

Sheffield City Council and Partners

Corporate Parenting Strategy for Looked after
Children and Care Leavers

2021 – 2023

Foreword

Our overarching vision for all our children and young people in Sheffield's is that: **'Children and young people are safe and supported to achieve their full potential'**, and that:

- Children are at the centre of our practice
- We intervene at the earliest opportunity
- Our workforce is skilled and supported to do the work that they need to
- Children and families benefit from high performing and high-quality services

This Corporate Parenting Strategy builds on this vision specifically for children in care and care leavers. It further embeds our commitment, as set out in the Council's One Year Plan, to be an exemplar corporate parent by taking a whole organisation approach to giving children in care and care leavers the opportunities to reach their full potential. We will continue to build on the structures that have already been established for children in care and care leavers to be the best corporate parents we can be.

This strategy details the four strategic outcomes that have been developed by the Corporate Parenting Board, having taken account of what children and young people have told us about their experiences of being in our care, as well as providing a response to the impact that Covid has had on children and young people's lives.

We are determined to ensure our children and young people in care and our care leavers succeed. We are proud to write this foreword and to endorse this Strategy as it underpins our commitment to Sheffield's children in care and care leavers.

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1. Introduction

1.1 Welcome to Sheffield's Corporate Parenting Strategy for Looked After Children and Care Leavers for 2021/24.

1.2 We write this strategy in unprecedented times. It is 18 months since the United Kingdom went into the first Covid 19 lockdown. There have been two further lockdowns and a raft of restrictions to everyday life for people in this country and elsewhere since then. The pandemic has had a significantly negative impact on children, young people, and families, including, and to a greater extent, for looked after children and care leavers. And it has seriously stretched and challenged the Council and its partners in delivering high quality services and support. This new strategy aims to account for that reality, to understand the impact that Covid 19 has had on our looked after children and care leavers, and to develop and deliver strategic action to support our children and young people to recover and prosper.

1.3 We know that since the pandemic began demand on children's services nationally and in Sheffield has increased. And in relation to looked after children:

- Nationally and in Sheffield the looked after children population has grown. In Sheffield it has grown from 628 children at the end of March 2020 to 690 in July 2021. Higher numbers of children in care when there was already a national and local shortage of care placements has made it more difficult to place all of our children in high quality local family placements, meaning more Sheffield children have been placed in children's homes outside of the city at high financial cost
- Looked after children have missed significant chunks of schooling
- For many looked after children and care leavers the pandemic has had a negative impact on their relationships and their emotional wellbeing
- And for care leavers it has made it harder for them to access and sustain activity in education, employment, and training (EET). The percentage of our care leavers aged 19 to 21 in EET activity at the end of March 2021 had fallen to 40%, down from 45% the previous year

1.4 Sheffield City Council has developed a One Year Plan. The plan is deliberately a one-year plan and sets out the *'first steps on a roadmap to recovery'* and aims to *'lead to real improvements in the lives of people in the city'*. The Education, Health and Care section of the plan sets out the following ambitions in relation to looked after children:

'We strive to be an exemplar in children's services and support our children looked after to achieve their full potential'

- *We will respond to the increasing numbers of vulnerable children, children in need, and children looked after by taking action to reduce the caseloads of children's social workers*
- *(We will) Support more children and families at an earlier stage to prevent issues escalating*
- *(We will) Be an exemplar corporate parent by taking a whole organisation approach to giving our children looked after the opportunities to reach their potential'*

1.5 This Corporate Parenting Strategy should be seen and used as a key vehicle for delivering on those ambitions, especially on the ambition to be an exemplar corporate parent.

1.6 As well as the strategy being informed by the need to address the impact and implications of Covid 19, and the ambitions set out in the Council's One Year Plan, we also want the strategy to account for the views of looked after children and care leavers and for our children and young people to be engaged with our Corporate Parenting Board and its members and to be able to feedback their views on progress. We have recently undertaken the 'Bright Spots Wellbeing Survey' with our looked after children and care leavers. The survey is academically researched and designed to identify respondents' level of wellbeing. The Bright Spots findings will also be used here to inform our strategic action plans.

1.7 While as corporate parents we need to develop and deliver plans and services that support looked after children and care leavers with the whole range of their needs, and this strategy will account for that, we have identified four objectives that we think the strategy most needs to focus on and achieve to best support looked after children and care leavers at this time. These objectives address the negative impacts of Covid 19 as set out above in 1.3 and are as follows:

Objective 1. To increase provision of high-quality in city care placements

Objective 2. To support looked after children to catch up with the schooling they have missed

Objective 3. To improve looked after children and care leavers' emotional wellbeing

Objective 4. To support more care leavers to engage in education, employment, and training (EET)

1.8 We will deliver our corporate parenting objectives through:

- strong leadership and robust performance management
- working with looked after children and care leavers in developing and delivering this strategy
- taking a whole organisation approach across the Council and working effectively with partner organisations

2. What is Corporate Parenting?

2.1 'Corporate Parenting is the term used to refer to the responsibility of the council, to provide the best possible care and protection for children and young people who are 'looked after'. At the core of this responsibility is the moral duty to provide the kind of support that any good parents would provide their own children. This includes enhancing the quality of life of looked after children as well as simply keeping them safe.' (House of Commons Children, Schools and Family Committee, March 2009).

2.2 Corporate Parenting emphasises the collective responsibility of the Local Authority and its partners to achieve 'good parenting' for looked after children and care leavers. Corporate Parenting is not the sole responsibility of the children's social work services. It is the responsibility of the whole council, including Elected Members, schools, our health service, and the Police.

2.2 In order to thrive, children and young people have certain key needs that a good parent generally meets. The Children and Social Work Act 2017 introduced a set of Corporate Parenting Principles for children in care and care leavers up to the age of 25 that set out that Corporate Parents should undertake:

- to act in the best interests, and promote the physical and mental health and wellbeing, of those children and young people
- to encourage those children and young people to express their views, wishes and feelings
- to take into account the views, wishes and feelings of those children and young people
- to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners
- to promote high aspirations, and seek to secure the best outcomes, for those children and young people
- for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and

- to prepare those children and young people for adulthood and independent living.

2.3 As corporate parents, Elected Members and Council officers have a statutory responsibility for the wellbeing of children in care. Elected Members play a large part in holding officers and partners to account, as well as being proactive in the corporate parenting role themselves.

2.4 We want our strategy to demonstrate the Council's commitment to looked after children and care leavers, and, as the One Year Plan sets out, to drive a whole organisation approach to giving our children looked after and care leavers the opportunities to reach their potential. When providing a service for our children and young people in care, we should challenge ourselves by asking, '**would this be good enough for my child?**'

2.5 We must remember that the children and young people we are responsible for now are our parents of tomorrow. Providing them with positive life chances will secure Sheffield's social and economic future.

3. Elected Members Responsibilities

3.1 Although all Elected Members have corporate parenting responsibility, the tasks that need to be undertaken will differ according to the role(s) that individuals have taken on. The different levels of responsibility can be summarised as follows:

3.1.1 Universal Responsibility (level 1)

All councillors must ask themselves:

- Do I understand why children need to be looked after, and the legal and policy framework that governs this?
- Am I aware of the governance arrangements for corporate parenting within my council?
- Do I know about the profile of the children in care of council – and the outcomes they are achieving compared with other local children?
- Can I be sure that we are providing the best care possible for our children in care and care-leavers? Would it be good enough for my child?

- Am I aware of our local Pledge to children in care and how I can contribute towards fulfilling it?
- Does the council have a corporate parenting strategy and, if so, what are the key points?
- Am I taking responsibility for promoting the welfare of children in care and care-leavers in all my work for the council – and in my other capacities?
- Are there any celebrations or other events that I can attend in order to demonstrate directly to children and young people in care that I want them to do well?
- Do I know what the most important issues are for our children in care and care-leavers?

3.1.2 Targeted Responsibility (level 2)

For Councillors who undertake visits to children's homes or those with lead priority responsibility and members of the Corporate Parenting Board, their role will be more extensive. In addition to the above, they will need to ask themselves:

- Are the right structures and systems in place in order for my council to be an effective corporate parent, and are all the right partners involved?
- Am I up to date on current (and proposed) government expectations regarding the service to children in care and care leavers?
- Do I have access to both qualitative and quantitative information on the service, and enough knowledge to understand and evaluate this information?
- Do I know how well my council is doing in comparison with other councils, and our own past performance?
- Are there sound mechanisms within my council for hearing and responding to the views of children in care, care leavers and their parents/carers?
- Do I have a good picture of which needs we are meeting well and which we are failing to meet?
- Is there an action plan across the council and involving partner agencies to improve the service and to ensure it responds to changing needs?

- Do I know what our children in care and care leavers think about the service we are providing?

3.1.3 Specialist Responsibility (level 3)

Finally, there will be key roles where corporate parenting is at the heart of an individual's role. The Cabinet Member for Children, Young People and Families, her deputies and the Lead Members for each Priority, will need to work closely with the Executive Director, People Services to ask themselves, in addition to the above:

- Are we providing both political and operational leadership in safeguarding and promoting the welfare of children in care and care leavers?
- Are effective governance arrangements in place to implement any decisions regarding children in care and care leavers across the authority and partner agencies?
- Have we undertaken an in-depth analysis of the needs of the council's care population and how far services are meeting those needs so as to inform future action?
- Is there a review process to ensure adaptation to changing needs?
- Have we made sure that the strategic plans of the children's services authority and joint plans with partner agencies meet the needs of looked after children and care leavers?
- Are we up to date with emerging research findings and new initiatives that should inform the direction of services?
- Do we have strong links with the Children in Care Council and the Care Leavers Union and do those bodies have all the support it needs to be effective

4. Roles and Responsibilities, Accountability and Governance

4.1 We expect everyone working with children, in every agency and every part of our services, to expect the best and go the extra mile to support our children in care and care leavers.

4.2 As corporate parents, Elected Members and Council officers have a statutory responsibility for the wellbeing of children in care and care leavers. Elected Members

play a large part in holding officers and partners to account, as well as being proactive in the corporate parenting role themselves.

4.3 Each of our four priority objectives will have an identified lead officer who is accountable for the delivery of our plan to:

- The Corporate Parenting Board
- The Children in Care Council (CiCC)
- Sheffield Care Leavers Union (SCLU)
- The Children and Families Improvement Board
- The Children, Young People and Families Scrutiny Board

3.4 We will measure our progress against our objectives by monitoring key performance data reported regularly to the Corporate Parenting Board via our Infographics Data/Scorecard, and through the feedback we receive from our looked after children and care leavers about their experiences of being in care or a care leaver.

5. Working with Children and Young People

5.1 We want this strategy to be informed by what our children and young people tell us about being in care and being a care leaver. As such the action plans within our four priorities objectives will seek to address what children and young people say to us about what is working well, what could be improved, and what they think we should do improve their lives.

5.2 Running through the strategy will be a continued thread about our commitment to 'The Sheffield Pledge to Children in Care'. In our Pledge, we have promised children and young people the following:

- To help them remember their history
- To keep them safe
- To keep them healthy
- To help them enjoy life and achieve their goals
- To get them ready for the future

5.3 In addition, our work on the priority objectives will be informed by and account for the methodology and findings of the **Bright Spots Wellbeing Programme**, to ensure that our strategy accounts for the voice of children and young people nationally and here in Sheffield.

5.4 The Bright Spots Programme is a partnership between Coram Voice and the University of Oxford, funded by the Hadley Trust. It supports local authorities to systematically listen to their children in care and care leavers, about the things that are important to them.

5.5 The surveys also include some core well-being measures that are used in other national surveys so that we can compare the wellbeing of children in care and care leavers to the wellbeing of children and young people in the general population.

5.6 As set out by Coram Voice, *'when developing policy and practice in the care system, the key question should be – will children in care and care leavers feel that their lives got better as a result? Focusing more on the Bright Spots indicators can help establish a care system that not only keeps children and young people safe, but helps them to flourish, by designing services and providing support focused on what well-being is to them.'*

5.7 The Bright Spots Programme identifies the things in life that are important to children and young people and their wellbeing, based on academic research and what children and young people have said. In this strategy we want to ensure that the things that make life good for children and young people are reflected in the action plans within our priority objectives workstreams.

5.8 So, for each of our four priorities objectives identified above, a detailed action plan will be developed, and each plan will include actions to address the Bright Spots indicators related to that objective. This will ensure our plans cover what young people say is important for their wellbeing, rather than just our traditional management measures of performance. For example, lots of our children reported in the Bright Spots survey that they wanted more or different contact/family time, with family members or friends who are important to them. Responding to and addressing this finding will assist us in improving children's emotional wellbeing, as per priority objective 2.

5.9 For children in care, the Bright Spots Programme focuses on four key areas, or domains, of children's lives that are important to their wellbeing. They are as follows

Relationships
Resilience
Rights
Recovery

5.10 For care leavers the 4 Bright Spots domains are as follows:

The people in your life:
Being a care leaver:
Feelings
Living independently

6. Objective 1: To increase provision of high quality in city care placements

6.1 Our 1-year goals:

- Increase the number of in city children's homes places exclusively for Sheffield use
- Establish additional in-house in city children's homes
- Commission in city children's homes placements from the independent sector exclusively for Sheffield use via block contract arrangements, as opposed to solely relying on spot purchased placements
- Recruit at least 40 new foster carers annually
- Increase the percentage of looked after children placed in city. Reduce out of city residential placement by at least 5 in year 1
- Increase the percentage of looked after children placed in foster care back above 70%
- Maintain high use of connected persons foster carer placements

6.2 What is working well?

- We currently have four mainstream Council run children's homes caring for looked after children in city, one Council run home for looked after children with disabilities and one secure children's home. This is a relatively large service compared to most other local authorities and a good base to expand from.
- We are building some good relationships with local independent homes providers and are currently in discussions about block purchasing children's homes beds in the city
- The number of foster carers recruited in Sheffield has increased year on year for the last 4 years. Last year we recruited 37 new mainstream foster carers
- At the end of March 2021, we had 14 more children placed in foster placements than at the end of March 2020
- In our recent Bright Spots survey, 89% of looked after children said they 'always' felt safe in their placement, compared to 75% of children in the general population

6.3 What needs to improve?

- We need to place fewer young people in independent residential placements outside the city. Since the start of the pandemic the number of children in these arrangements has increased considerably

- We need to be less reliant on spot purchasing children homes placements from the independent market. The increase in demand regionally and nationally means that we are competing with other local authorities for too few placement vacancies. This means it has become very difficult to find placements for some young people and when we do, they are often very high cost
- Despite there being more children in foster placements at the end of March 2021 than at the end of March 2020, because of the even higher increase in the looked after children population the percentage of children in foster care dropped from 70% to 68%. We need to reverse this and increase the proportion of children placed in foster care
- We need to develop capacity in the Fostering Service to ensure timely assessment and high-quality support to the growing number of connected persons foster carers

6.4 What will we do?

- We will open more Council run children's homes in the city
- This will include a third Aspire Hub offering in care placements and edge of care outreach support to adolescents
- We will open a one bed and 2 x two bed homes
- We will seek to create additional Council run provision for looked after children with disabilities
- We will commission/block purchase a minimum of 5 children's homes beds from the independent sector
- We will refocus our efforts and work with corporate colleagues and partner organisations to recruit and retain foster carers and expand our Mockingbird Family Model of fostering to 4 constellations

6.5 How will we know we have succeeded?

- We will have exclusive access to more children's homes beds in city
- We will have fewer children/ a lower proportion, placed outside the city. Target to reduce our of city residential placements by at least 5 over next 12 months
- We will have fewer children in spot purchased children's homes placements

- We will have more children/ a higher proportion, placed in foster care, back above 70% again in 12 months time

7. Objective 2: To support looked after children to catch up with the schooling they have missed

7.1 Our 1-year goals:

- Understand the impact of Covid 19 on our children's educational progress
- Start to support our children to catch up with the schooling they have missed
- Support children and their carers through any further Covid related disruption to education
- Work with colleagues to identify and address any emotional wellbeing problems children may have because of Covid 19 that are or will be impacting on their education

7.2 What is working well?

- Support for children and young people and their carers through the pandemic from the Virtual School has been on-going, providing extra online tuition to boost attainment and engagement throughout the academic year, and making sure children have all the resources required to access education in school or at home.
- As per the latest Bright Spots survey, 93% of 8-11yrs and 95% of 11- 18yrs recorded that the adults they lived with showed an interest in their education 'all or most of the time' or 'sometimes'. This was a higher proportion compared with peers (90%) in the general population
- Compared to children (8-11yrs) in care elsewhere (78%) more children in Sheffield (86%) felt they got the chance to help the teacher at school

7.3 What needs to improve?

Access to Education:

- We need to reduce the number of children either not accessing their allocated provision or only accessing a reduced timetable or being educated at alternative provision.

- We need to increase the support for children with significant barriers to accessing education such as English as an additional language (EAL) or Special Education Needs and Disabilities (SEND)

Education Achievement:

- We do not have our usual grasp on the progress and attainment levels of children as they have missed so much school, and the usual exams regime has not been in place which has resulted in the standard comparative data not being available to measure progress.

Address the Stigma of being in care:

- As per the latest Bright Spots survey 14% of young people (11-18yrs) recorded that adults did things that made them feel embarrassed about being in care.

Emotional Health and Well-being:

- As per the latest Bright Spots survey all (100%) of the children aged 4-7yrs liked school, but only 62% of the 11-18yrs group in Sheffield liked school or college 'a lot' or 'a bit'. This is a drop from the last time the survey ran (85%). It is also a smaller proportion than in the general population (80%) and compared to young people in care elsewhere (78%).
- Just over a quarter (28%) of 8-11yrs reported that they were afraid of going to school because of bullying 'all or most of the time' or sometimes. All but 1 child reported that they felt they were getting support. Slightly fewer 11-18yrs (23%) reported that they were afraid to go to school because of bullying. All but 2 children reported that they felt they were getting support from an adult

7.4 What will we do?

Access to Education:

- We will monitor and challenge the school of any child with poor attendance and/or exclusions and ensure schools record the strategies and support being used to address this issue in the Personal Education Plan (PEP) so it can be regularly reviewed
- We will focus on children not accessing a full-time education offer and swiftly challenge any Part-Time Timetables and children educated offsite at Alternative provision
- We will support children with English as an Additional Language by funding language support from the EAL Service for new arrivals and we will increase

the support and focus on children with additional needs, ensuring the correct provision and support is in place

- We will develop learning in the wider sense including access to music, literacy and sport through commissioned support using Pupil Premium. We will also promote and encourage learning and reading at home through resources produced by the Virtual School and the Letterbox and Storytime projects

Education Achievement:

- We will ensure all children have a high-quality Personal Education Plan (PEP) that is regularly reviewed and updated and ensure Pupil Premium funding is used appropriately to raise attainment and support the children to achieve their targets
- We will make increased use of in-year teacher assessment data to identify the level and progress of all our children and where extra resources or support need to be allocated
- We will commission 1:1 tuition for children, particularly those approaching GCSEs, a Building Learning Power club for children in Y5/Y6 and access to reading volunteers to boost literacy skills.

Address the Stigma of being in care:

- We will roll out the Assembly Squad video and training pack to all schools

Emotional Health and Well-being:

- We will respond to the views of our children, predominantly through the Bright Spots survey and views recorded in the PEP. Issues raised in these forums such as bullying will be addressed in a rolling and extensive training programme to schools and other professionals who support our children
- We will continue to work towards becoming a trauma informed service through attendance by the Virtual School and promotion to colleagues working directly with our children of the 'Trauma Informed Schools' diploma course

7.5 How will we know we have succeeded?

- All children will have access to a full-time school offer
- We will have more children with good school attendance

- All children will have a high-quality Personal Education Plan (PEP) in place
- At primary school, children will achieve the best results they can
- Children will finish secondary school having made good progress each year and achieved good GCSE results or other appropriate qualifications
- We will have more Early Years children accessing Free Early Learning (FEL)
- We will receive positive feedback from the Children in Care Council (CICC) regarding the creative curriculum offer and wider learning opportunities
- We will have more designated teachers and schools who support our children who have accessed trauma informed schools training
- We will have rolled out the Assembly Squad and associated resources to all schools

8. Objective 3: To improve looked after children and care leavers emotional wellbeing

8.1 Our 1-year goals:

- Identify the cohort of children and young people who have low wellbeing and develop targeted and proactive support to address their needs
- Develop systems for ensuring all looked after children understand their history and why they are in care
- Improve all aspects of our family time (contact) arrangements for looked after children
- Support looked after children and care leavers to develop friendships and enduring relationships
- Take action to protect children from the 'stigma' of being in care

8.2 What is working well?

- In the Bright Spots survey across all the wellbeing domains a higher proportion of our looked after children reported very high wellbeing, compared to children in care elsewhere and children in the general population

- In the survey 82% of our children reported that their lives were getting better.
- 84% of our children report having access to nature, higher than the 70% of children in the general population, and a high proportion lived with pets – both factors proven to contribute to positive emotional wellbeing
- We have a dedicated CAMHs therapeutic team for looked after children, and in-house psychologists and speech and language therapists in our Fostering Service and our two Aspire Hubs. We have reduced waiting times for assessments for children with complex needs, e.g. autism assessments and cognitive assessments by completion of them by in-house Aspire health staff
- We are increasingly developing a therapeutic understanding and therapeutic parenting approach amongst our foster carers, led by our in-house psychologist and therapy trained training officer
- We are working hard to make sure more children and young people have permanent matched foster placements, and both short term and long term stability have improved
- In partnership with the University of Sheffield we are currently piloting speech and language and communication needs screening in looked after children health assessments to identify need early
- Young people are now engaged with 'My mind my Life project' run by Chillypep, supporting young people to plan activities around budgets. Kooth online counselling service is widely promoted and available to support young people.

8.3 What needs to improve?

- While our Bright Spots findings indicate that we have a very high proportion of children with very high emotional wellbeing, we also have a higher proportion of children with low wellbeing compared to children in care elsewhere and children in the general population. We need to understand who these children and young people are and develop targeted support to address their needs
- Too many children report that they do not know why they are in care. We need to ensure systems and ways of working are in place to ensure children understand their history
- Many children report that they want more or different family time arrangements with family members and other important people in their lives. This came across very strongly in the Bright Spots survey and was the most commented upon issue in the survey

- Most children and young people will have seen less of their family due to Covid restrictions and saw less of their peers because of missed schooling. Some children report that they do not have friends. We need to support children to build relationships and friendships
- Children and young people say they want a more normal lived experience with reduced involvement from professionals

8.4 What will we do?

- We will draft a new policy and approach to life story work that sets out that all looked after children should have life story work and that such work should be seen as an on-going process not a one-off event. We will provide training and guidance for social workers and support them to understand how their everyday work with children can contribute to and be part of life story work for children. Thereafter we will monitor our performance in this area
- We will regularly review family time plans for individual children and account for their views in the decision making about who they have family time with and when and where and how often. We will manage staffing in the family time service in a way that allows for the child to mostly have the same consistent staff member supervising, and involve foster carers in transporting and facilitating family time where this is appropriate
- We will use Strengths and Difficulties Questionnaires to help us identify children with poor emotional wellbeing. We will ensure they are completed in a timely manner and are in line with the health assessments
- We will ensure every care leaver has a copy of the care leaver health history (which gives information on how to access health services)
- We will explore as part of the health assessment whether children and young people are able to identify friendships, positive relationships and hobbies
- We will ensure social workers and personal advisors talk to children and young people about friendships and relationships and will ensure this area is reviewed in the statutory looked after children reviews and in Pathway Plans for care leavers.
- We will seek to develop an improved offer of easily accessible mental health and emotional wellbeing support services to Care Leavers
- We will develop a new policy and “lighter process” approach to reviewing the care plans of children and young people in permanent foster placements. This will include a review of statutory visiting requirements

8.5 How will we know we have succeeded?

- Performance management data will increasingly tell us that more children are experiencing life story work
- Consultation with children and young people will indicate that they are involved in decisions about family time and fewer of them are unhappy with the arrangements. We will monitor this via the statutory review process
- Strengths and Difficulties Questionnaire analysis will indicate that children's wellbeing improves over time while they are in care
- We will maintain a high proportion of children and young people who have very high wellbeing but reduce the number who report very low wellbeing
- Children experiencing who meet the criteria for lighter touch approach will report that their lives feel more 'normal' and not as different from their peers not in care

9. To support more care leavers to engage in education, employment, and training (EET)

9.1 Our 1-year goals:

- Reverse the decline in EET outcomes for our 19 to 21-year-old care leavers
- Increase the number of care leavers in Council apprenticeships
- Increase the number of care leavers attending university
- Develop a more rounded EET strategy for care leavers that does not rely on temporary funding pots, takes a whole organisation approach across the Council to supporting care leavers into EET, involves all relevant partners, and links in with the new and developing youth hubs

9.2 What is working well?

- Project Apollo has been successful in supporting NEET care leavers into EET
- We have 10 care leavers on Council apprenticeships, although we do want this to increase
- The number of care leavers in university has been increasing, we now have 28, although we want this to increase further

- We have 10 care leavers in Council apprenticeships

9.3 What needs to improve?

- At the end of March 2021, the percentage of care leavers aged 19 to 21 in EET activity had fallen to 40% from 45% the previous March. We need to reverse this decline
- We need to further develop the whole council and whole city approach to securing EET for care leavers
- The DfE funding for the Apollo Project will end in March 2022. We need to ensure our strategy for improving EET outcomes includes continuing the most effective elements of the Apollo approach
- Care leavers need more support with their mental health/emotional wellbeing in order to be in the best place to engage in EET activity
- We need to better support young parents to access EET activity

9.4 What will we do?

- Develop a whole Council and whole city strategy and approach to EET for care leavers
- Seek to mainstream the most effective elements of the Apollo approach
- Improve access to mental health and emotional wellbeing services for care leavers to remove a barrier to engagement
- Make provision of childcare for young parents to enable them to engage in EET activity
- Provide bespoke CEIAG for Care Leavers focused upon education, training and employment options
- Establish individual support for Care Leavers with specific barriers to engagement in education, training or employment
- Create a Care Leavers ETE partnership with The Sheffield College and Training Providers to establish specific engagement support

- Develop and deliver a Care Leavers engagement programme deliver at Sheaf for Care Leavers of all ages
- Provide guaranteed places on SCC Traineeships and Study Programmes for Care Leavers up to 19 years of age
- Provide an education offer for Care Leavers with SCC Adult Education Services to develop essential skills if they have not been achieved in compulsory education
- Explore an Apprenticeship offer concept by SCC for Care Leavers which will provide more opportunity to move into training and employment with SCC
- Work with the Core Cities NEET Group to explore best practice in Care Leaver inclusion and NEET reduction and prevention

9.5 How will we know we have succeeded?

- The percentage of care leavers aged 19 to 21 will have increased again to 45% at least in year one
- The number of care leavers in Council apprenticeships will have increased to 15 at least in year one
- More care leavers will be in university in a year – target to increase to 30 plus