focused Schools to engage with schools within their clusters and have started delivering sessions in three schools. Adult Learning have also had initial meetings with another three schools with the intention to start delivering courses for parents or family learning sessions.</p> <p>Blaendulais Primary started with a small group of parents reluctant to complete any accreditation. They have engaged well in family learning sessions and now they are ready to complete an accredited unit. Numbers gradually increased and the group is now interested in completing other courses, such as Importance of Play.</p> <p>Adult Learning have established a group of parents in Awel y Mor, consistently completing various accredited courses. This cohort started through Family Learning, completing accredited units: Phonics, Story Sacks, and Science. They have completed some ALN (Additional Learning Needs) awareness courses: Autism, ADHD (Attention-deficit/hyperactivity disorder) and Dyscalculia. We are also delivered Cooking on a budget in the school. Some of the parents from this cohort enrolled onto the Childcare Level 2 qualification.</p>	<p>Green</p>
	<p>b. Ensure early help and support offer to children and families is clearly communicated.</p>	<p>The local authority co-ordinates its early intervention support for children and young people through its multi-agency Early Intervention and Prevention (EIP) panel. EIP panel has reported an increase in complexity of need in referrals placing additional pressures on early intervention services to meet these needs. In addition, Local Authority monitoring information highlights that non-engagement with services by children and families is an area of concern. As a result, the local authority is currently undertaking a review of the EIP panel process to ensure early intervention and support is delivered effectively. This will include a focus upon understanding the barriers for children, young people and families accessing support. The outcomes of the review will be used to inform and develop the work of the EIP panel and support services. The continued successful development of the EIP panel support service is a key priority for the service. The EIP panel review process is currently on-going and on track to be completed by the end of quarter 4.</p>	<p>Green</p>
	<p>c. What matters to children and families will be at the centre of the way we plan and provide our services</p>	<p>The Children and Young People's Leadership Group are developing a Children and Young People's Plan, which puts children, young people and their families at the centre of service delivery and ensures meaningful engagement and consultation to inform future planning.</p>	<p>Yellow</p>
	<p>d. Ensure children in need of protection are safeguarded and they can grow up in a loving and stable family.</p>	<p>Awaiting progress information.</p>	<p>TBC</p>
<p>5. Children know and understand their rights and responsibilities.</p>	<p>a. Work with schools and partners to adopt the Education, Leisure and Lifelong Learning Participation and Engagement Strategy and support our schools to embed a framework for Children's Rights.</p>	<p>The Participation and Engagement Strategy has been finalised and includes an easy read version and a children/young person friendly version. A launch event and participation conference, in partnership with other services and led by children and young people, is planned for the new year. Training on participation to accompany the framework is being developed and will be available to all teams and school staff.</p> <p>The children's rights self-assessment tool, developed by the Childrens Commissioner for Wales, for leaders, professionals and governors in education settings, will be discussed with headteachers to build on current good practice. It will enable all schools to ensure they are embedding a rights based approach and identify further areas for development.</p>	<p>Yellow</p>

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6. Progressed our Strategic Schools Improvement Programme increasing the number of 21st Century learning and teaching environments available for children and young people.	a. Gain Welsh Government approval for the Strategic Outline Programme	N/A – Strategic Outline Plan to be submitted in January 2024	
	b. Further progress our Band C proposals with Welsh Government.	As above	
	c. Conclude the review of the organisation of schools in the Swansea Valley	Concluded. New scheme to be developed.	
7. Education reforms related to the curriculum are embedded and these changes will raise standards across our education system.	a. Work with and support schools and partners to ensure they are at an appropriate stage of readiness for curriculum reform in line with Curriculum for Wales (The Curriculum and Assessment Wales Act 2021).	All primary schools have begun working under the Curriculum for Wales. All secondary schools are preparing for a September 2023 start for years 7 and 8. Levels of engagement in curriculum workshops and training are very high. The renewed focus on developing a shared understanding of progress is priority at local and national levels. This process is being supported at local, cluster and national levels. The curriculum for Wales improves outcomes for pupils in all our schools and all pupils in Neath Port Talbot to realise the 4 purposes because of excellent teaching.	
8. Fully Implemented the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the Additional Learning Needs Code of Practice 2021 across the Local Authority and in schools within Neath Port Talbot raising standards across our education system.	a. Ensure that the Local Authority (LA) and schools convert all Statements of Special Educational Needs (SEN) to Individual Development Plans (IDPs) within the specified timescales. Needs to be moved down	The Additional Learning Needs Support Service (ALNSS) is adhering to Welsh Government specified timescales and in September the majority of learners in the mandated cohorts had their Statements of SEN (Statements of Educational Needs) converted into IDPs (Individual Development Plans) within specified timescales. A small number are in the process of being converted and have statutory plans in place during this period.	
	b. Work with partners to ensure the Local Authority (LA) fulfils its statutory duties in delivering an equitable offer of post 16 provision for young people with Additional Learning Needs (ALN).	<p>A draft post 16 transition protocol for young people with additional learning needs has been produced. An enhanced transition framework is being established which includes a Multiagency Transition Screening Meeting (MATSM). The aim of the MATSM is to ensure a co-ordinated approach to support for young people who need enhanced transition into post 16 provision. This may include young people who have additional learning needs (ALN), face challenging circumstances, have mental health issues are disengaged from education or any other reason.</p> <p>This has been piloted in Llangatwg Secondary School and 31 children and young people were discussed with a number of organisations. The impact of this work and the success of this transition will be fully considered when the children and young people leave school in July 2024. This MATSM protocol will be rolled out to all secondary schools across NPT.</p>	
	c. A robust quality assurance framework in place to monitor and review the impact of Individual Development Plans.	Inclusion Service Managers are working with SBUHB (Swansea Bay University Health Board) to undertake a quality assurance exercise in relation to Health ALP (Additional Learning Provision). Following the restructure of ALNSS (Additional Learning Needs Support Service), there are now 3 designated Person Centred Review and IDP (Individual Development Plan) Officers whose role encompasses working with schools to develop quality assurance mechanisms for school maintained IDPs. This includes individual bespoke ADDS (additional training sessions for schools, usually held after school) sessions for schools as well as cluster working. The ALNSS Manager along with the Lead IDP Systems and Process Officer has undertaken the quality assurance of all local authority maintained Individual Development Plans with the support of a fellow Inclusion Service Officer.	

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<p>9. A co-ordinated approach to meeting the mental health and well-being needs of our children and young people.</p>	<p>a. Work closely with schools and partner agencies to ensure that the Whole School Approach to Emotional Health and Well-being is embedded across the Authority.</p>	<p>The Welsh Government Whole School Approach to Emotional Health and Wellbeing is being embedded in schools across NPT and is supported by the Local Area Coordinator. Primary, secondary and special schools are on board with the programme and are commencing or have completed the self-evaluation tool.</p> <p>Multi agency forums will continue to support our schools in developing their practice in this area. This multi-disciplinary problem solving approach continues to empower the trusted adults in the lives of CYP and has been cited as a good example of the NEST (Nurturing, Empowering, Safe and Trusted) framework in action. Half termly ELSA (Emotional Literacy Support Assistant) supervision, joint termly planning across inclusion services for schools and the community model of service delivery all highlight the collaborative work that is currently underway in NPT to support the emotional health and wellbeing needs of pupils. The School Based Counselling Service (SBCS) will continue to support the mental health and emotional wellbeing of pupils through the Secondary School Based Counselling Service and Primary School Based Child Therapy Service. Therapists within the SBCS collaborate with other professionals around the child/young person in order to best their needs. The Manager of the SBCS has held a conference for all schools in collaboration with the local area coordinator for the Whole School Approach to Emotional Health and Wellbeing. At the conference the focus was around staff wellbeing and the project was highlighted. An updated proposal has been provided to the Director of Education including data from academic year 2022-23 demonstrating the service's efficacy. The proposal is currently being considered in light of budget pressures. Following the event, 39 schools have signed up to participate in the staff wellbeing programme.</p> <p>52 primary schools (98.1%) and 8 secondary schools (100%) are on board with the Whole School Approach to Emotional Health and Wellbeing. 2 special schools (100%) are also on board with the programme. 18 primary schools, 5 secondary schools and 2 special schools have commenced / completed the self-evaluation tool.</p>	<p>Green</p>
<p>10. Increased number of pupils in Welsh medium schools in line with our targets within the Welsh in Education Strategic Plan.</p>	<p>a. Increase Nursery pupil numbers to 331 (22.8%) and Year 1 to 308 (21%).</p>	<p>Data will be available after PLASC –spring 2024</p>	<p>Yellow</p>
<p>11. Provided opportunities to enable all learners, families and carers to benefit from the opportunity to learn, appreciate and shape their lives through the medium of Welsh.</p>	<p>a. Deliver the Welsh in Education Strategic Plan (WESP) 5 year action plan and begin to progress targets.</p> <p>b. Ensure regular opportunities for learners, staff and the wider community to engage in activities that increase confidence in the Welsh language and promote Welsh modern culture and history, through engagement with Siarter Iaith/Cymraeg Campus.</p> <p>c. Undertake an audit to see what Welsh medium provision is available within the LA (both within school and in the community) and geographical gaps will be identified and</p>	<p>5 Year action plan has been approved by Welsh Government. Targets have been fed into annual plan and are being progressed.</p> <p>Significant work has been undertaken already , notably 100% of NPT schools have engaged with Siarter Iaith/Cymraeg Campus; a 10 week project has successfully been delivered with 3 EM pilot schools to embed Cynefin within the curriculum; Further development of the Welsh language within English-medium schools.</p> <p>A mapping out exercise of Welsh-medium provision has been completed (by Fforwm Iaith Abertawe a CNPT). Currently, there are 186 activities and resources available. Partners include Menter Iaith, Mudiad Meithrin, Tŷr Gwrhyd, Urdd, Cymraeg i Blant, Technocamps, Dysgu Cymraeg Ardal Bae Abertawe and Amgueddfa Cymru.</p> <p>Gaps in provision have been identified and work will take place to address these in the future.</p>	<p>Green</p>

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	<p>filled i.e. provision from Urdd, PASS, Youth Service etc.</p> <p>d. Undertake an audit of learning opportunities for non-Welsh speaking learners, parents/carers and grandparents or those who are hesitant in the language.</p>	<p>Gaps in provision have been identified and work will take place to address these in the future.</p>	
<p>12. Reduced the number of children and young people excluded from school.</p>	<p>a. Work with schools and partners ensuring as many pupils as possible physically re-connect and engage with school.</p>	<p>Continued close working with schools to try and reduce exclusions. Utilising the PSP (Pastoral Support Plan) and reduced timetable process to put plans in place that are built around the pupil. During this period recruitment for the Case Assessment and Progression (CAP) team commenced appointing the manager, 2 CAP officers and secretarial support all of whom will commence employment ready for the new academic year. The CAP team is intended to enable early identification of children who may be at risk of permanent exclusion and to pull together all partners involved to plan the most appropriate package of support for each individual. In this quarter the impact has not been felt as the CAP team haven't been in post. However, the use of PSPs has given schools more choice in the actions they can take to support those children at risk of exclusion.</p>	
<p>13. Improve attendance of pupils.</p>	<p>a. Improve attendance at primary and secondary phase, and a particular focus on attendance of vulnerable groups.</p>	<p>Attendance compared to the previous academic year, saw an upward trend, however, attendance rates remain lower than pre-pandemic levels.</p> <p>Solution focus meetings held with all Education Welfare Officers. Regular data shared per school allocation. We have introduced Solution circle meetings. Working in partnership with our colleagues from other departments such as ALN (Additional Learning Needs)/Social Services/EBSA (Emotionally Based School Avoidance)/Education Phycologist Service. Discussions with Headteachers have improved engagement with the ESO (Education Support Officer) service.</p> <p>First national education welfare officer event was held In NPT in conjunction with RCT (Rhondda Cynon Taff) including the Welsh Government to help improve attendance at school with a particular focus on ALN/FSM (Free School Meals)/CME (Children Missing Education).</p> <p>Joint training/solution focus/solution circles/sharing good practice to continue with RCT (Rhondda Cynon Taff) who have similar levels of deprivation as NPT.</p> <p>Attendance is a priority for all. Nearly all schools have attendance as a priority in their school development plans. Attendance Support Officers to commence in Qtr. 2</p>	
<p>14. Implemented a teaching programme so that every school is able to access the programme creating an exciting and innovative communities of teachers who can support each other and learn together.</p>	<p>a. Continue to support teachers through professional learning from the time they decide to become teachers through their whole career. That Neath Port Talbot schools continue to grow as learning organisations. We will continue to prioritise professional learning in our directorate plan and ensure that it is at the heart of the reform agenda.</p>	<p>The teaching and learning programme is developing well. The pilot group is continuing to trial innovative approaches and they are helping to shape how we will design an iterative curriculum. All headteachers have been informed through workshops of the process and they have been invited to nominate teachers who they believe will be able to lead the development within their own school. Two senior teachers have been seconded and they have begun to work in NPT schools at both primary and secondary level. Nominations for the next cohort are due in on the 27th of October 2023 and we are expecting to be over-subscribed. It is currently too early to see the impact on teaching across our schools.</p>	

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	<p>b. Strive for all pupils in Neath Port Talbot to realise the 4 purposes because of excellent teaching.</p>	<p>Along with the teaching and learning programme all schools in NPT are making good progress in terms of pupils realising the four purposes because of teaching evolving. This is based on a programme of sound self-evaluation carried out by schools with LA support to evaluate the progress pupils are making. Initial findings demonstrate that the older pupils are the more teaching narrows to focus on acquiring knowledge. As a result, teachers are evolving how they plan for progress in terms of knowledge, skills, understanding, capacities and attributes. This is beginning to result in pupils developing their knowledge, skills, understanding, values and attitudes.</p>	
<p>15. Development of a leadership programme and a long-term view of 'talent spotting' and nurturing future leaders with a programme of individual coaching and mentoring.</p>	<p>a. Work to develop inspirational leaders working collaboratively to raise standards. We will support school leaders to better articulate what they do and why they do it in the context of the Curriculum for Wales. We will support them to lead strong and inclusive schools where a culture of professional learning and collaboration is central to school improvement. Neath Port Talbot will produce school leaders that will be capable of supporting each other to improve and contribute to educational improvements across Wales.</p>	<p>A future leaders programme has been shared with all headteachers and they have been invited to nominate potential senior leaders who they believe will benefit from this programme. It is aimed at deputy and assistant headteachers who do not currently have NPQH (National Professional Qualification for Headteachers). They will be allocated an Education Support Officer who will use coaching and mentoring strategies on a one-to-one basis. This will be funded by the LA (using Welsh Government funding for leadership) and will mean that participants meet their mentor once every half term in the first year and once a term in the second year to work through a bespoke programme aimed at supporting their development via the leadership standards. Nominations for the next cohort are due in on the 27th of October and we are expecting to be over-subscribed.</p>	
<p>16. More young people will have registered to vote and will be using their vote in Welsh elections.</p>	<p>a. Undertake targeted key messaging with 16-17 year olds with specially designed paper and online materials for form classes.</p>	<p>Education resources developed and designed by the Electoral Commission have been disseminated to schools to enable them to be utilised as part of citizenship lessons. The aim is to provide young people with the knowledge and understanding they need to participate in the democratic process and give them the confidence to vote, and to understand that their vote matters.</p>	
	<p>b. Continue liaison contact with internal Neath Port Talbot groups including the Local Area Co-ordination LAC support network, Community of Practice network, Travellers Liaison, Youth Council and Youth Mayor as well as the Communication, Marketing and Digital teams.</p>	<p>Work has continued to create and maintain links and partnerships with internal key stakeholders to assist with engagement with under-registered groups (i.e. young people, students, home movers and travellers) aiming to link in with specific electoral event based activity where possible during the year. (See 16.4 below).</p>	
	<p>c. Maintain new links and partnerships with external groups and organisations including the Regional Community Cohesion network, Your Voice Advocacy, Democracy Box, Local Muslim community groups, BAME community groups, local media, Welsh Government, Electoral Commission and the Association of Electoral Administrators.</p>	<p>Work has continued to create and maintain links and partnerships with external key stakeholders to assist with engagement with under-registered groups (i.e. young people, students, home movers and travellers) aiming to link in with specific electoral event based activity where possible during the year. (See 16.4 below).</p>	

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	d. Plan around key dates to help with promotional drives and other awareness days to aid face to face work (where possible) as well as online activity.	As detailed above, the intention has been to focus on the need to encourage under registered groups to register to vote and explain the voting process. In undertaking this type of work it is important to understand that there are no quick fix solutions and relies more on a willingness to maintain a steady consistent approach over the longer term. The focal points of this activity outside of electoral events tends to be Local Democracy Week in October and the Electoral Commission's 'Welcome to your Vote Week' in January/February.	
	e. Utilise traditional advertising mediums such as local radio as well as social media platforms to promote and tie in with specially designed resources supported by the Electoral Commission and Welsh Government where grant funding remains available.	Promotional activity including a targeted radio campaign and social media supported by specific Welsh Government grant funding and Electoral Commission branded resources prior to the May 2022 local government elections was undertaken and concluded. No major electoral events occurred in 2023. The next scheduled elections will be the Police and Crime Commissioner elections due to take place on 2 May, 2024, with a UK Parliamentary general election also likely to take place at some point during the year.	
17. Strong safeguarding and support procedures in place for children and young people.	a. Bring forward proposals to further develop Children's Social Services.	Work ongoing. Awaiting additional progress information	
18. Arrangements for supporting young people when they finish their statutory education are improved with all children going on to training, education or work.	a. Work with partners to retain young peoples' engagement in education, employment and training and to reduce youth unemployment within Neath Port Talbot.	<p>Skills & Training Department have utilised Welsh Government JGW+ (Jobs Growth Wales plus) provision and funding to set up a Get Ready programme to support those who are NEET (Not in education, employment or training) and facing multiple barriers to engaging in work or training.</p> <p>Communities for Work Plus (CFW+) currently work with JCP, Dewis, Llamau and housing options, (to name a few) who refer young people in need of employment support to the CFW+ programme via our one stop triage referral process.</p> <p>The Youth Support Multi Agency Group met during quarter 1 and the Youth Engagement Strategy will be reviewed starting in quarter 2. The Youth Service Legacy Team work with a range of partners to give young people who are at risk of becoming NEET a diverse and broad options menu to help with their transition.</p> <p>Upskilling young people making them ready for progression within training or the workplace. Once a young person has found employment CFW+ continues to keep in contact with them and the employer, (if possible) to ensure that in work support barriers can be accessed if required. We have supported approx. 40 YP into employment and have maintained contact with them to address any further support needs.</p> <p>Networking and communication has increased as well as an awareness and increased understanding of services available.</p>	
	b. Support young people leaving full-time education to move on to further training or education or work.	<p>Skills and Training Get Ready for summer programme helps with transition yr. 11 pupils who are at risk of disengagement over the summer. The programme engages with learners in order to support and assist transition so that learners move into further education college or work based learning.</p> <p>Together with the Youth Service, Communities for Work Plus (CFW+) offer a drop in facilities for young people aged 16+ in Aberavon Shopping Centre.</p> <p>The Legacy Youth Workers continue to support year 11 pupils to transition from School into further education, employment or training. During quarter 1 the team supported 143 young people who were at risk of becoming NEET.</p>	

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		<p>Referrals will be processed during June in readiness for the programme which commences in July-August. It is anticipated that this year will be the highest ever Skills & Training have supported learners on the Summer Programme.</p> <p>The Hub in the Aberavon Shopping Centre is open 9am -5pm Monday to Friday offering careers advice and 1-2-1 employment support. NPT Youth Service are present every afternoon. We also open up on a weekend when there events planned in the Shopping Centre or Viva Port Talbot. This quarter we have had 45 young people visit the Hub for support.</p>	
	<p>c. Increase the number of work experience and apprenticeship opportunities offered by the council and local employers to young people</p>	<p>Shared Prosperity Funding NPT Employability has given us the opportunity to offer all year 10's within our secondary educational system an offer of a work experience placement. While this work is based on Year 10 activity, employers were keen to keep in touch with some of the pupils and have asked some to return to the work place for employment or have been offered to apply for an apprenticeship. This will assist with Year 11 transition destination work.</p> <p>Communities for Work Plus (CFW+) link in with local employers and have ongoing discussions to source any work experience opportunities that may be available for the young people we support.</p> <p>We have Volunteer/Work Placement Officers who source local vacancies for young people to gain experience in their chosen work sector. During this quarter we have placed 18 young people into work experience opportunities with the NHS and we have also placed a further 6 into other sectors such as residential care, retail and local authority.</p>	
<p>19. All young people leaving care will have access to sustained appropriate accommodation.</p>	<p>a. Build on our role as corporate parents and help young people leaving care to have appropriate supported transition.</p>	<p>Awaiting progress information.</p>	<p>TBC</p>
<p>20. Support young carers to access opportunities.</p>	<p>a. Explore what more we can do to support young carers.</p>	<p>The number of Young Carers attending the Young Carers Youth Club continues to rise with now over 72 young people attending.</p> <p>Young Carers Awareness raising sessions are delivered in schools with over 1,000 young people attending the sessions</p> <p>The young carers who attend the Youth Club are given a break from their duties and are able to speak to a youth worker to see if any additional help or support is needed. Young Carers ID Cards have been developed and given out to the young carers.</p> <p>More young people are aware of the issues around being a young carers and where to go for support.</p>	

Performance Measures 2023-2024		Baseline April 2022	Actual 2022-2023	Accumulative Total – April to September 2023	Outlook for 2023 - 2024 (increase, decrease or maintain)
1	Number of full day childcare places provided	2400	2426	2373	Increase
2	% of 5 year olds receiving education through medium of Welsh	18.5% (279 pupils - 2021-2022 Academic Year)	19.7% (287 pupils -2022-2023 Academic Year)	Data not available yet	Increase
3	% of year 11 pupils studying Welsh first language	12.71% (2020-2021 Academic Year)	13.06% (2021-2022 Academic Year)	Data not available yet	Increase
4	% year 11 leavers who are NEET.	2.41% (2020-2021 Academic Year)	2.2% (2021-2022 Academic Year)	Available annually	Decrease
5	% pupil attendance in primary school.	89.23% (2021-2022 Academic Year)	89.8% (2022-2023 Academic Year – provisional data)	Provisional data for the month of September 2023 shows a slight increase on September 2022.	Increase
6	% pupil attendance in secondary school.	85.52% (2021-2022 Academic Year)	85.98% (2022-2023 Academic Year – provisional data)	Provisional data for the month of September 2023 shows a slight increase on September 2022	Increase
7	Number of pupils permanently excluded.	20 (2021-2022 Academic Year)	47 (2022-2023 Academic Year)	2023/24 Autumn term data will be available in January 2024	Decrease
8	Number of days pupils have been given a fixed exclusion.	2531 (2021-2022 Academic Year)	4097 (2022-2023 Academic Year)	803 (month of September 2023)	Decrease
9	Number of 16-18 year olds registered to vote.	1,833 (measured prior to May 2022 local elections)		No elections during 2023.	Increase