

CYPSP Draft 1

**Cambridgeshire Children and Young
People's Strategic Partnership**

**CAMBRIDGESHIRE'S CHILDREN AND
YOUNG PEOPLE'S PLAN**

2006 – 2009

' TITLE '

Status of CYPSP Draft 1

- Basis of formal consultation with partners 28th November – 16th January 2006
- Key questions to be addressed:
- Is the vision right for CYPSP?
- Are the key performance indicators on pages 7-8 the right ones for CYPSP to focus on for areas of impact?
- Are the lead organisations right for the actions?
- Where indicated as lead, how will your organisation/ service start to think about taking the work forward?

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by 16th January '06

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FOREWORD

Welcome to the first full plan of Cambridgeshire Children and Young People's Strategic Partnership. The Partnership brings together organisations involved in delivering a wide range of services in Cambridgeshire and reflects our collective determination to improve outcomes for children and young people.

This plan lists our partnership priorities for 2006-09. In producing our plan we have looked at a wide range of statistics and performance indicators to identify where needs are greatest and where our efforts should be focussed. This information has been very important. I am particularly pleased to acknowledge the extensive input that children and young people, parents and carers have had in identifying their priorities and shaping the priorities for the Partnership for action. As a Partnership it is fundamental that we provide children and young people and their families with meaningful opportunities to express their priorities and shape the services that we provide.

The Plan establishes a demanding agenda for improvement over the next three years. This will be difficult at a time when resources continue to be tight. Therefore as a partnership we recognise that we need to do things differently in order to provide better services. Our partnership has at its heart children, young people, parents and carers and our vision and aspirations cannot be met without the effective sharing of our knowledge, skills and resources.

We believe that we have made a good start to working together to improve outcomes for children and young people. Educational outcomes are rated highly nationally, we have made good progress in ensuring high quality services to young children from birth. We have also invested a lot of time and effort in developing our partnership arrangements and looking hard at how we deliver our key objectives, in particular our prevention strategy, aiming to prevent children and young people from reaching a point of crisis in their lives.

We know and children and young people tell us that we need to do more. Our clear aspiration is for children and young people in Cambridgeshire to have every opportunity to fulfil their potential. All children and young people have a right to feel included and able to participate as active citizens in our communities.

As highlighted in this plan there are areas in which we are not currently progressing quickly enough to match our aspiration. Some areas of performance need to be improved. We can be more efficient through better working together. We need services that are more accessible and welcoming at a local level which improve the experience of children, young people and families receiving those services.

We also need to do more to address inequality of opportunity and outcome. We know that outcomes in some geographical areas of the county and for some groups of children and young people are too far behind those of others and we need to do more to close these gaps.

In securing improved outcomes we work within an ever changing environment. The significant population growth in the Cambridge sub region will create a significant but exciting challenge to develop services for new communities. But we must also ensure that we take the learning that we gain and apply it to established communities.

As ever there is a demanding agenda for change from national government. We look to the Government to match the work that we have undertaken locally to join up services and develop coherent policies for improvement. Partners will seek to deliver changes such as NHS and education reform whilst strengthening the local coherence and focus of services.

We will use the opportunities of developments such as the establishment of children's centres, extended schools and the expansion of childcare availability to make services more accessible locally, in particular we will seek to reduce some of the artificial boundaries that exist around separate services or separate localities in order to enable children and young people to receive a coordinated response to their needs, without having to visit different service points or agencies.

The challenges we have set ourselves are significant. We will need to ensure that our workforce is involved and equipped to deliver our aims. We will need to ensure that our partnership arrangements are robust and coordinated, using freedoms and flexibilities such as the Local Area Agreement wherever possible. Most importantly we will seek to maintain a focus on our vision, to ensure that children and young people have the opportunity to reach their potential.

Cllr Shona Johnstone
Lead Member for Children and Young People's Services

SECTION ONE: INTRODUCTION:

Our vision for children and young people

We believe that as a partnership our role is to ensure all children and young people achieve their potential.

We seek to ensure that all children and young people have a sure start in life and an equal opportunity to thrive within their families and communities. We aim to ensure that they are supported, particularly at times of need and transition, so that they are able to make the most of education, training and employment opportunities.

This Plan sets out how we will progress toward achieving our vision and identifies our collective priorities for 2006-2009.

We will aim to make progress against the five Every Child Matters outcome areas identified by government for children and young people of:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well being

Cambridgeshire's Children and Young People

There were 119,000 children and young people (aged 0-18) in Cambridgeshire at the 2001 Census, including 32,000 aged under 5. In 2001, 29% of Cambridgeshire households included dependent children. There are 42,800 children in Cambridgeshire primary schools and 30,300 young people aged 11-15 in secondary schools. Numbers are expected to be similar in five years time, but East and South Cambridgeshire will see slight rises and Fenland, Huntingdonshire and Cambridge City slight drops - up to 8% in secondary numbers in Cambridge City.

Over the next ten years the population of Cambridgeshire is expected to grow by 16% or just under 90,000 people - equivalent to adding a town a little smaller than Cambridge City. However nearly half of this growth will be in those aged over 60 and numbers of children and young people are not expected to increase significantly.

Cambridgeshire has one of the most dynamic economies in the UK, but there are areas of relative deprivation. In 2001 just under one in ten dependent children lived in a household with no adult in employment, but this ranged from one in five in Wisbech to one in twenty in parts of South

Cambridgeshire. In 2004 over 40% of children living in parts of Wisbech, Huntingdon North and Kings Hedges were in families receiving benefits.

The population of Cambridgeshire is predominantly white, but there are over 4,100 school pupils from a minority ethnic group. Over 1700 of these live in Cambridge City, where 18% of school pupils are from a minority ethnic group. There are large Bangladeshi, Chinese, Indian, Black Caribbean and Black African communities in Cambridge, and sizeable Pakistani communities in parts of Huntingdonshire. Travellers form the largest minority ethnic community, particularly in Fenland.

About 400 children and young people are Looked After by Cambridgeshire County Council and in one week in February 2005 Cambridgeshire Social Services had contact with over 3110 needy children, of whom over 600 had a disability and almost 700 were aged 0 - 4.

Educational achievements at GCSE and in the end of Key Stage assessments are generally above the national average, but there are areas of relative underachievement. At 16+ most young people chose to remain in education, employment or training, but rates vary across the county. In 2004 three quarters of young people aged 16-18 in Cambridge City remained in education, employment or training, but only two-thirds of those in Fenland.

Our key desired outcomes.

Through our review of needs and identification of priorities we have identified six broad outcome areas where we consider improvement to be essential between 2006 and 2009 in ensuring that children and young people achieve their potential. Over the next three years the Partnership intends to make major improvements in outcomes for children and young people in the following areas:

Key outcome	Key performance indicators
1. Improving the emotional and physical health and well-being of children and young people and those with responsibility for their care	Reduction in the proportion of low birthweight babies in Cambridge City, Huntingdon North and Wisbech (BH)
<i>And in particular</i> improving the emotional and physical health and well-being of mothers to be, babies, infant and primary aged children	Reduce the incidence of obesity among children under 11 (BH)
2. Raising the aspirations of young people to improve their employment and life prospects	Reduce % of young people who are NEET living in Fenland, are leaving PRUs or are looked after (EWB)

And in particular addressing the needs of young people in rural areas

Reducing the numbers of 16 – 18 year olds presenting as homeless (EWB)

3. Developing supportive communities which provide opportunities for children and young people to participate fully

Participation in constituted democratic children and young people's bodies (to include school councils, Youth/ Parish Councils/ UKYP) (PC)

And in particular improving children and young people's access to recreation, decision making and support when they need it

Reduce % of yr 8/ yr 10s reporting bullying in SHEU survey (SS)

Increase in % of young people participating in at least 1 hour of moderate intensity sport and physical activity each week (BH)

Reduce teenage conception rate in Fenland, Huntingdon and North Cambridge (BH)

4. Better outcomes children looked after by the local authority

% young people leaving care with 1+ GCSE grade A* - G (EA)

And in particular improving their health and raising educational attainment

Reduction in final warnings and convictions of children looked after (PC)

5. Raising the educational performance for all young people

Increase attainment for traveller, Bangladeshi and Pakistani heritage at KS 2 maths and English (EA)

And in particular narrowing the educational performance gap for disadvantaged groups

% of children in schools serving high needs areas achieving 6 points or more on each of assessment scales of the Communication, Language and Literacy strand of the Foundation Stage Profile (EA)

6. Ensuring the all young people can lead safe and secure lives free from unreasonable risk

Reduction in numbers of child protection re-registrations (SS)

And in particular ensuring that children and young people in vulnerable situations are protected

% increase in reported incidences of Domestic Violence (SS)

SECTION TWO: CYPSP: OUR ASPIRATIONS FOR CHILDREN AND YOUNG PEOPLE

Cambridgeshire's Children and Young People's Strategic Partnership has high aspirations for our children and young people. Ultimately we wish to see the children and young people of Cambridgeshire achieve their potential. The needs analysis in section 3 of this plan identifies those areas in which we need to do most to achieve our vision and contributes to our priorities for action between 2006 and 2009.

Whilst seeking to target our efforts and resources on specific areas for action we also recognise the need to maintain existing high performance across a wide range of services and to seek to improve the experience of all children and young people living in Cambridgeshire. We know for example that education in Cambridgeshire is of high quality and compares well nationally. Whilst focusing on particular areas where we wish to see improvement in achievement we also wish to see the continuation of high performance and indeed further improvement for all.

As well as delivering our specific partnership priorities, we will therefore seek to ensure that all services to children and young people in Cambridgeshire espouse the four broad themes of:

- Delivering high quality services
- Ensuring the participation of children and young people, parents and carers in all decisions which affect them
- Developing services which are inclusive and accessible
- Reducing inequalities and raising achievement

Delivering high quality services

Ensuring that the services we provide to children, often in need, are of the highest quality is vital to securing our vision. The Partnership has worked extensively to improve services, often through developing new approaches to services delivery. There are key developments over the next three years which can further improve services to children, young people, parents and carers. We will wish to see further development and implementation of learning at all ages including effective 16+ provision. The further development of a fully integrated early years strategy as well as the roll out of children's centres will improve access to high quality services at the key early years of a child's life.

Aligned with these developments we will develop a partnership wide approach to quality assurance, focussed on the experience of children and young people of our services and crossing organisational boundaries. The involvement of children and young people in our quality assurance work

will be essential, understanding and delivering to children and young people' expectations of a quality service. We will use external inspection as a driver for change and encourage our services to learn from good practice pioneered in other areas of the county.

We will develop and implement performance management systems that will enable us to have an early warning of any performance issues and equally learn from areas in which performance is high. We will ensure the effective and efficient use of our collective resources. We know that funding will be constrained, therefore as a partnership we will wish to see the best outcomes secured for these resources that we have. We will aim to recycle resources to develop a range of high quality services aimed at preventing children and young people reaching points of crisis in their lives.

High quality services will be dependent on strong partnership arrangements. Services will participate in an organisational development strategy that will be aimed at ensuring organisations and individuals are better equipped to deliver the changes that we wish to make.

Ensuring the participation of children and young people, parents and carers in all decisions which affect them.

Children, young people, parents and carers consistently tell us that they wish to be more involved in the decisions that affect them. We accept that more needs to be done to deliver to this expectation.

As a partnership we will produce standards for the participation of children, young people, parents and carers and we will expect our services to observe these standards. We will have a clear approach to citizenship, rights and responsibilities based on the United Nations Convention Rights of the Child which fosters a culture of mutual respect

We will establish effective consultation events and forums for children, young people, parents and carers, wherever possible working across organisational boundaries and focusing on the needs of children and young people. We will seek to learn from good practice in consulting and involving children and young people so that groups are not excluded from consultation and participation.

We will consult periodically on our progress in delivering this Plan. These consultations will be used to inform our view as to whether new or different actions are required to achieve our priorities.

Developing services which are inclusive and accessible

Our services must be inclusive and accessible. Organisational change is underway and will be continued to bring a wide range of services closer to communities and localities. Wherever possible we will seek to deliver services at the most local level to children and young people. We recognise issues of access faced by children and young people in a large, rural County. We will seek to minimise the extent to which children and

young people need to travel to access services, particularly where a number of agencies are involved in delivering a service.

Our services will develop policies and practices for increasing inclusion for children and young people, using the significant experience that already exists within the Partnership. We will also develop learning opportunities for children and young people to play a key role in developing communities where all people are equally valued and have the same opportunities for participation.

We will use technology to increase the accessibility of our services and deliver an ICT strategy that seeks to harness the considerable potential that ICT offers to children and young people wishing to learn, access services and access information whilst also recognising that access to ICT needs to be further improved across the County.

The development of extended services for children and young people through schools and other providers will provide an opportunity to further integrate services and increase their accessibility. We will take this opportunity to further develop the long history in Cambridgeshire of schools providing a range of services to their local community.

Reducing inequalities and raising achievement

We will promote an ethos and culture of achievement which encourages children and young people to achieve their potential. Educational achievement continues to be of high importance to the life chances of individual children and young people in Cambridgeshire. We will maintain the positive momentum in school and student performance, particularly in certain geographic areas, by promoting educationally rich environments for all children and young people at home

Working with governors and headteachers, we will continue and enhance our well regarded and valued approach to school improvement. We will spread good practice in education and intervene where significant problems occur. We will taking forward quality audits to raise attainment levels of specific groups and raise awareness of attainment differentials.

The achievement of children and young people cannot be measured solely in terms of educational achievement. We recognise the huge impact of health inequalities on the life chances of children and young people, and will work to address these where they exist. We will promote a wide range of community based play, leisure and learning opportunities for children and young people. We will also seek more opportunities for children and young people to participate in their local communities and develop social awareness and understanding.

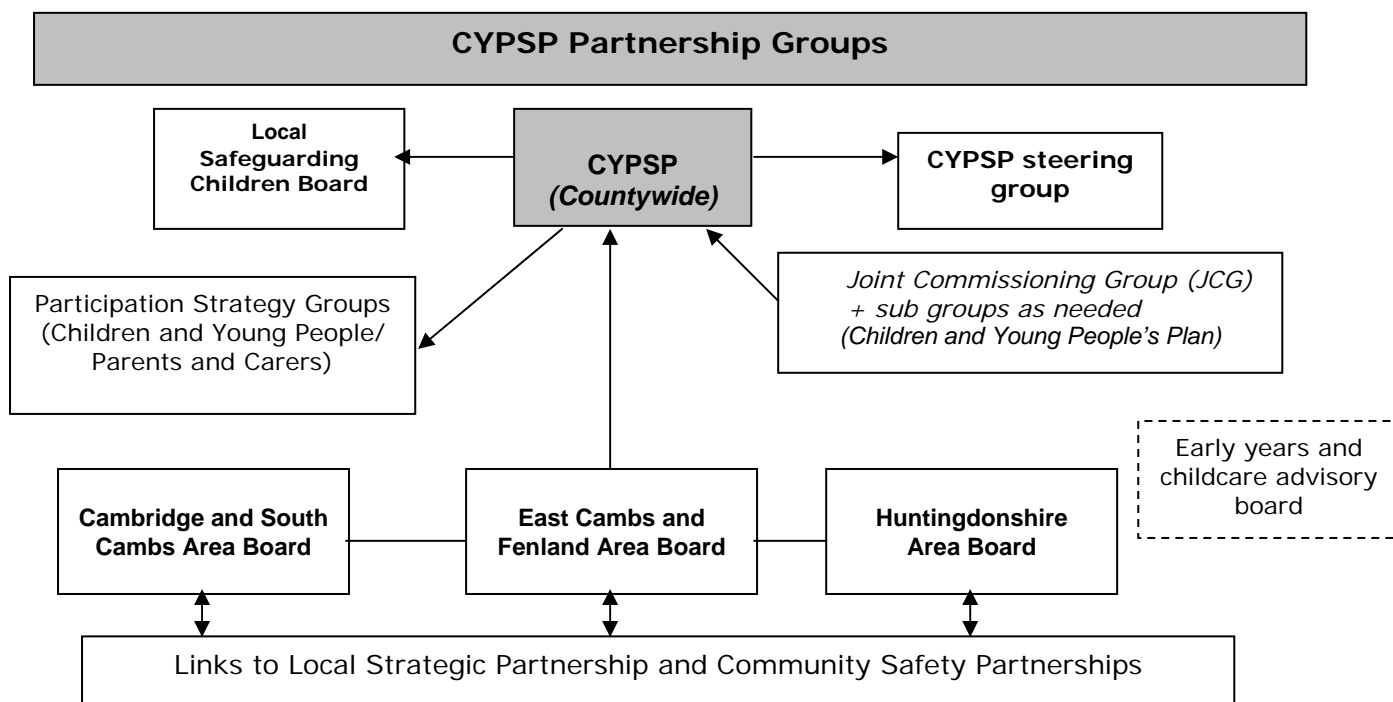
How we will work together in Partnership to help realise these aspirations

Our ambitions for children and young people are achievable only by working together in partnership at all levels of service delivery, starting in our communities and localities and working alongside children and young people. Our Children and Young People's Strategic Partnership brings together the following organisations and agencies:

- District Councils (Cambridge City, East Cambridgeshire, Fenland, Huntingdonshire, South Cambridgeshire)
- Learning and Skills Council
- Job Centre Plus
- Police
- Primary Care Trusts (Cambridge City and South Cambridgeshire, East Cambridgeshire & Fenland, Huntingdonshire, Greater Peterborough Primary Care Partnership))
- Cambridgeshire and Peterborough Mental Health NHS Trust and acute NHS Trusts (Addenbrookes, Hinchingsbrooke, Peterborough, Queen Elizabeth Hospital - Kings Lynn)
- Schools and further education colleges
- Cambridgeshire County Council, including Connexions
- a wide range of voluntary and private organisations, including those that provide housing support for young people

The Children and Young People's Strategic Partnership is working to ensure that decision making is devolved as close to communities as possible and ensuring that all stakeholders have the chance to influence the future delivery of services to children and young people. In developing our partnership arrangements we need to ensure that we have:

- **Accountability** through clear governance arrangements at Locality, Area and County level
- **Decision Making** devolved as closely as possible to communities, with transparent and accessible processes
- **Performance** against our priorities effectively managed through our partnership arrangements
- **Participation** of all who want to participate in the process of debate and decision making, particularly children and young people
- **Efficiency and effectiveness** in jointly working to achieve the best outcomes within the limited resources we have



During 2006 – 2009, as our partnerships develop and grow in localities and Areas, CYPSP will work to ensure that these principles are embedded in the way we do our business. CYPSP will continue to streamline partnership arrangements and focus its work on the delivery and monitoring of its key priorities.

Local Safeguarding Children Board

From 2006 our Local Safeguarding Children Board will provide a multi-agency forum to coordinate local activity to ensure that children and young people across Cambridgeshire are effectively safeguarded and protected from harm and neglect. The LSCB will develop an annual Business Plan which will incorporate county priorities in addition to carrying out its statutory functions.

Local Area Agreement

We have taken our six outcome areas forward into our local area agreement for services in Cambridgeshire in order that we can use the additional flexibilities and freedoms provided by the local area agreement to secure further improvement.

Developing Area and Local arrangements

As a partnership we are developing new models of working to deliver a more integrated approach to service delivery. This involves closer partnership working, planning and commissioning, and multi-agency working, focussing at Countywide, Area and Locality levels.

In Cambridgeshire, the Office of Children and Young People's Services (Cambridgeshire County Council) has established three area teams, and a number of locality teams to support this work with partners (see appendix for map of where these are).

The Area CYPSP (see above) will develop Area Children and Young People's plans which will underpin the County Plan, and help to identify a more local set of actions and priorities, as well as support the delivery of shared County priorities.

Supporting the role of the Voluntary and Community Sector

The voluntary and community sector have a vital role to play at all levels of service development and delivery. CYPSP have worked to ensure that there are sufficient mechanisms in place, both within and without the partnership meetings to ensure full involvement.

The Voluntary and Community Sector in Cambridgeshire have worked together to establish a project to ensure that there is full and effective involvement at all levels. The VoiCeS project has been funded by the Cambridgeshire Children's Fund and Change Up to build the capacity of the sector in relation to representation, training and skills development and supporting a move towards joint commissioning of the sector. Through a staff team of four the project will provide in the region of 100 hours of dedicated resource to the Voluntary and Community Sector and enable more effective engagement.

Our partnerships with schools

Schools play a key role in delivering improved outcomes for children and young people. We will look to strengthen our partnerships locally, working with Headteachers, staff and governors to ensure that schools are fully involved in our ambitious agenda for improvement. This improvement will seek to build upon the considerable strength of Cambridgeshire schools in delivering strong educational outcomes to narrow the gaps in achievement for all children. In addition we will work closely with schools to respond to new initiatives, the provision of extended services and ensuring that themes and priorities within the plan inform School Development Plans.

SECTION THREE: CHILDREN & YOUNG PEOPLE IN CAMBRIDGESHIRE TODAY: IDENTIFYING WHAT WE NEED TO DO DIFFERENTLY

Understanding the needs of Cambridgeshire's children and young people – the process

Building on the aspirations for change we aim to make set out in section Two, and taking into account our population of children and young people, in Cambridgeshire we have undertaken an extensive assessment of need to help us identify where we should make particular improvements.

The priority actions in sections 4 – 8 were identified by an assessment of current needs in Cambridgeshire. We defined 'needs' as whatever is missing and should be provided if the gap between the current situation and what we want to achieve is reduced or closed.

The assessment was based on a combination of:

- Statistical data (against all the objectives in ECM Outcomes Framework and Annual Performance Assessment)
- The professional views of organisations working with children and young people
- The opinions of children, young people
- The opinions of parents and carers in Cambridgeshire.

We used detailed performance data from relevant indicators and returns to identify areas and groups with specific needs together with feedback from recent questionnaires and consultations, including two specific consultation processes with children, young people, parents and carers undertaken as part of the Change for Children programme. Our initial analysis was in turn fed back to representatives of the main service providers and their views built in to the assessment.

Involving children, young people, parents and carers in shaping priorities

Cambridgeshire Children and Young People's Strategic Partnership is committed to the involvement of children, young people, parents and carers in developing services.

In addition to the ongoing work of partners to involve children and young people, parents and carers in shaping services, they have been involved in shaping priorities as part of the Change for Children Programme in the following ways:

Children and Young People

- 470 taking part in CYPSP consultation 'Dream Dare Do' on the future shape of services – June 04 – January 05
- Contributing to the priority setting for the Childrens Disability Strategy
- Views collated from wide range of consultations over last two years undertaken by range of partners – Audit completed August 05
- Themes extracted from audit and 'tested' with a further 1400 children and young people during a week of involvement activity – Oct 05
- Priority actions and checklist for success developed on basis of results
- Checklist and actions form part of 06 – 06 Children and Young People's Plan
- Progress against CYP priorities to be inspected during 2006 by children and young people
- Participation Strategy and standards developed as part of CYPP – January 06

Things which matter most to children and young people – key messages from the audit

- **Transport**
- **Affordable and appropriate accommodation**
- **Reducing alcohol and drug use**
- **Reducing stress**
- **Being involved in decision making**
- **Accessible, trustworthy and confidential services that can offer help and advice**
- **Opportunities for leisure and recreation**
- **Local jobs**
- **Safe local environments**
- **Changing people's negative attitudes to specific places and groups of people**
- **Supportive and bully free schools**

Parents and Carers

- 650 took part in CYPSP consultation on future shape of services – Jan – March 06
- Views collated from wide range of consultations over last two years undertaken by range of partners – Audit completed October 05
- Extensive work undertaken to develop model, processes and standards for future involvement of parents and carers
- Themes extracted from audit and reflected in CYPP priorities

Things which matter most to parents and carers– key messages from the audit

- **Improved and controlled two way information sharing**
- **More free and affordable community activities: family/ evening/ weekend**
- **More local support**
- **Early diagnosis, information and support**
- **More regular, informal opportunities to meet with professionals and peers**
- **Better, more easily accessible information on services**
- **Improved public transport**
- **A safer local environment for children**
- **Extended services from schools**
- **Quicker services**
- **An opportunity to develop their own learning, and support to help their child's learning**
- **Services lead by individual needs and professionals who understand those needs**
- **Multi-disciplinary teams**
- **Not to have 'a fight' to get services**

Be Healthy

What children, young people, parents and carers say

Children and young people are concerned about reducing stress and want more people available they can trust to talk to, help with schoolwork and less pressure. Minority groups suggest they experience additional stress because they are treated as being different, or because they need extra help, which isn't always there.

Children and young people are concerned about drugs and alcohol, drawing the link to crime. They express a need for more help, and more things to do. They want more opportunities and better access to sports and recreation facilities, particularly young people with disabilities.

'Give us people we trust to talk to. Listen to us when we tell you stuff and ask us what would make us behave better. Don't shout at us and don't blame us just because we have a reputation or we'll never get better' (14-15 yr old – Anger Management Group)

Parents and carers want more support available in the early years, with better and more accessible information. This is particularly true for parents and carers of children with learning difficulties or disabilities.

What the statistical data tells us

In Cambridgeshire greater health inequalities are seen in areas of social deprivation within Huntingdon, Cambridge and the Northern Fens, for example in relation to low birth weights and infant health. Teenage pregnancy rates are comparatively high in parts of Fenland, Huntingdon and Cambridge City. Access to mental health services is an issue in some areas where there are higher than national average waiting times for CAMH services for non-acute cases.

What professionals know

The national evidence in obesity rates amongst children and young people is a cause for local concern, and supports a general desire to increase physical activity and healthy diets. Improving sexual health is identified as a key protective factor towards reducing teenage pregnancy and sexually transmitted illnesses. Improving support to pregnant women and in the first years of life, is a main thrust of the NSF for Children and Young People.

In summary, our priority actions need to focus on:

- Supporting children, young people, parents and carers better
- Improving opportunities for recreation and play
- Improving physical and mental health
- Addressing health inequalities in certain parts of the county, particularly in relation to infant health, and teenage pregnancies

Stay Safe

What children, young people, parents and carers say

Children and young people in Cambridgeshire are concerned about bullying, and would like safer and more supportive schools and communities. Younger children were concerned about their school environment and having more access to adults, for example in breaktime. Over 11-s are concerned that victims of bullying should be taken seriously and given more support. Around a third of the 1200 secondary school pupils interviewed for the SHEU survey claimed to have experienced bullying. Many felt that it was an issue which was ignored.

Supportive and bully free schools are important '...because if you're feeling sad and hurt you will have someone to talk to and it will be easier to learn so you will get a good education and a good job' (10years)

Children want safer environments, with safer roads a priority for under 11's, and safe places to go which are well lit a higher priority for young people. Young people with disabilities feel particularly vulnerable as they approach the transition to adult services, a concern shared by parents.

Parents and carers also want safer local environments for their children, and share concerns over bullying. Some parents and carers are concerned that having to fight for services will make their children less safe.

What the statistical data tells us

Cambridgeshire has a comparatively weak performance in relation to some aspects of child safeguarding, and in relation to the children for whom it acts as the public parent. There are concerns about low numbers of foster placements or children placed for adoption, as well as a disproportionately high number of black and minority ethnic young people who are looked after. In some parts of Cambridgeshire there are comparatively high child casualty rates from road accidents

What professionals know

Nationally and locally there is a call for improved information sharing between professional groups. Acting preventatively with effective approaches to family support which help stop children falling into need has been a focus of multi agency aspiration and an area of emerging practice. Building the capacity of parents is a crucial protective factor.

In summary, our priority actions need to focus on:

- Addressing the causes and consequences of bullying
- Developing safer local communities, in and out of school
- Addressing areas where we are under performing in our duties to safeguard children and young people
- Improving information sharing between agencies
- Better protection for children and young people with disabilities

Enjoy and Achieve

What children, young people, parents and carers say

Children and young people want to enjoy leisure and recreation activities, but see access as an issue. They have lots of ideas about the things they want to be able to do, with younger children focussing on '**More free stuff near where people live.**' (8-9 yr old). Older young people feel the lack of things to do as a problem, with the cost and availability of transport a significant barrier, as well as rurality. Children and young people with physical disabilities in particular wanted to be able to have things to do outside school hours.

'There is nothing in our area for teenagers to do. We haven't got any youth clubs and we cant afford to get into town. I think this is why some teenagers get into trouble, because they're bored.' (13 – 19 yr old)

Parents and carers want more affordable community activities for all ages and abilities, with more evening and weekend activities. Having more soft play areas for under fives is important, as is having better access to after school activities, in particular for those at Special Schools.

What the statistical data tells us

Whilst generally performing well in education, there are areas of underachievement reflecting disadvantaged parts of Huntingdon, Cambridge and the Northern Fens. Children looked after by the local authority are not doing as well as we would hope at KS2 and GCSEs, and this is also true for Travellers, Bangladeshi, Pakistani and to a lesser extent, Black Caribbean and Black African children. School attendance is an issue in parts of Cambridge, Huntingdon, Wisbech and Ely. Children and young people out of school fare comparatively poorly, particularly in relation to hours of alternative tuition, and reintegration rates.

What professionals know

There is concern about attendance and behaviour at school in some areas and for some groups, as well as performance of children from specific groups. There is a recognised need to audit and improve services for children not at school. Improving access to things to do outside school hours is an issue particularly in rural areas.

In summary, our priority actions need to focus on:

- Improving the range of leisure opportunities outside school, addressing issues of access and quality in target areas
- Improving activities and support provided through delivering Children's Centres and Extended Services in all areas
- Addressing underachievement in target groups and in specific parts of the county
- Improving our provision for pupils out of school

Make a positive contribution

What children, young people, parents and carers say

Being involved in decision making is an important priority for children and young people. They want opportunities for all to participate, not just those who are more able. It is important that adults listen and value their views, giving feedback and showing how things have changed as a result. Adults need to have the right skills with children and young people for this to be effective. In the words of one young person: ***“Ask us proper questions and do something with the answer.”*** Children and young people have lots of ideas about how schools and organisations can get them involved in making decisions, but the themes of adults listening, feeding back and acting on what they say are common to all. As summarised by one under 11 year old: ***“Get everyone’s ideas, have a plan, always involve children”***

Children and young people are also concerned to change -society's negative attitudes to specific places and groups of people, into a more positive image. They are fed up with feeling that adults blame them when things happen, but are positive where they can see a change: ***“We have managed to change people’s views of us over the past few years. It makes us feel proud that not all young people are labelled in this village.”*** (11 – 19 year old)

What the statistical data tells us

There are concerns about the relatively high level of bullying in schools, particularly for those from a Traveller and minority ethnic backgrounds. In parts of Cambridgeshire there are relatively high levels of racist incidents. On the whole Cambridgeshire's performance in relation to young offenders is good, although there is an issue about the numbers of young offenders who are looked after children.

What professionals know

Involving children and young people in decision making more systematically is seen as an area where there needs to be improvement, although there is much excellent practice to build on in the County. Preventing young people from entering the criminal justice system is a key aim of CYPSP's preventative strategy and our Children's Fund, and understood to be a major factor in preventing poorer outcomes.

In summary, our priority actions need to focus on:

- Embedding an approach to children and young people's participation in decision making
- Embedding an approach to parents and carers involvement in service developments
- Promoting a positive image of children and young people
- Providing the right support which will enable children and young people to make positive choices have

Achieve economic well being

What children, young people, parents and carers say

Transport is a priority for children and young people, who want to see cheaper or free fares for them and more regular services. Improved independent travel was particularly important for children and young people with disabilities, and parents and carers of children with special needs made similar points.

Young people expressed a need for more employment opportunities, particularly in rural areas, where lack of opportunity is compounded by poorer transport. It is harder for those with fewer qualifications to find work, although some find it unfair that they have to go into employment or training. Affordable and appropriate accommodation is important for older young people, as is more practical support as they move towards independence. Finding appropriate housing and jobs is of concern for those with disabilities.

“ A skills programme locally based with small weekly wage would be well used. A system in place for one year would reduce anti-social behaviour as young people would be leading more ordered lives and there would be more skilled people in the community.”
(15-18 yr old, Cambridge)

What the statistical data tells us

There is a higher rate of young people not in education, employment or training in areas of Huntingdon, Cambridge, St Neots and Fenland, with this being a longstanding problem in Fenland. In addition, children looked after, those with a learning difficulty or disability and young mothers are less likely to have made this transition. Numbers of dependant children in households where no one is working are relatively high in North Cambridge, North Huntingdon, Wisbech and Whittlesey.

What professionals know

The importance of making an impact on the economic development of an area will be crucial in the longer term to improving outcomes, particularly in areas of socio-economic disadvantage. District Councils report a noticeable increase in young people presenting themselves as homeless aged 16 – 18, as a result of family relationship breakdown

In summary, our priority actions need to focus on:

- Improving opportunities for particular groups of children and young people to successfully enter education, training and employment
- Securing links with the Investing In Communities plan to ensure the needs of young people are integral
- Improving access to early support to prevent homelessness, and provide appropriate accommodation when it is needed

OUR PRIORITY ACTIONS: AN INTRODUCTION TO SECTIONS 4- 8

Defining our priorities

Our priority actions have been identified as those most likely to have an impact on our key outcome areas outlined in Section Two. More detailed information about how the actions will be delivered are contained in service and individual organisational plans.

The priorities have been identified as meeting our collective aims in respect of:

- What the needs assessment tells us and where we are performing poorly, including what children, young people, parents and carers say, as outlined in section three
- Supporting the delivery of our Preventative Strategy, and supporting a shift in resources over time
- Supporting the organisational change needed to deliver transformation in outcomes for children and young people

Related activity and working with partners

Not all activity, which supports improved outcomes for children and young people, is included in the Children and Young People's Plan.

The actions identified here need to take place in the context of thriving communities and families. The CYPSP recognises the contribution made to this wider socio-economic environment by a range of partners and partnership bodies, and will work closely with them to ensure effective linkages. CYPSP will work with partners to support the environmental, economic and infrastructure development of Cambridgeshire and the region, which will in the longer term improve the economic well being of whole communities and the life chances of children and young people.

An enhanced universal entitlement

Services to children and young people build on a set of universal entitlements, which express what all children and young people in Cambridgeshire have a right to expect. These set the universal conditions in which children and young people can thrive. By supporting and strengthening the services we provide to all children and young people, and increasing a focus on prevention, we aim to stop children and young people falling through the net.

Accountabilities

The role of the Lead Officer

In order to ensure clear accountability, lead officers have been indicated in bold. They will be asked to lead the next stage of the process through robust partnerships, and capture and drive the delivery of the relevant activities which will help to achieve success. They will be accountable for ensuring that we work with partners to deliver on the priority actions.

None of the outcomes are deliverable by a single organisation and partnership action plans will need to be developed where necessary, to support the delivery of the Children and Young People's Plan for 06 – 09.

The involvement of the voluntary and community sector in both the planning and delivery of services will be crucial to delivering the ambitions of the partnership.

The role of the accountable partnership

The Partnership groups which have been identified are accountable for monitoring how effective we are being at improving the outcomes indicated. The business of CYPSP is captured in the CYPP, and accountable partnership groups will be expected to report to CYPSP by exception during the year, and on an annual basis, contributing to a public annual report reviewing progress. These partnership will also be accountable to children, young people, parents and carers.

(Information will be presented differently in final version of the plan. Presented here in tables for simplicity)

SECTIONS FOUR – EIGHT: What we are going to do

SECTION FOUR: BE HEALTHY

Our aim is to ensure that children and young people are:

- Physically healthy
- Mentally and emotionally healthy
- Sexually healthy
- Living healthy lifestyles
- Choosing not to take illegal drugs

We also want parents, carers and families to promote healthy choices.

Our particular focus is to ensure that we are better at:

- Supporting children, young people, parents and carers better
- Improving opportunities for recreation and play
- Improving physical and mental health
- Addressing health inequalities in certain parts of the county, particularly in relation to infant health, and teenage pregnancies

We will measure overarching progress towards making these improvements through the following CYPSP key performance indicators:

- Reduction in the proportion of low birthweight babies in Cambridge City, Huntingdon North and Wisbech (BH)
- Reduce the incidence of obesity among children under 11 (BH)
- Reduce teenage conception rate in Fenland, Huntingdon and North Cambridge (BH)

SECTION FOUR: BE HEALTHY

Based on our assessment of need we aim to make particular progress in the following areas for all children and young people:

Priority action no	What we are going to do	Need Ref	Lead Officer	KPI/ target	Accountable partnership	Resources
1.1	Implement the Play Strategy with a focus on creating more physical play opportunities for children and their families, by: <ul style="list-style-type: none"> Dissemination of guidance and funding guidance, ensuring preparation of inclusive and coordinated plans (see 1.6) Appointment of county coordinator for playwork Targeted support to localities to Development of open green spaces and facilities for young people Making leisure passes available to all Looked After children and to their foster carers and their families 	1.18	Name needed Area Directors, OCYPS /District Councils		CYPSP Area Boards	
1.2	Improve level of children eating healthy meals at home and school by: <ul style="list-style-type: none"> Disseminating learning from Sure Start and Children's Centres to support families to make healthy choices Ensuring comprehensive delivery of the 	1.23	Name PCT/ County Council	Reduction in childhood obesity Increase in	CYPSP Area Boards	

	<p>Health Promoting Schools Programme, disseminating good practice</p> <ul style="list-style-type: none"> • Delivery of Choosing Health Strategies • Ensure that our contracts with private residential units and training for foster carers for Looked after children specify healthy diet. 			proportion of children eating 5 portions of fruit and veg		
1.3	<p>Improve accessibility of sexual health advice services by:</p> <ul style="list-style-type: none"> • Ensuring young people have high quality information in appropriate media • Ensuring access to trained professionals who can provide guidance and signposting to appropriate services • Develop an action plan for the introduction of condom distribution schemes, with priority to target areas • Develop young people friendly clinics with specialist services in areas of high conception rate/incidence of STIs, 	1.15	<p>Name</p> <p>Sexual Health Lead - PCTs</p>	<p>Reduction in STIs/ teenage conception rates in target areas</p>	CYPSP Area Boards	
1.4	<p>Improve support to early years provision, schools and students through providing more school based nurses (<i>this priority subject to further discussion with PCTs</i>)</p> <ul style="list-style-type: none"> • Link to delivery of Choosing Health strategies 	1.16	PCTs			

1.5	<p>Improving level of family support in early years focussing particularly on a countywide approach to the ante-natal, post- natal preventative pathway up to the first 12 months of life:</p> <ul style="list-style-type: none"> • Delivery of NSF Standard 1 – Child health Promotion Programme, and Standard 11 re Maternity Services • Direct support to childrens centres to ensure antenatal family assessment identifies those in need • Jointly commission Home-Start and other voluntary sector as necessary across the County, in order to secure better early intervention support network • Clarify policy and practice with Adult Services with regard to the support given to parents who are disabled 	1.7/ 1.8	PCT lead Head of Midwifery	<p>Reduction in the proportion of low birthweight babies in Cambridge City, Huntingdon North and Wisbech (BH)</p> <p>% pregnant mothers smoking, particularly in Cambridge City</p>	CYPSP Area Boards	
1.6	<p>Reduce teenage alcohol consumption and use of illegal drugs rate through</p> <ul style="list-style-type: none"> • Alcohol outreach workers • Drug outreach workers • Personal, Social & Health Education • Supporting Professionals Project training programme • Trading Standards 	1.24	Vicki Crompton , DAAT	<p>% of year 8/ 10 that have had an alcoholic drink in the past week and</p> <p>% of year 8 and 10 whose intake of alcoholic</p>	DAAT	<p>DAAT YP Substance Misuse Grant: £450K)</p> <p>DAAT YP Co-ordinator LPSA grant (trading standards)</p>

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				units in the previous week was over 14		PSHE Service Vol sector
1.7	Reduce teenage smoking in Cambridge City, East Cambs and Fenland by: <ul style="list-style-type: none"> • Link to Smoking Cessation Plan (<i>PCT to provide detail</i>) 	1.25	PCTs			

SECTION FOUR: BE HEALTHY

In particular we aim to make progress in the following areas for children and young people who may be more vulnerable:

Priority action no	What we are going to do	Need Ref	Lead Officer	KPI/ target	Accountable partnership	Resources
1.8	Improve provision of Child and Adolescent Mental Health Services to vulnerable children, particularly in vulnerable circumstances <ul style="list-style-type: none"> Put in place arrangements for 24 hour cover to meet the urgent mental health needs of children and young people CAMHS to include children with learning difficulties and mental health problems. Ensure that 16-17 yr olds have access to appropriate CAMH service Develop multi agency behaviour services in each Area of the trust to support non specialist CAMH service referrals Implement effective transitions protocols between Adult and CAMH services including new referrals for 16 –17 yr olds presenting for the first time 	1.33/ 1.35	Mary Hanna, CAMHS	Reduce waiting times 13 weeks Carepathways for YP with mental health emergencies at A&E out of hours. Increase the numbers with LD accessing CAMH services.	CAMHS joint commissioning group?	

1.9	<p>Review and improve opportunities for young people with additional needs whose conditions prevent them from being able to access activities unaided by:</p> <ul style="list-style-type: none"> • Joint working with the County Coordinator for Play to ensure inclusive open spaces • Identifying the size and nature of the service group • Identifying current good practice • To identify possible funding streams and operational partnerships. 	1.19	Head of Access	<p>A plan by Sept 2006 identifying how to link young people with a service through a self-referral route.</p> <p><i>Need an outcome focussed PI</i></p>	CYPSP Area Boards	<p>Alternative funding streams will need to be found</p> <p><i>Needs qualifying</i></p>
1.10	<p>Improve access to suitable equipment for children with learning difficulties or a disability by:</p> <ul style="list-style-type: none"> • Action taken regarding the development of a county Paediatric OT service by April 07 • Formally establish the commissioning of children's equipment from Integrated Community Equipment Stores [ICES] by Sept 06 • Formalise policy and procedure for financial assistance to Disabled Facilities Grants [DFG] by April 06 	1.40	Head of Access	<p>Timescales for assessment and provision of service, young people enabled to optimise their independence within their own homes.</p> <p><i>PI?</i></p>	CYPSP Board	

1.11	<p>Reduce teenage conceptions in Fenland, North Cambridge and Huntingdonshire by:</p> <ul style="list-style-type: none"> • Continue the development of Community SRE policies in 3 identified high rate areas and 1 additional area for Fenland • Extend support service available to teenage parents through joint working between statutory and voluntary services • <i>Link this work to an 'entitlement' for all young people to be informed about healthy choices</i> 	1.10	Name Area Directors/ OCYPS	ONS conception rate Proxy measure – CX/ OCYPS Aspire – to be developed	CYPSP B/ Area Boards?	£170k – teenage pregnancy grant (to be confirmed) PCT/ Education mainstream funds
1.12	<p>Improve health care for children looked after:</p> <ul style="list-style-type: none"> • Ensuring that the number/level of Looked After nurse/health visitor posts is adequate to give health assessments annually. • Agreements with foster carers and residential units emphasise responsibilities to take children to dental appointments • Ensuring they have good advice and access to sexual health information • Considering the implementation of a condom scheme 	1.39	Head of social care, OCYPS		Public Parent Steering Group	

SECTION FIVE: STAY SAFE

Our aim is to ensure that children and young people are safe from:

- Maltreatment, neglect, violence and sexual exploitation
- Accidental injury and death
- Bullying and discrimination
- Crime and anti-social behaviour in and out of school
- Have security, stability and are cared for

We also want parents, carers and families to provide safe homes and stability.

Our particular focus is to ensure that we are better at:

- Addressing the causes and consequences of bullying
- Developing safer local communities, in and out of school
- Addressing areas where we are under performing in our duties to safeguard children and young people
- Improving information sharing between agencies
- Better protection for children and young people with disabilities

We will measure overarching progress towards making these improvements through the following CYPSP key performance indicators:

- Reduction in % of yr 8 and yr 10s reporting bullying in SHEU survey (SS)
- Reduction in numbers of child protection re-registrations (SS)
- Domestic violence indicator (SS)

SECTION FIVE: STAY SAFE

Based on our assessment of need we aim to make particular progress in the following areas for all children and young people:

Priority action no	What we are going to do	Need Ref	Lead Officer	KPI/ target	Accountable partnership	Resources
2.1	Reduce number of 0-15 year olds injured or killed in road traffic accidents by: <ul style="list-style-type: none"> • Providing practical, on-road cycle training to all 10/11 year-olds in the county • Providing road safety Education to educational settings in target areas • Delivering appropriate road safety Publicity campaigns • Providing School Crossing Patrol facilities at appropriate school sites • Deliver the 'Safer Routes to School' project, with participating schools • Conduct 'Safety Audits' of all engineering schemes, with focus on the scheme effects on vulnerable road users. • Engineering measures to reduce road casualties at accident cluster sites • Install 'Safety Cameras' at sites with speed-related road accidents 	2.7	Russel De Ville, OECS,	Reduction in child pedestrian, cyclist and car passenger deaths x% by 2008 'School Travel Plans' implemented in all schools by 2010	PARSINCAP (Partnership for Road Safety in Cambs and Peterb'gh)	

2.2	<p>Improve information sharing between agencies involved in providing services to children and young people by:</p> <ul style="list-style-type: none"> • Ensuring that formal and informal opportunities and mechanisms are in place. • Continuation of the use of the Common Referral Form • Findings and recommendations of Serious Case Reviews are used in feedback sessions, training programmes, and at large multi-agency events as well as in workplaces. • Investment in ante-natal assessment data collection as the source of information about families at risk 	2.20	Director of Inclusion		LSCB?	
2.3	<p>Reduce the incidence of bullying by:</p> <ul style="list-style-type: none"> • raising awareness of bullying through support of national initiatives and promotion of local strategies • raising schools' awareness of anti-bullying strategies by supporting individual cases and offering training for headteachers/senior managers • offering anti-bullying training focused on the needs of headteachers and governors • Further develop schools' anti-bullying strategies through governor training, partnership working and providing support in individual cases • <i>need actions which reflect opportunities</i> 	2.8/4.7	Name Area Directors, OCYPS/ Schools?	<p>Reduction in % of yr 8 and yr 10s reporting bullying in SHEU survey (SS)</p> <p>Minimum of two training sessions taken up out of minimum of three offered</p>	Area CYPSP Boards	

	<i>to build resilience and offer support to CYP – link to what CYP have said they would like to see change</i>					
2.4	<p>Improve personal safety and perception of personal safety of children and young people by:</p> <ul style="list-style-type: none"> • Regular training for providers in early years and school settings • Review audit of nursery/primary schools in Cambs on their use of the programme. • Provide parent information leaflets for use by schools to reflect themes of work • To undertake a small scale, randomised survey of children's own perceptions of what 'staying safe' means • To continue to disseminate information to F-KS2 schools about the use of Staying Safe through a biannual newsletter. • To develop material for use with children who have complex and multiple special needs, trailing it in special schools. 	2.9/ 2.10	Director of Inclusion, OCYPS	<p>SHEU Survey?</p> <p>Measuring the number of nursery /primary schools that have been trained and implemented 'Staying Safe' in the foundation stage</p>	Local safeguarding Children Board (LSCB)	

SECTION FIVE: STAY SAFE

In particular we aim to make progress in the following areas for children and young people who may be more vulnerable:

Priority action no	What we are going to do	Need Ref	Lead Officer	KPI/ target	Accountable partnership	Resources
2.5	Implementing the Common assessment framework by April 2008 by: <i>To be completed</i>		Director of Inclusion, OCYPS		LSCB?	
2.6	Implement the Electronic Social care Record by: <i>To be completed</i>		Director of Inclusion, OCYPS		LSCB?	
2.7	Ensure that thresholds for child protection are appropriate by: <ul style="list-style-type: none"> • Ensuring there is a common multi-agency understanding of thresholds. • Through multi-agency working and through audit, to ensure that referrals of child protection are responded to appropriately • Ensuring that the thresholds for intervention are consistent across the County. 	2.11	Head of Social Care		LSCB?	

2.8	<p>Reduce the incidence of re-registrations on the child protection register by:</p> <ul style="list-style-type: none"> • Ensuring a multi-agency Child in Need plan is in place and Core Groups held for at least first six months after de-registration when a child's name is removed from the CPR • Child Protection Conference chairs to be clear in summing up continuing risk to children when de-registration is being considered and to be realistic about remaining risks when advising on decisions 	2.14	Head of Social care		LSCB?	
2.9	<p>Increase the level of children looked after being fostered or adopted within PI timescales by:</p> <ul style="list-style-type: none"> • Continuing to proactively find and assess families wishing to adopt. • Ensuring that legal action is taken at an appropriate stage • Increasing the level of children being fostered, particularly in in-house placements, by recruiting social workers to assess prospective foster carers. • Ensuring the level of support and review of foster carers contributes to their commitment to remaining with Cambridgeshire. 	2.22	Head of Social Care		Public Parent Steering Group	Invest to save
2.10	<p>Improve placement stability for children looked after by:</p> <ul style="list-style-type: none"> • Proper contracting arrangements with a 	2.23/ 2.24	Head of Social Care		Public Parent Steering Group	

	<p>range of external providers, both for fostering and for adoption</p> <ul style="list-style-type: none"> • Good support for foster carers • Good support for adopters as set out in the new Adoption Act Regulations • Support from CAMH for foster carers • Pursuing securing central government funding to set up a Treatment Foster Care Scheme. 					
2.11	<p>Improve child protection arrangements for children with learning difficulties and/ or disabilities by:</p> <ul style="list-style-type: none"> • Better recognition of child protection issues which can sometimes be masked by a concentration on disability issues • Ensuring that there continue to be good links between child protection specialist staff and special schools. 	2.29	Head of Access		LSCB?	
2.12	<p>Improve the application of safeguarding checks and procedures in children's homes and fostering services by:</p> <ul style="list-style-type: none"> • Continuing to rigorously interview residential staff, including conducting Warner interviews • (Action re Safe Employment Group?) 		Head of Social Care			
2.13	<p>Improve the timeliness of initial and core assessments by:</p> <ul style="list-style-type: none"> • Managers ensuring that assessments which are undertaken are appropriate 		Head of social care			

	<ul style="list-style-type: none"> Managers ensuring that proper tracking systems are in place to look at the progress of assessments Ensuring that information is entered on SWIFT in a timely way. Initial Assessments are signed as completed if all information has been requested but a piece of information is not forthcoming. 					
2.14	<p>Improve child-centred planning arrangements for children and young people with learning difficulties and/ or disability by:</p> <ul style="list-style-type: none"> audit current participation arrangements with children with additional needs develop an action plan to fill gaps, building on existing arrangements Audit progress through delivery of CYP Participation Strategy Increased provision of person Centered Planning training in line with Valuing People requirements To develop Direct payments to the parents of disabled children and particularly those aged 16 – 17 years 	2.29	Head of Access, OCYPS		CYPSP Participation Strategy Group?	
2.15	<p>Improve the transition to adult services for young people with a learning difficulty and/or disability</p> <ul style="list-style-type: none"> Implement and review protocols made between children and adult services during 2005 	2.29	Head of Access, OCYPS		CYPSP County Board?	

	<ul style="list-style-type: none"> • Use best practice of the Valuing people team to introduce person centred working practices for the transitional review process for children with a statement of special educational needs • Ensure that young people and their carers have an understanding of how they will be supported six months in advance of their support transferring • Facilitation of Person Centered Planning 					
2.16	<p>Reduce incidence of racial harassment affecting children and young people by:</p> <ul style="list-style-type: none"> • raising schools' awareness of strategies to combat racist bullying and harassment by supporting individual cases, offering training for headteachers/ managers • Providing training to governors on responsibilities in recording and reporting racist incidents • supporting the further development of schools' anti-racist strategies through governor training, partnership working and providing support in individual cases • Further developing race equality and diversity curriculum work in schools • equipping children and young people to challenge prejudice and discrimination and to provide peer support through local and national anti-racist projects 	2.9/ 4.9/	Bethan Rees Head of CREDS	<p>Minimum of two training sessions taken up out of minimum of three offered</p> <p>% of nil returns from schools on racist incidents database (RaID) is reduced</p>	CYPSP? Police CRISP	CREDS & other OCYPS Staff time

	<ul style="list-style-type: none"> Developing partnerships with police, OCYPS, the Open Out Scheme, CRIS 					
2.17	<p>To support the delivery of the Domestic Violence Strategy with reference to the needs of children and young people, specifically:</p> <ul style="list-style-type: none"> making sure there are appropriate support services for children and young people who witness or experience domestic violence supporting education programmes in schools so that future generations will not suffer domestic violence interagency education and training on domestic violence for supervisors, managers and front line staff ensuring services recognise the needs of black and minority ethnic groups 	<i>Need ref?</i>	Tracey Holliday Domestic Violence Co-ordinator	Increase in % of reported incidences	Community Safety Partnerships LSCB	

SECTION six: ENJOY AND ACHIEVE

Our aim is to ensure that:

- young children are ready for school
- school-age children attend and enjoy school
- children achieve stretching national educational standards at primary school
- children and young people achieve personal and social development and enjoy recreation
- children and young people achieve stretching national educational standards at secondary school.

We also want parents, carers and families to support learning.

Our particular focus is to ensure that we are better at:

- Improving the range of leisure opportunities outside school, addressing issues of access and quality in target areas
- Improving activities and support provided through delivering Children's Centres and Extended Services in all areas
- Addressing underachievement in target groups and in specific parts of the county
- Improving our provision for pupils out of school

We will measure overarching progress towards making these improvements through the following CYPSP key performance indicators:

- % young people leaving care with 1+ GCSE grade A* - G
- Increase attainment for traveller, Bangladeshi and Pakistani heritage at KS 2 maths and English (EA)
- % of children in schools serving high needs areas achieving 6 points or more on each of assessment scales of the Communication, Language and Literacy strand of the Foundation Stage Profile (EA)

SECTION SIX: ENJOY AND ACHIEVE

Based on our assessment of need we aim to make particular progress in the following areas for all children and young people:

Priority action no	What we are going to do	Need Ref	Lead Officer	KPI / target	Accountable partnership	Resources
3.1	<p>Ensure that the development of new communities in Cambridgeshire is accompanied by the supply of high quality educational and recreational facilities for children and young people by:</p> <ul style="list-style-type: none"> • Securing sufficient and suitable childcare, early years learning, primary and secondary school places to meet anticipated demand ▪ Ensuring access to increased levels of sports provision on school sites ▪ Ensuring all barriers to the inclusion of children with SEN are removed ▪ Providing facilities designed specifically with the recreational and social needs of young people in mind ▪ Developing services and staff, with regard to the diverse needs of the community, with specific regard to Travellers, Black and Minority Ethnic Community and children and young people with disabilities 		<p><i>Name</i></p> <p>OCYPS/ District Council lead – Directors of Planning?</p>		Cambridgeshire Horizons?	Aim is to secure as much capital funding as possible for the above via 106 Agreements with developers.

3.2	<p>Develop and extend the role and function of the 'Home School Liaison Worker' to provide early intervention and support to children and young people:</p> <ul style="list-style-type: none"> • Complete evaluation of existing projects by summer 2006 • Agree joint commissioning strategy by summer 2006 for sustaining existing projects where appropriate and extending the function as agreed within context of family support strategy/extended services. • Develop a training package for workers • Implementation of agreed strategy from 2007 		Mike Davey, Area Director (ECF), OCYPS	School attendance/behaviour?	CYPSP Area Boards	Evaluation: Children's Fund - £30,000
3.3	<p>Improve arrangements for transition between early years provision, primary and secondary school by:</p> <ul style="list-style-type: none"> • Ensuring effective use of Primary National Strategy and Secondary National Strategy transition materials • Close liaison between the management of primary and secondary strategies • Develop direct youth work in schools with Year 6 Traveller cohort around transfer issues, rolling out Cambridge pilot project • Intensive home/school liaison in identified areas, to comprise; increased liaison with parents; additional visits to secondary schools with pupils/parents; follow-up 	3.4/4.2	Linda Bird/ Headteachers Heads of Standards & effectiveness	Improved transfer rate of traveller pupils from primary to secondary phase to a rate of 75%	CYPSP Area Boards	Traveller team Youth Worker Training

	<p>support/contact in schools with successful transfer pupils; emphasis on positives of transfer to pupils, parents and mainstream school staff</p> <ul style="list-style-type: none"> Supporting the work of clusters of early years settings and schools through extended services 					
3.4	<p>Increase the range of extended services provided by schools and other providers by:</p> <ul style="list-style-type: none"> auditing current range and location of services; specifying the range and level of services required in the future; working with schools, Area Directors and a wide range of partners to secure the delivery of these services via the most appropriate means and locations, including schools, children's centres, community health centres and other community locations. 	3.13	Linda Bird, Director of Learning	Half of primary schools and a third of secondary schools to provide the core offer by 2008, and all schools by 2010.	CYPSP Area Boards	DfES funding available 2005-08 to schools and LA via different funding streams
3.5	<p>Deliver 22 Phase 2 children's centres, sited in accordance with need by:</p> <ul style="list-style-type: none"> applying Sure Start guidance needs-related methodology to identify the priority areas for focusing Phase 2 provision; auditing the current range and location of services; 	3.14 <i>(This is a LAC ref)</i>	Linda Bird/ Adrian Loades	Detailed implementation plans for 22 new centres to be submitted to DfES by February 2006	CYPSP Area Boards	DfES funding available to LA until 2008.

	<ul style="list-style-type: none"> specifying the range and level of services required in the future, including; working with a wide range of partners to secure the delivery of these services via the most appropriate means and locations, including schools, community health centres and other community locations. 					
3.6	<p>Increase access to high quality early education and childcare by:</p> <ul style="list-style-type: none"> Responding to community need and demand for sustainable provision Supporting developments of new and expanded provision Challenging provision to meet the demands of the Ofsted Inspection Framework to secure improved outcomes 		Head of early Years, OCYPS	Effective delivery of Children Centres including enhanced early years provision	Early years and childcare advisory board	

SECTION SIX: ENJOY AND ACHIEVE

In particular we aim to make progress in the following areas for children and young people who may be more vulnerable:

Priority action no	What we are going to do	Need Ref	Lead Officer	KPI / target	Accountable partnership	Resources
3.7	<p>Improve attendance rates in Cambridge City, Ely and Wisbech, and to target identified groups of children whose attendance causes concern. including Traveller pupils:</p> <ul style="list-style-type: none"> • Improving joint working between Education Welfare Officers and CREDS • targeted support through specific childrens centres • Provide additional support at identified schools • Develop targeted strategies to address the needs of identified groups. 	3.4	Head of EWS, OCYPS	Improved rates of attendance at identified schools and targeted groups, including Travellers	CYPSP County Board	EWS staff time CREDS staff time
3.8	<p>Develop a strategy for addressing the issue of rising referrals from schools for Out of School Provision by Sept 2006 to include: the devolution of funding for out of school provision to clusters of secondary schools in accordance with DfES guidance so that they have the option of using the resources to develop school based alternatives and</p>	3.11/ 3.13	Director of Inclusion	<p>Devolution by2007/8</p> <p>Reduction in the number of secondary aged students on the out of</p>	Area CYPSP Boards?	

	preventative approaches.			school roll without a corresponding rise in "missing" students in Key Stage 4 by Summer 2008		
3.9	<p>Improve foundation stage profile scores for Traveller, Bangladeshi and Pakistani children, and children resident in Fenland by:</p> <ul style="list-style-type: none"> • Appointing EY Traveller Team teacher to CREDS • Supporting early years providers to promote their services among BME and Traveller communities • Encouraging providers to develop culturally sensitive and appropriate provision • Ensuring EY provision is addressed in BME & Traveller strategy • Empowering BME parents through Citizenship and Parenting skills programmes • Providing information and encouraging parents from the target groups to access early years provision • Ensuring CREDS involvement in PNS 'Communicating Matters' to mainstream 	3.3	Bethan Rees	Improved FSP scores for target groups	CYPSP Board	CREDS staff time; funding for EY post; training materials

	<p>BME and Traveller EY issues.</p> <ul style="list-style-type: none"> Monitoring progress and intervening where necessary by AI 					
3.10	<p>Improve educational achievement of Bangladeshi, Black African and Caribbean, Traveller and Pakistani children at KS1/ KS2/ KS3/ GCSE by:</p> <ul style="list-style-type: none"> Disseminating and implementing a county strategy for raising attainment Working in partnership with School Improvement Teams and SIRT to improve the use of data for target setting at school and LA levels Undertaking PNS EAL and Gypsy/Traveller Achievement projects with identified schools Implement LPSA plan to raise the attainment of Irish Travellers at KS2 Allocating EMAG funding to schools using the new formula weighted towards underachievement of targeted groups Appointing up to 5 EAL leading teachers Establishing a GCSE support programme in community languages Further developing CREDS' 1:1 mentoring programme and Traveller youth work initiative Monitoring progress and intervening where necessary by Assigned Inspector 	3.5	Linda Bird/ Bethan Rees	Attainment gap narrowed for target groups	CYPSP Board	CREDS and school improvement staff time; strategy publication and launch

3.11	<p>Improve foundation stage profile scores for children resident in Fenland by:</p> <ul style="list-style-type: none"> • Joint training on Foundation Stage Profile between school and pre-school settings • Targeted development for pre-school settings around six areas of learning • Focus on Four Aspects of Birth-3 Framework in transition to Foundation Stage 		Head of Standards and Effectiveness 3 - 11	Improved FSP outcomes	CYPSP Area Board (Fenland)	
3.12	<p>Improve educational achievement of children and young people in parts of Fenland, Huntingdon North and North Cambridge at KS1/ KS2/ KS3/ GCSE by:</p> <ul style="list-style-type: none"> • Teaching advice and consultancy in respect of the primary and secondary strategies • Challenge and support to headteachers from inspectors and peer monitors • Support for target setting from inspectors • Providing support and challenge to schools causing concern, and intervention as appropriate • Pursuing the LPSA raising educational attainment targets • Monitoring progress and intervening where necessary by Assigned Inspector • Support delivery of Family Learning activities to parents in target areas 		Head of Access	<p>Improved communication skills at foundation stage</p> <p>Delivery of LPSA targets in relation to speech, language and communication strategy</p> <p>LPSA targets: Maths at KS2; boys English KS2 and KS3; GCSE</p>	CYPSP County Board?	

3.13	<p>Improve educational achievement of children looked after by:</p> <ul style="list-style-type: none"> • Close monitoring in early years settings • Implementing LPSA plan to raise achievement at KS1 and 2 • Support education providers and Social Workers to raise % young people leaving care at 1+ GCSE's A* - <ul style="list-style-type: none"> ○ Support education providers and Social Workers to raise % young people leaving care at 5 GCSE's A* - C ○ Support education providers and Social Workers to work to keep days missed from school below 25 pa ○ Monitoring progress and intervening where necessary by Assigned Inspector 	3.14 – 3.17	Sue Haines	<p>72% of year 2 OC2 cohort achieving level 2 in English reading test at KS1, 81% in Maths test.</p> <p>64% yr 6 achieveing level 4 at KS2 English and 53% Maths.</p> <p>75 % to achieve</p> <p>15%</p> <p>Below 8%</p>		<p>.6 teacher for LPSA and LPSA funding</p> <p>7.4 FTE teachers plus full time manager and adminstrator</p>
3.14	<p>Reduce number of fixed term exclusions of pupils with SEN by:</p> <ul style="list-style-type: none"> • Monitoring incidence of exclusion by school and offering support where there is a disproportionate number • Monitoring progress and intervening where necessary by Assigned Inspector 	3.21	Area Directors	Reduction in exclusion rates of those schools offered support		

3.15	Reduce incidence of fixed term exclusions of Traveller and black and minority ethnic children by: <ul style="list-style-type: none"> o Monitoring incidence of exclusion by school and offering support to those where there is a disproportionate number 	3.21	Linda Bird, Director of Learning	Reduction in exclusion rates of those schools offered support		
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SECTION SEVEN: MAKE A POSITIVE CONTRIBUTION

Our aim is to ensure that children and young people:

- engage in decision-making and support the community and environment
- engage in law-abiding and positive behaviour in and out of school
- develop positive relationships and choose not to bully or discriminate
- develop self-confidence and successfully deal with significant life changes and challenges
- develop enterprising behaviour.

We also want parents, carers and families to promote positive behaviour.

Our particular focus is to ensure that we are better at:

- Embedding an approach to children and young people's participation in decision making
- Embedding an approach to parents and carers involvement in service developments
- Promoting a positive image of children and young people
- Providing the right support which will enable children and young people to make positive choices

We will measure overarching progress towards making these improvements through the following CYPSP key performance indicators:

- Participation in constituted democratic children and young people's bodies (to include school councils, Youth/ Parish Councils/ UKYP) (PC)
- Reduction in final warnings and convictions of children looked after (PC)

SECTION SEVEN: MAKE A POSITIVE CONTRIBUTION

Based on our assessment of need we aim to make particular progress in the following areas for all children and young people:

Priority action no	What we are going to do	Need Ref	Lead Officer	KPI/ target	Accountable partnership	Resources
4.1	Develop and implement a comprehensive sports, arts and culture strategy by: <ul style="list-style-type: none"> • delivering physical activity strategies in each District • delivery of sports and arts programmes in village colleges (south cambs) • Encourage active travel through Safer Routes to School/ Travelling to School • Support the Voluntary and Community Sector to deliver sports activities 	1.18	Area Director s, OCYPS/ District lead?		CYPSP Area Boards County Sports Partnership?	
4.2	Improve youth provision by: <ul style="list-style-type: none"> • developing a Youth Offer for Cambridgeshire • integration of aspects of Connexions and Youth Service functions • Increasing number of substantive youth work posts • Ensuring young people have access to young people friendly settings • Delivering a range of detached youth work 		Name Area Director s/ Head of Participation/ Youth Service	Increase in YP participating 8 sites either improved or established	CYPSP Area Boards Community Safety partnerships	£153k £1.19m: capital receipts/ existing CXs/ YS premises

4.3	<p>Increase the prevention activity of the Youth Offending service by:</p> <ul style="list-style-type: none"> • Introduction of the Police Community Support 12 month pilot for Reprimands • Develop a Youth Crime strategy using the Youth Justice Board Prevention Grant • Support and develop Youth Inclusion and Support Panels funded by the Children's Fund • Promote and develop the restorative justice interventions for Anti Social Behaviour work 		Head of P and YPS, OCYPS	<p>Reduction in youth offending rates</p> <p>Reduction in re-offending rates</p>	Youth Offending Partnership	<p>£25k per PSCO</p> <p>£200k - 08</p>
4.4	<p>Develop a countywide approach to the provision of information, advice and guidance for children, young people and families through:</p> <ul style="list-style-type: none"> • Establishing a quality framework for provision of information • Developing a coordinated approach to providing information to young people, parents and carers about what to expect at the point of transition to adult services 		<p>Name</p> <p>District Councils/ Head of P and YPS, OCYPS</p>		CYPSP Board	?
4.5	<p>Develop a strategy and explicit standards on the entitlement of children and young people to participation in service development and review by:</p> <ul style="list-style-type: none"> • Implementing the CYP Participation Strategy for CYPSP • Audit progress against standards (modelled on NYA Hear By Right framework and 'Listening to Children') and Children and 	4.4	Head of Participation and Youth Services	Participation in constituted democratic children and young people's bodies (to include school councils,	CYPSP Overseen by CYPSP Participation Strategy Group	

	<p>Young People's Charter of Shared Values</p> <ul style="list-style-type: none"> • Establish appropriate mechanisms for children and young people's involvement building on good practice where it exists • Provide training for partner services on the use of Children's Fund 'Are You Listening' toolkit by all partners • Make sure that all staff are appraised on their involvement of children and young people in service developments and reviews • Secure delivery of the Health Related Behaviour Survey with yrs 8/ 10 in alternate years, delivered by the PSHE service 			<p>Youth/ Parish Councils/ UKYP)</p> <p>CYP evaluation of services against Charters of Shared Values</p> <p>Changes in services as a result of CYP participation</p>		<p>HRBS: £40,000 (to be found)</p>
4.6	<p>Develop a strategy and explicit standards on the involvement of parents and carer in service development, planning and review by:</p> <ul style="list-style-type: none"> • Implementing the Parent and Carer Involvement Strategy for CYPSP • Ensure childcare available to enable parents to participate • Secure commitment from all partners to the Parent and Carer Charter of Shared Values for parents and carers involvement • Work with parents and carers to establish appropriate mechanisms built on best practice for children and young people's involvement 	4.4	Head of Participation and Youth Services		CYPSP County Board	

	<ul style="list-style-type: none"> • Make sure that all staff are appraised on their involvement of parents and carers in service developments and individual reviews • To continue to support parents/ carers through Partners in Policy Making 					
4.7	<p>Increase accessibility of services through better use of existing transport resources by:</p> <ul style="list-style-type: none"> • <i>Link to work programme of Highways and Access department (Best Value Review?)</i> • Consider how working across Districts on Community Transport could increase efficiency and effectiveness 	1.18				

SECTION SEVEN: MAKE A POSITIVE CONTRIBUTION

In particular we aim to make progress in the following areas for children and young people who may be more vulnerable:

Priority action no	What we are going to do	Need Ref	Lead Officer	KPI/ target	Accountable partnership	Resources
4.8	<p>Improve range of opportunities for social, moral and cultural development for children and young people from Traveller and minority ethnic groups in their own language, heritage and religion by:</p> <ul style="list-style-type: none"> • Producing guidance on Sex & Relationships Education for BME and Traveller young people in partnership with PHSE Service • Using existing Celebrating Languages website to promote cultural and linguistic diversity among young people • Further developing youth work with Young Travellers • Partnership working among City and County Councils and other agencies to develop a programme for Black History month and a broader project, 'Untold Stories', which will span all BME communities and will extend for 3 years. • Developing a 'Young People's Voices' project (Heritage Lottery funded project, starting in 2006) 	5.13	Bethan Rees/ Schools	Improved BME and Traveller participation in mainstream programmes		CREDS staff time/ partners

4.9	Reduce numbers of looked after children who offend: <ul style="list-style-type: none"> • Work with the private sector providers to improve behaviour management • Provide additional support to young people at risk if they are flagged to the YOS and if additional resources are made available 	4.13	Head of Participation and Young People	Reduction in final warnings and convictions of children looked after	Public Parent Steering Group	
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SECTION EIGHT: ACHIEVE ECONOMIC WELL BEING

Our aim is to ensure that children and young people

- engage in further education, employment or training on leaving school
- are ready for employment
- live in decent homes and sustainable communities
- have access to transport and material goods
- live in households free from low income.

We also want parents, carers and families to be supported to be economically active.

Our particular focus is to ensure that we are better at:

- Improving opportunities for particular groups of children and young people to successfully enter education, training and employment
- Securing links with the Investing In Communities plan to ensure the needs of young people are integral
- Improving access to early support to prevent homelessness, and provide appropriate accommodation when it is needed

We will measure overarching progress towards making these improvements through the following CYPSP key performance indicators:

- Reduce % of young people who are NEET who live in Fenland, are leaving PRUs or are looked after (EWB)
- Reducing the numbers of 16 – 18 year olds presenting as homeless

SECTION EIGHT: ACHIEVE ECONOMIC WELL BEING

Based on our assessment of need we aim to make particular progress in the following areas for all children and young people:

Priority action no	What we are going to do	Need Ref	Lead Officer	KPI/ target	Accountable partnership	Resources
5.1	Improve provision and increase take up of vocational qualifications: <ul style="list-style-type: none"> • Support for the three area 14-19 partnerships in developing vocational provision • Deployment of EEDA consultants to develop links between schools and industry • Establish OCYPS 14-19 strategy group and 14-19 team within Standards & Effectiveness: 11-19 service • Increased emphasis on extent and quality of vocational provision within school annual review process • Complete audit of 14-19 curriculum provision in Collegiate Board, HEPS, Fenland Consortium areas • support and monitoring of area-based 14 – 19 partnerships 	5.7 5.4-5.7 5.7 5.8	Head of Standards & Effectiveness: 11-19	Improved vocational provision as judged by inspection. Higher % take up of vocational qualifications Increase in number of 16-18 year olds in learning from 74.7 % in Nov 04.	Learning & Skills Council.	Funding from LSC, EEDA and Investing in Communities (not confirmed). OCYPS Inspector time. Additional wbl/ FE places

SECTION EIGHT: ACHIEVE ECONOMIC WELL BEING

In particular we aim to make progress in the following areas for children and young people who may be more vulnerable:

Priority action no	What we are going to do	Need Ref	Lead Officer	KPI / target	Accountable partnership	Resources
5.2	Improve provision of high quality early years provision in Fenland by: <ul style="list-style-type: none"> • Provision of qualified teacher within new or existing Children Centre provision • Support to families to engage with their children's learning • Development of subsidised childcare to enable families who wish to train or work to do so 	5.1	Head of Early Years and Childcare			
5.3	Improve information for young people with learning difficulties and/or disabilities on options post 16 employment, education and training by: <ul style="list-style-type: none"> • Embedding & promoting use across all teenage services of the new www.4us.org.uk information website • Developing through consultation sources of help and information differentiated to meet the needs of young people with LDD 	5.13	Head of Access, OCYPS	Increase of 5% by 2006 & 8% by 2007 & 10% by 2008 in the numbers of young people with LDD in EET	CYPSP County Board?	

	<p>and to annually publish & make available updated versions of key following young peoples guides</p> <ul style="list-style-type: none"> To provide independent and impartial Advice covering the full range of Options available to young people with Additional needs 					
5.4	<p>Reduce level of young people not in education, training or employment (including large numbers of young travellers) in Fenland and Cambridge City by:</p> <ul style="list-style-type: none"> Work with LSC and providers (eg wbl, schools , colleges, youth service, employers) to ensure quality opportunities are available Identify opportunities to further develop preventative personal development curriculum for at risk groups Ensure high quality support for most at risk of NEET young people (eg, LAC, Young Offenders, PRU leavers, homeless, teenage parents, learning difficulties and disabilities) Ensuring that transition plans for disabled children specifically reflect their education, training and employment needs and aspirations 	5.2	OCYPS Area Directors/ Head of P and YPS	Reduce level of NEET by % by Dec 2006	CYPSP Area Boards	

5.5	<p>Increase levels of Fenland and East Cambs 18 - 20 year olds in higher education or a gap year by</p> <ul style="list-style-type: none"> • Increase numbers of 16 – 18 year olds in learning • Improve qualifications achieved at 11 • Work with Aim Higher to identify and provide activities to raise aspirations for students and parents/ carers 	5.6	OCYPS Area Directors/ Head of P and YPS/ Dir of Learning	Participation rates increased by 5%	CYPSP Area Boards	
5.6	<p>Reduce levels of dependant children in households where no-one is in employment in parts of Wisbech, North Cambridge, Huntingdon and St Neots by:</p> <ul style="list-style-type: none"> • Collaborating with early years and childcare services to create affordable or subsidised childcare to enable families to train or return to work • Links to Investing In Communities action plan 	5.9			LSPs?	
5.7	<p>Improve access to decent housing for households with dependant children in parts of Wisbech and Huntingdonshire by:</p> <ul style="list-style-type: none"> • Support Registered Social Landlords (RSLs) and direct provision to provide decent homes for families • Choice based lettings: collaborative scheme with RSLs and other districts • Disabled Facilities Grants for Children (removal of needs test)– understanding 	5.10	District Council Lead?		CYPSP County Board	

	<ul style="list-style-type: none"> • need and appropriate funding • Work with private landlords to ensure rented accommodation is of a decent standard • Access schemes – rent deposit, etc schemes 					
5.8	<p>Improve access to affordable housing for young people by:</p> <ul style="list-style-type: none"> • Support RSLs and direct provision to provide affordable homes for young people • Apply planning guidance to ensure mix of housing suitable for young people • Increase provision of supported housing for Young people 	5.10/ 5.11	District Council lead?			
5.9	<p>Reduce levels of young people in temporary accommodation or homeless in Ely, Cambridge and Huntingdon by:</p> <ul style="list-style-type: none"> • Mediation and preventative measures – <ul style="list-style-type: none"> ○ Safer moves project ○ Supporting the move from supported housing to affordable homes ○ Sanctuary schemes ○ Linking with PHSE curriculum/advice in schools. • Support RSLs and direct provision to provide affordable homes/supported housing for young people 	5.11	District Council lead/	Reduction in numbers of 16-18 year olds presenting as homeless	CYPSP County Board	

SECTION NINE: HOW WE WILL DELIVER

Using resources more effectively

1.1 The Partnership will work to ensure that complementary policies are developed to ensure that decisions are made and assets used effectively by **pooling resources** in the following:

1. Facilities (ECS/ District Councils/ Connexions)
2. Staff (CCC/ PCTs/ Connexions)
3. ICT systems

During 2006 – 2009 we will focus on developing **joint commissioning** arrangements to support a more efficient and effective use of our resources. During 2006 we will develop a joint commissioning strategy through which we will deliver the actions outlined in our CYPP

Local Area Agreement

We will use the opportunity of the LAA to further our commissioning intentions in relation to prevention. We will align our **preventative budgets** for the Children and Young People's Block of the Local Area Agreement for the following key preventative funding streams, with additional inputs from mainstream budget where appropriate.

The LAA CYP Block will become our Prevention Budget for delivering existing and intended commitments of these programmes and services, which are detailed, in the priority actions of the Children and Young People's Plan:

- Sure Start revenue Grant
- Children's Fund
- Connexions
- Teenage Pregnancy
- Extended services, including Children's Centres

CYPSP's commitment to shift resources towards preventative services over time is secured by the Prevention Budget. Within this, x% will be allocated towards the voluntary and community sector.

Workforce Development

CYPSP will work to deliver the Children's Workforce Development Strategy, aiming to build a workforce which:

- is competent and confident
- people aspire to be part of and want to remain in – where they can develop their skills and build satisfying and rewarding careers
- parents, carers, children and young people trust and respect.

We will address the challenges of

- recruitment into the workforce
- retention and development of the workforce
- strengthening inter-agency and multi-disciplinary working
- promoting stronger leadership, management and supervision of the workforce.

We will implement a local workforce strategy to address these aspirations, focusing in particular on the needs of staff in the following subsectors of the workforce:

- in the early years – to deliver the Government's 10 year childcare strategy
- in social care and foster care – to improve the stability and quality of the workforce.
- staff in the universal services of health and education
- continued close-working with and full involvement of the voluntary and community sector.

Quality and performance management

We will manage our performance against the priority outcomes by:

Children, young people, parents and carers evaluating our services on an annual basis

Strengthening the performance management arrangements within the CYPSP and related groups (*real time performance management? This is an expectation of the LAA*)

Supporting the role of the LSCB to monitor and scrutinise the activity of the partnership to ensure all children and young people are safeguarded and protected

Reviewing performance management arrangements within our own organisations to ensure a more streamlined approach to delivering against the outcomes, and clearer accountability.

OCYPS:

- From 2006 all service plans within the OCYPS will link to the CYPP through shared objectives and targets.
- Annual appraisal – linked to service plans
- Staff appraised on how they have involved Children, young people and parents/ carers in decision making and review processes...

Links to other plans:

Establishing robust arrangements for co-operation with partners

CYPSP will work to establish the following joint working arrangements in the following timescales:

Interagency governance	County wide CYPSP	Established
	CYPSP Steering Group	Established
Integrated strategy	CYPP incorporating integrated Commissioning strategy	March 2006
	VCS Strategy	March 2006
Integrated processes	Common Assessment in place	March 2008
Integrated front line services	Multi-disciplinary teams established in localities	March 2006
	Connexions staff fully integrated to LA	Sept 06
	Local Sure Start Programme staff fully integrated	Dec 06
Children and Young People's participation	Participation strategy completed and being implemented	March 2006

GLOSSARY

BME	Black, Minority & Ethnic
CAMH	Child & Adolescent Mental Health
CPR	Child Protection Register
CREDS	Cambridgeshire Race Equality & Diversity Service
CRISP	Cambridgeshire Racial Incident Support Project
CYPSP	Children & Young People's Strategic Partnership
CYP	Children & Young People
CYPP	Children & Young People's Plan
DFG	Disabled Facilities Grant
EAL	English as an Alternative Language
ECM	Every Child Matters
EEDA	East of England Development Agency
EY	Early Years
FSP	Foundation Stage Profile
HEPS	Higher Education
HRBS	Health Related Behaviours Survey
ICES	Integrated Community equipment Store
KS	Key Stage
LAA	Local Area Agreement
LAC	Looked After Child/Children
LDD	Learning Difficulty or Disability
LSC	Learning and Skills Council
LPSA	Local Public Service Agreement
LSCB	Local Safeguarding Children's Board
NEET	Not in Education, Employment or Training
NSF	National Service Framework for Children & Young People and Maternity Services
OCES	Office of Community & Environmental Services
OCYPS	Office of Children & Young People Services
OT	Occupational Therapy
PARSINCAP	Partnership for Road Safety in Cambridgeshire & Peterborough
PNS	Primary Needs Strategy
PCT	Primary Care Trust
PRU	Pupil referral Unit
PSHE	Personal, Social & Health Education
RaID	Racial Incident Database
RSL	Registered Social Landlord
SEN	Special Educational Needs
SHEU	Schools Health Education Unit
SIRT	School Improvement Resources Team
SRE	Sexual Relations Education
VCS	Voluntary & community Sector
YOS	Youth Offending Service

APPENDICIES

Appendix One: Cambridgeshire's Needs Assessment

Appendix Two: VCS Strategy

Appendix Three: Participation Strategy

Appendix One

THE NEEDS OF CAMBRIDGESHIRE'S CHILDREN AND YOUNG PEOPLE

SUMMARY FINDINGS

BE HEALTHY

We assessed needs in six key strands contributing to improving 'Be Healthy' outcomes using both statistical data and qualitative evidence to identify geographical areas and community groups where there are particular issues of need. The strongest evidence came from three separate sources, firstly, from questionnaires and focus groups representing the views of children and young people and their parents and carers; secondly from the professional views of representatives from the National Health Service and thirdly from the Schools' Health Education Unit survey. This is a national survey conducted with 6,600 13 and 15 year olds in schools across Cambridgeshire and offering a detailed insight into young people's perceptions of health and personal education and lifestyles.

Generally speaking Cambridgeshire reflects the national picture for Health (although there are some mental health issues where we are below national average) but there is a wide variation across the county with areas of deprivation within Huntingdon and Cambridge and the northern Fens presenting greater need. For instance there are a higher proportion of infant health issues in these areas, and we have identified as a priority the need to improve preventative health for infant and primary aged children.

The need to support parents and carers to keep their children healthy formed a major strand to our assessment and the evidence we used is shown on the chart below. Our findings suggest a need to reduce the proportion of low birth weight babies in Cambridge City, Huntingdon North and Wisbech. Contributing to this is the need to reduce proportion of mothers who continue to smoke during pregnancy, which in Cambridge is above the national average. There is also a clear message from local parents and carers for more help and support in the early years; better and more accessible information, for "someone to support them through difficult times" and "to put them in touch with the right people." Parents / carers of children with learning difficulties and/or disabilities particularly ask for better support at time of diagnosis.

Supporting parents and carers to keep their children healthy	Improved infant health	Ante-and post-natal visiting rates	1.1
		Proportion of mothers who do not attend the six week post natal check	1.2
		Proportion of newborns who have hearing test	1.3
		Immunisation and vaccination rates	1.4
	Lower infant mortality rate	Proportion of pregnant women seen in first trimester of pregnancy	1.5
	Fewer low birth weight babies	Average birth weight	1.7
		Proportion of mothers who continue to smoke during pregnancy	1.8
	Improved breast feeding rates	Proportion of mothers breastfeeding	1.9

A second major strand is the promotion of physical health and healthy lifestyles, bringing together work with parents and carers by health and social care professionals and health education in schools. The evidence we used is shown on the chart below. In general Cambridgeshire is in line with national patterns and has a good record for health education in schools - 48% of schools and Pupil Referral Units have completed the 'Healthy Schools' programme and 99% of eligible schools have elected to join the Fruit and Vegetable Scheme. But issues within this strand are key national priorities - particularly the reduction of child obesity and in cutting the numbers of young people who smoke or drink alcohol on a regular basis. There are comparatively high numbers of 15 year old pupils in Cambridge City, East Cambridgeshire and Fenland who say they smoke regularly and in Fenland and Huntingdonshire who say they drink regularly.

Part of this strand is the promotion of regular physical exercise for children and young people. Feedback from both young people and their parents and carers - particularly those living in rural areas - suggests there is a need for accessible sporting facilities outside the school day, including the provision of indoor soft play areas for young children and reliable and affordable transport to existing facilities. Young people with learning difficulties and disabilities would also like to be able to participate in sports.

Promoting children & young people's physical health	More 'Healthy Schools'	Schools participating in National Healthy Schools initiative and attaining standard	1.22
	Increase in healthy eating	% children consuming 5+ fruit or vegetables a day	1.23
	Decline in alcohol consumption	Alcohol consumption per child/young person	1.24
	Decline in smoking	% children who are regular smokers	1.25
	Decrease in preventable child illnesses	% children with gastro-enteritis and respiratory conditions	1.26
	Fewer obese children	% population under 11 who are obese	1.21
Encouraging children & young people to take regular exercise	Greater participation in sport	OfSTED judgment of school's physical education	1. 18
		% pupils exercising hard at least 3 times in the previous week	1.19

A third major strand to the assessment relates to the promotion of healthy lifestyles for children and young people, particularly sexual health and the chart shows the evidence used. We have identified teenage pregnancies as a priority. Although the teenage pregnancy rate for Cambridgeshire as a whole is below the national average, there are parts of Fenland, Huntingdon and Cambridge City where it rises above the national rate.

Promoting healthy lifestyles for	Fewer teenage pregnancies	Conception rate for girls under 16	1.10
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children and young people		Conception rate for girls under 18	1.11
	Lower rate of sexually transmitted diseases among young people	Young people with new episodes of sexually transmitted diseases (under 16, 16-19)	1.12 1.13
		Better sex and relationships education in schools	OfSTED judgment of school's sex and relationships education
		Pupils who say they find school sex and relationships lessons useful	1.15

A parallel strand relates to the promotion of mental health, focusing particularly on the use of illegal drugs. The chart shows the evidence used, which drew heavily on the Schools Health Education Survey findings. Patterns in Cambridgeshire are broadly similar to those nationally, and the reduction of illegal drug taking amongst young people is a key issue - not least amongst young people themselves who express concern about the link between drug taking and crime.

Promoting children & young people's mental health	Decline in drug abuse - using illegal drugs	% children who use drugs	1.30
	Decline in drug abuse - overdosing	Drug overdoses by age group	1.31
	Fewer young people with drug-related and behavioural problems	% age group with drug-related and behavioural problems	1.32

Provision of appropriate support for children and young people who feel troubled forms a further major strand. The evidence for this, which relates to the work of the Mental Health Service, is shown on the chart below. The assessment highlights this as a priority area, in which Cambridgeshire currently does less well than similar authorities and is below the national average. The number of social workers working with Mental Health staff is well below the national rate, and, although acute cases are seen quickly, the waiting lists for non-acute times are generally lengthy and are frequently outside the Youth Justice Board thresholds.

Providing an appropriate range of support for children & young people if they feel troubled	Closer CAMHS & Social Care working in support of children & young people	No. of social workers working with CAMHS teams	1.33
	Quicker CAMHS support for acute / non-acute cases	Waiting list times for CAMHS	1.34 1.35

	Increased availability of appropriate CAMHS support	Proportion of CAMHS cases receiving appropriate services / with Careplan	1.36 1.37
	Lower death rate from suicide and undetermined injury	Juvenile death rate from suicide & undetermined injury	1.38

Cambridgeshire has a particular responsibility for the health of children for whom it acts as the public parent, and this is recognised through a separate strand:

Addressing the health needs of children looked after	Better health care for children looked after	Children looked after who have regular dental visits and health assessments	1.39
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STAY SAFE

We assessed needs in three key strands contributing to improving 'Stay Safe' outcomes using both statistical data and qualitative evidence to identify geographical areas and community groups where there are particular issues of need. The strongest evidence came from statistical data, particularly from statutory performance information which offers an assessment of Cambridgeshire's position against that of other authorities. Other key sources were the professional views of Cambridgeshire County Council officers and questionnaires and focus groups representing the views of children and young people and their parents and carers.

A major strand of the assessment related to the provision of a safe environment, the reduction of accidents involving children and the elimination of bullying, and the evidence used is shown on the chart below. Road safety remains a key issue, with comparatively high accident rates in some parts of Cambridgeshire. Bullying is clearly a major issue, with around a third of the 1,200 secondary pupils interviewed claiming to have experienced bullying and others expressing concern over the lack of protection and support for victims. Young Travellers were particularly concerned about bullying, and the number of racist incidents reported across the county confirm this as a priority.

Young people with disabilities also feel vulnerable, particularly as they approach the transition to adulthood. They regard support at this time as a priority, echoed by their parents and carers who want support services tailored to meet needs.

It is acknowledged that there are particular difficulties in gathering the views of children and young people who are at risk of, or suffering from, maltreatment of any sort. During the next year we will work with the LSCB to find ways of hearing their views.

Children and young people are provided with a safe environment	Schools are a safe environment	OfSTED judgment of schools' pupil care, welfare, health and safety	2.2
	Fewer accidental deaths of young people	Accident rate for young people aged 15-24	2.3
	Fewer child cyclist accidents	No. of pedal cyclists aged 0-15 killed in road traffic accidents	2.4
		No. of pedal cyclists aged 0-15 injured in road traffic accidents	2.6
	Fewer child pedestrian accidents	No. of pedestrians aged 0-15 killed in road traffic accidents	2.5
		No. of pedestrians aged 0-15 injured in road traffic accidents	2.7
	Fewer incidents of bullying in schools	Pupils afraid of going to school because of bullying	2.8

	Fewer incidents of racial harassment in schools	Rate of racial incidents in schools	2.9
	Decrease in anti-social behaviour	Antisocial behaviour rate	2.10
	Fewer children & young people 'lost to the system'	Information is shared amongst relevant organisations	2.20
	Better support for children and young people with disabilities	Young people aged 14+ with disabilities with a transition plan	2.29

A second major strand focuses on the safeguarding of children. Evidence here is chiefly from statutory performance information focusing on referrals for a Child Protection Enquiry or length of time on the Child Protection Register. In recent years Cambridgeshire's performance in some of these indicators has been comparatively weak, and they have been identified as a priority. There is a particular need for better child protection for children with / affected by a disability.

The incidence of child abuse and neglect is minimised	Improved safeguarding of children	No. of child referrals per 10,000 population	2.11
		Children aged 0-19 on the Child Protection Register	2.12
		Children remaining on Child Protection Register for 2+ years as % total cases	2.13
		Child Protection re-registrations	2.14
		Child protection cases which should have been reviewed during the year and were not	2.15
		Children on CPR who have not been allocated a social worker	2.16
	Schools have good Child Protection procedures	OfSTED judgment of schools' Child Protection procedures	2.17
	Early Years settings meet required standards	OfSTED judgment of childcare providers (across all types of provider)	2.18

Evidence here is chiefly from statutory performance information focusing on referrals for a Child Protection Enquiry or length of time on the Child Protection Register. In recent years Cambridgeshire's performance in some of these indicators has been comparatively weak, and they have been identified as a priority. There is a particular need for better child protection for children with / affected by a disability. The third major strand focuses on Cambridgeshire's responsibility towards Children Looked After. Evidence is chiefly from statutory performance information focusing on placements and support. In recent years Cambridgeshire's performance has generally been in line with

national rates although there are concerns about the comparatively low numbers in foster placements or placed for adoption. There are also concerns about the disproportionately high numbers of Black African, Chinese and Mixed Heritage young people who are looked after.

Children looked after live in safe environments and are protected from abuse and exploitation	More children looked after fostered or adopted	Children looked after in foster placements or placed for adoption	2.22
	More stable placements for children looked after	Children looked after with 3+ placements during the year	2.23
		Children looked after 4+ years who were in foster placements 2+ years	2.24
		Children newly looked after placed more than 20 miles from home address	2.25
	More secure placements for children looked after	Children looked after in residential accommodation	2.26
	Better support for children looked after	Children looked after who do not have a named qualified social worker	2.27
		Care cases completed in the courts within 40 weeks	2.28

ENJOY AND ACHIEVE

We assessed needs in six key strands contributing to improving 'Enjoy & Achieve' outcomes using both statistical data and qualitative evidence to identify geographical areas and community groups where there are particular issues of need. Evidence came chiefly from statistical analyses of pupil data, together with statutory performance information and feedback from OfSTED. This was supported by the professional views of Cambridgeshire County Council Officers and evidence from questionnaires and focus groups representing the views of children and young people and their parents and carers.

In general Cambridgeshire performs well in education, but there is a wide variation across the county with areas of deprivation within Huntingdon and Cambridge and the northern Fens presenting greater need. A high proportion of minority ethnic children are underachieving at school, particularly those from Traveller, Bangladeshi, Pakistani, and, to a lesser extent, from Black Caribbean and Black African communities. Children and young people from these same disadvantaged localities and groups are also more likely to be excluded.

A major strand of the assessment relates to Early Years education, using the evidence shown in the chart below. Cambridgeshire's record in this area is generally good and it compares well against other authorities. Nevertheless there are parts of the county with evident need - an analysis of Foundation Stage Profile scores shows that a high proportion of Traveller, Bangladeshi and Pakistani pupils, together with those in parts of Fenland, Huntingdon and Cambridge are failing to progress beyond the basic 'Stepping Stones'.

Early years provision promotes children's development and well-being and helps them meet early learning goals	Better Early Years Inspection reports from OfSTED	Overall outcome of inspection	3.2
	Better Foundation Stage Profile scores	Children working within Early Learning Goals in key assessment areas	3.3
	Training is provided for Early Years staff re needs of vulnerable and under-achieving groups	Awareness of inclusive practice amongst all practitioners (volume training requirement)	3.4

Another major strand relates to the provision of good quality education, using the evidence shown below. Cambridgeshire currently compares unfavourably against other authorities on two of the statutory indicators used - in the proportion of schools defined by OfSTED as having serious weaknesses and in the proportion where surplus places exceed 25%.

Ensure that educational provision 5-16 is of good quality	More effective schools - OfSTED designations	Schools where OfSTED Inspections have revealed issues (In special measures, with serious weaknesses or underachieving)	3.5
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	More effective schools - OfSTED Inspection judgments	OfSTED judgment of schools' overall effectiveness	3.6
There are sufficient, suitable and accessible school places	More efficient schools	Schools where surplus places exceed 25%	3.7
All children & young people can access a range of recreational activities	Improved take-up of sporting opportunities	Take up of sporting opportunities	3.13

A third major strand focuses on pupil engagement with schools - their attendance rates and achievements. Evidence is chiefly from the pupil level database held by the local authority to DfES standards and definitions, supported by the views of educational professionals in Cambridgeshire. School attendance is largely in line with national rates, but there are significant issues in parts of Cambridge, Huntingdon, Wisbech and Ely. Performance in the National Curriculum end of Key Stage statutory assessments at 7+, 11+ and 14+ and in the GCSE examinations is generally above the national average, but underachievement by children and young people from specific minority ethnic groups (principally Travellers, Bangladeshi and Pakistani, but also to a lesser extent Black Caribbean and Black African heritage) is an identified need. There is also strong evidence that children and young people from socially deprived areas of Fenland, north Huntingdon and Cambridge are underachieving.

Children & young people are enabled and encouraged to attend and enjoy school and to achieve highly	Better attendance at school	Schools' overall attendance rates	3.4
	Improved performance at end of KS1	Pupils failing, by clear margin of at least a level, to reach expected level of performance at 7+	3.5
	Improved performance at end of KS2	Pupils failing, by clear margin of at least a level, to reach expected level of performance at 11+	3.6
	Improved performance at end of KS3	Pupils failing, by clear margin of at least a level, to reach expected level of performance at 14+	3.7
	Better GCSE results	Pupils achieving 5+ A*-C	3.8
		Pupils achieving 5+ A*-G	3.9
Pupils achieving 1+ A*-G		3.10	

A further strand focuses on children and young people who are out of school, using the evidence shown in the chart below. These are national indicators enabling comparison with other authorities, and it is evident that Cambridgeshire compares poorly. For several years now Cambridgeshire has been in the bottom quartile of authorities for the hours of alternative tuition provided for young people out of school. We are also

consistently in the bottom quartile for the rates of re-integration into mainstream education of young people out of school. There is an identified priority need to improve services for children not at school, and feedback suggests that young people who have been excluded from schools generally felt they had little support.

Educational provision is made for children who do not attend school	Better support for children out of school	Young people out of school with alternative tuition provided for less than 20 hours per week	3.11
	Children out of school quickly return to mainstream education	Reintegration rates for young people out of school	3.12

A specific strand focused on Children Looked After, for whom Cambridgeshire has particular responsibility, using evidence as shown in the chart. This evidence relates to those looked after by Cambridgeshire irrespective of where they are educated, and many are in schools outside the county. Attendance, based on the statutory indicator data, is good, but there are clear needs around the achievement of children looked after both at Key Stage 2 and in the GCSE examinations. An analysis of the performance of children looked after in Cambridgeshire schools, many of whom will be looked after by other authorities, shows evidence of underachievement by Black African and Black Caribbean children, and by asylum seekers from Eastern Europe and Iraq.

Children and young people who are looked after are helped to enjoy and achieve	Better performance by children looked after	Average KS2 SAT results of children looked after	3.14
		Proportion of children looked after entered for 1+ GCSE	3.15
		Proportion of children looked after achieving 5+ GCSE at A* - G	3.16
	Better attendance at school by children looked after	Children looked after missing at least 25 days schooling the previous year	3.17

A further strand focuses on children with learning difficulties and disabilities, using data on those with special educational needs. This identified no specific issues over achievement or exclusions in comparison with the national picture for pupils with SEN.

Children and young people with Learning Difficulties and/or Disabilities are helped to enjoy and achieve	Better performance by children with disabilities	Average KS2 SAT results of children with a statement of special educational need	3.18
		Proportion of children with a statement of special educational needs achieving 5+ GCSE at A*-G	3.19

	More efficient procedures for issuing statements of special educational needs	Proportion of statements prepared in 18 weeks	3.20
	Fewer exclusions of pupils with special educational needs	Exclusion rate for pupils with statement of special educational needs	3.21

MAKE A POSITIVE CONTRIBUTION

We assessed needs in three key strands contributing to improving 'Make a positive contribution' outcomes using both statistical data and qualitative evidence to identify geographical areas and community groups where there are particular issues of need. The evidence came chiefly from three separate sources, from data on exclusions held by the County Council, from the Cambridgeshire Youth Offending Service and from the Schools' Health Education Unit survey. This is a national survey conducted with 6,600 13 and 15 year olds in schools across Cambridgeshire and offering a detailed insight into young people's perceptions of health and personal education and lifestyles. This quantitative data was supported by interview evidence from children and young people and their parents and carers and by the views of professionals.

Generally speaking Cambridgeshire reflects the national picture in these areas, although there are concerns about the high level of racist incidents (see also 'Staying Safe 2.9) and the number of young offenders who are looked after by the authority.

A major strand focused on anti-social behaviour, using the evidence shown in the chart below. Cambridgeshire has a very low rate of permanent exclusions from school, but the rate of Fixed Term exclusions (or suspensions) from schools has increased in recent years in both the primary and secondary sectors, particularly in Cambridge, north Huntingdon, the Ely area and parts of north Fenland. There is evidence that disproportionate numbers of Travellers and Black Caribbean pupils are being excluded.

Bullying is identified by children and young people as a priority issue, and evidence from both the Schools' Health Education Survey and from interviews indicates that bullying is widespread and a major concern. Those from Traveller and minority ethnic backgrounds feel particularly sensitive - one Black student perceived that, "You are picked on by teachers and students if you are the only Black person". However there is no evidence that the level of bullying is worse in Cambridgeshire than in other counties.

Action is taken to reduce anti-social behaviour by children & young people	Fewer exclusions from school	Fixed term exclusion rate	4.6
	Reduction in bullying in schools	OfSTED judgment of pupils' freedom from bullying, racism and other forms of harassment	4.7
	Reduction in bullying in schools: perpetrators	Secondary pupils thinking that others may fear going to school because of them	4.8

	Reduction in racist attacks	Rate of racial incidents in schools	4.9
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A second major strand is youth offending. Evidence here comes from statutory performance monitoring information, and indicates that on the whole Cambridgeshire compares favourably with other authorities. However there is a need to reduce the level of offenders who are looked after.

Action is taken to prevent offending and to reduce re-offending by children & young people	Reduce level of youth offending	Level of first time offenders relative to population	4.10
	Reduce rate of re-offending	Level of re-offending relative to population	4.12
	Reduce number of children looked after offenders	Level of offenders who are looked after	4.13

The third strand, the involvement of children and young people in decision making and supporting the community, was assessed using responses from the Schools' Health Education Survey and evidence from interviews and focus groups. No major priorities were identified although most young people would clearly like greater community involvement.

Children and young people are encouraged to participate in decision making and in supporting the community	Increased involvement of pupils in election process	Secondary school pupils participating in Youth Forums / council	4.3
	Increased involvement of pupils in voluntary and community activities	Secondary school pupils serving on a committee	4.4

ACHIEVE ECONOMIC WELL BEING

We assessed needs in two key strands contributing to improving 'Achieving Economic Wellbeing' outcomes using both statistical data and qualitative evidence to identify geographical areas and community groups where there are particular issues of need. The evidence, both quantitative and qualitative, came chiefly from Connexions Cambridgeshire & Peterborough, with additional data from the 2001 Census and the 2004 English Indices of Deprivation.

A major strand focused of the assessment focused on preparing young people for working life. Although the proportion of 16 year olds remaining in education, employment or training in Cambridgeshire is above the national average, there is a wide variation across the county with areas of deprivation within Huntingdon, Cambridge, St Neots and Fenland presenting greater need. There are higher proportions of young people from vulnerable groups, including those looked after, those with learning difficulties and/or disabilities and young mothers, who are not in education, employment or training, particularly in Cambridge City. Over 30% of leavers from the Pupil Referral Units are not in education, employment or training - over 40% of leavers from the PRUs in Cambridge City and Fenland. These are priority issues.

The need to improve the rate of young people remaining in education, employment and training in Fenland is a long-term issue, and young people express concern about the lack of suitable and interesting work opportunities they can get to because of difficulties with transport in rural areas. The Higher Education participation rate in Fenland and East Cambridgeshire is below the county average.

Young people 11-19 are helped to prepare for working life	More 16+ leavers in employment education and training	16 yrs olds leaving secondary schools and not in education, employment or training	5.2
		16 yrs olds leaving PRUs and not in education, employment or training	5.3
	Good quality post 16 education	OfSTED judgment of overall effectiveness of Post-16 education	5.8
	Better qualifications at 16+, 18+	Residents aged 16-17 / 18-19 with no qualifications	5.4
		Average point scores of students entered for A Levels or equivalent	5.5
	Improved Higher Education participation rate	18-20 yr olds participating in Higher Education	5.6

Vulnerable young people are helped to achieve economic well-being	More care leavers in employment education or training	% care leavers not in education, employment or training	5.12
	More young people with Learning Difficulties and Disabilities in employment, education or training	% 16-19 year olds with Learning Difficulties and Disabilities not in education, employment or training	5.13
	More young mothers in employment, education or training	% 16-19 year old mothers not in education, employment or training	5.15

The second key strand relates to levels of material deprivation, particularly poor housing. The evidence is chiefly from data from the 2001 national census on the number of dependent children in households where no one is in employment, which identifies parts of north Cambridge, north Huntingdon, Wisbech and Whittlesey as having needs. In Fenland there are several children living in comparatively poor accommodation, causing them difficulties in completing school work at home.

Young people see the lack of suitable accommodation near employment opportunities as a barrier to work, and Connexions Cambridgeshire & Peterborough are aware of several young people who are potentially homeless or in temporary accommodation, particularly in the Cambridge, Ely and Huntingdon areas.

Fewer children disadvantaged by level of material deprivation and poor housing	Reduction in level of material deprivation	% dependent children in households with no one in employment	5.9
	Reduction in numbers of young people with housing problems	Proportion of young people aged 16-19 experiencing housing problems	5.11