

**Children and Young People  
Overview and Scrutiny Committee**

**22<sup>nd</sup> January 2014**

**16-19 Year Old NEETs (Not in Education Employment or Training)  
Performance Update 4**

**Recommendation**

That the Children and Young People Overview and Scrutiny Committee:

- 1) Consider the report and progress made in relation to the number of young people aged 16-19 not in education, employment or training; and
- 2) Considers the progress of looked after children, the pupils who were previously on the roll of the Warwickshire Pupil Referral Unit and the work of the Coventry and Warwickshire Local Enterprise Partnership (LEP) towards reducing NEETs.

**1.0 Purpose of the report**

- 1.1 At its meeting in April 2013, the Children and Young People OSC considered a progress report on young people not in education, employment or training (NEET). The report outlined the overall approach of various initiatives aimed at reducing the numbers of NEET in Warwickshire. Following this, the Committee requested an update report six month later to include: benchmarking the authority with statistical neighbours; a focus on the employment aspects of NEETs and the work of the Local Enterprise Partnership; and, the impact of the Area Behaviour Partnerships on reducing the number of NEETs. This is the fourth in a series of NEET progress reports presented to the Committee.
- 1.2 The Local Authority's statutory duties are to encourage, enable or assist young people's participation in education or training, to support vulnerable young people and to reduce those young people not in employment, education or training. On a monthly basis, local authorities are required to track and report to the Department for Education (DfE) the status of all young people into post-16 destinations until the end of the academic year in which they reach 19 years of age (or up to 25 years of age for those young people with learning difficulties).

## 2.0 Overview and Context

- 2.1 Warwickshire has seen a steady increase in the numbers of young people aged 16-19 engaged in education and training and a steady decline in the number of NEET young people. The proportion of NEET has fallen from 6.7% in 2006/07 to 3.6% (660 young people) in 2012/13 against a Warwickshire target of 4.0% (735 estimated young people).
- 2.2 Warwickshire has the 2<sup>nd</sup> lowest proportion of NEET young people within its group of eleven statistical neighbours (those local authorities deemed to have similar characteristics and used for benchmarking progress). Leicestershire has the smallest proportion at 3.5%, the average proportion across the statistical neighbours is 4.9%<sup>1</sup>.

### 16-19 NEETs by statistical neighbours 2012/13

Statistical Neighbours	2012/13
Leicestershire	3.5%
<b>Warwickshire</b>	3.6%
East Riding of Yorkshire	3.9%
Cheshire West & Chester	4.5%
Hampshire	4.8%
Northamptonshire	5.2%
Staffordshire	5.4%
Worcestershire	5.4%
Cheshire East	5.6%
Essex	5.7%
Kent	6.4%
Statistical Neighbours	4.9%

Source DfE

- 2.3 The County Council is committed to further reducing these numbers and is targeting support to the most at risk of becoming NEET groups. Tackling youth unemployment is a key performance measure in Warwickshire and the Council will continue to work with local agencies, the voluntary and community sector and employers to promote apprenticeships and work opportunities.
- 2.4 The Government's 'Raising the Participation Age' (RPA) requirement supports further reduction of NEET young people. The Government has increased the age to which all young people in England must continue in education or training, requiring them to continue until the end of the academic year in which they turn 17 years of age from 2013 and until their 18<sup>th</sup> birthday from 2015. This means that pupils who left Year 11 in summer 2013 need to continue in education or training until at least the end of the academic year in which they turn 17. Pupils starting Year 11 or below in September 2013 will need to

<sup>1</sup> A comparison to national figure is not possible due to differences in the counting methodology

continue until at least their 18<sup>th</sup> birthday. This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16, which could be through:

- full-time study in a school, college or with a training provider
- full-time work or volunteering combined with part-time education or training
- an apprenticeship

- 2.5 Part of the Authority's strategy to reduced NEETs has been to develop an early identification system for young people at risk of disengaging, known as the Risk of NEET Indicator (RONI). It provides an analysis of data held by the Authority on young people on roll in Warwickshire schools and identifies characteristics that evidence has shown puts the young person at risk of becoming NEET at age 16. The LA has provided each secondary and special school with a RONI report for their current Year 11 cohort in order that preventative activity can be targeted at those young people specifically at risk.
- 2.6 The Authority has commissioned CSWP (the LA contracted information advice and guidance provider (IAG)) to deliver targeted support to 300 Year 11 young people identified as most vulnerable to becoming NEET. The young people were identified through the RONI lists, through discussions with schools and includes all Looked After Children (LAC). There has also been an agreement with all post-16 learning providers within the sub-region to accelerate the application process from this vulnerable groups cohort in order to provide an offer of learning to them by the end of March (as opposed to the statutory requirement of September). This is known as the Warwickshire 'March Forward Guarantee'.
- 2.7 Further details on the strategy adopted by the Local Authority in response to Raising the Participation Age is attached as **Appendix A**.
- 2.8 To support with RPA, the DfE has committed to publishing more information about young people. It now publishes nationally, each quarter, post-16 participation data on the proportion of 16 and 17-year-olds in education and training.

## **June 2013 DfE published participation data for Warwickshire**

	16-17 participating in education and training June 2012	16-17 activity not known June 2012	16-17 participating in education and training June 2013	16-17 activity not known June 2013
Warwickshire	90.7%	3.7%	90.8%	2.7%
Statistical neighbours	87.0%	6.0%	89.4%	3.4%
England	87.3%	4.9%	88.4%	4.0%

Source DfE Participation Tables June 2013

Improvements in data sharing protocols with schools, colleges and training providers during 2013 has led to reductions in the 'not known category' in Warwickshire by one percentage point.

It is worth noting that participation is higher at age 16 (Year 12) than age 17 (Year 13).

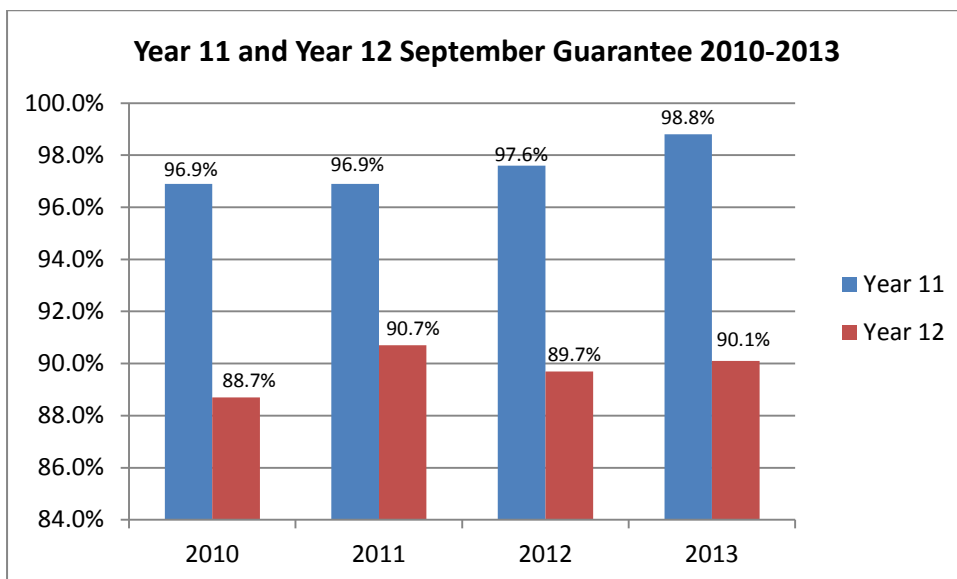
### 3.0 NEETs in Warwickshire

3.1 There are three different measures relating to the actual number of NEETs and NEET preventative activities which Local Authorities are required to report to the DfE:

- September Guarantee – an offer of a suitable place in learning for the forthcoming academic year for young people in Years 11 and 12.
- Actual post 16 destinations of young people after the end of Year 11.
- The number of 16-19-year-olds who are NEET.

3.2 September Guarantee of an offer of further learning for those young people completing Year 11 and Year 12

3.2.1 If participation is to continue to rise and therefore the NEET rate fall, there needs to be a robust process in place to ensure that 16 and 17-year-olds can secure a suitable offer of education or training in a school, college or training providers. This process is known as the 'September Guarantee'. Since 2008 the Guarantee has been a key policy measure of the DfE.



Source: CSWP from CCIS (Client Caseload Information System)

- 98.8% (6,456) of Warwickshire's 2013 Year 11 leavers had been offered a place in learning (education or training) by the end of September 2013. This is the highest percentage achieved to date and an increase of 1.2% on 2012.
- The offer of a place in learning in Year 12 has risen marginally to 90.1% (5,423) in 2013 but falls slightly short of the 2011 figure of 90.7%.

### 3.3 Destinations of young people at the end of Year 11

3.3.1 The Year 11 Activity Survey is undertaken annually and reports in November on the actual post-16 destinations of all of the previous academic Year 11 leavers. CSWP, on behalf of the Authority, work with Warwickshire's secondary and special schools, Further Education and Sixth Form colleges and training providers to track every young person's post-16 training, education and employment destination and record and report these to the DfE.

The following table shows that in 2013, 97.2% (6,351 young people) of Warwickshire young people previously in Year 11 entered a positive destination; this is an increase of 0.6% on 2012.

### 3.3.2 2008-2013 Warwickshire Destinations at the end of Year 11

Status	2008	2009	2010	2011	2012	2013	
						%	N°
Continuing in Education	83.4%	88.1%	89.2%	89.5%	90.7%	92.6%	6,049
Training (non-employed)	2.8%	2.3%	1.8%	0.6%	0.9%	0.7%	46
Employment	8.9%	5.8%	4.9%	5.1%	4.8%	3.9%	252
Vol & P/t Activities	0.7%	0.8%	0.4%	0.5%	0.2%	0.1%	4
Positive Outcomes	95.8%	97.0%	96.2%	95.7%	96.6%	97.2%	6,351
NEET	3.7%	2.7%	3.2%	3.1%	2.0%	2.0%	133
Not known	0.6%	0.3%	0.6%	1.3%	1.4%	0.7%	48
Negative Outcomes	4.2%	3.0%	3.8%	4.3%	3.4%	2.8%	181
Total	100%	100%	100%	100.0%	100.0%	100.0%	6,532

Source: CSWP November 2013

The table above shows the proportion of young people completing Year 11 continuing into positive destinations has risen by 0.6% over the past year to its highest figure of 97.2% (6,351 young people) in 2013.

The proportion becoming NEET at the end of Year 11 is at its lowest ever level 2.0% (133 young people).

The percentage of young people entering employment has halved in the past five years from 8.9% in 2008 to 3.9% in 2013. This reflects the increasing numbers of young people continuing in education and the difficult economic climate.

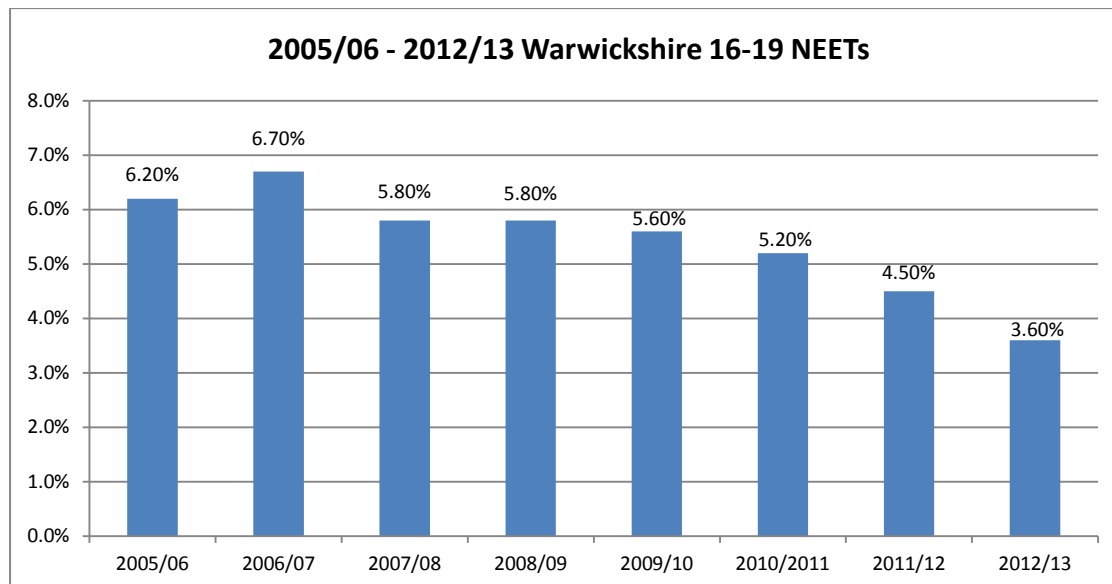
A breakdown of destinations at the end of Year 11 by school is attached as **Appendix B**.

### 3.4 The number of 16-19 year olds who are NEET

3.4.1 The DfE published 16-19 NEETs figure is an average of the November, December and January Local Authority submissions to the DfE. Up until 2010/11, this covered 16-18-year-olds attending Warwickshire post-16 institutions. In 2011/12, this changed to include only young people resident in Warwickshire up to the end of the academic year in which they become 19 years of age.

This NEET accounting measure was changed again by the DfE from April 2013. The revised methodology is likely to increase the recorded percentage of NEET in 2013/14<sup>2</sup>.

### 3.4.2 16-19 NEETs 2005/6 - 2012/13



Source: DfE. Note up to 2010/11 figures include 16-18 in Warwickshire institutions; from 2011/12 figures include young people resident in Warwickshire up to the end of the academic year in which they become 19.

- The 2013 target for 16-19 NEETs stood at 4.0% (735 estimated young people) and the actual figure recorded was 3.6% (660 young people).
- Percentages of NEET at age 18 in Warwickshire are significantly higher at 7.4% (440) than at age 17 (3.0%, 180) and age 16 (2.1%, 130)<sup>3</sup>.
- NEETs are not uniformly low across the county with higher proportions and numbers in North Warwickshire, Nuneaton and Bedworth. District data shows that in January 2013 Nuneaton and Bedworth stood at the highest rate of 4.6% (224), North Warwickshire at 4.1% (82), Warwick at 2.8%, Stratford at 2.7% and Rugby at 2.2%. Nuneaton and Bedworth was the only district not to improve from the previous year, remaining at the same level as in January 2012.

<sup>2</sup> From April 2013 young people who are recorded as NEET but whose records have lapsed will no longer expire from being NEET but remain NEET until they go into a positive destination

<sup>3</sup> DfE

<http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/neet/a0064101/16--to-18-year-olds-not-in-education,-employment-or-training>

### 3.5 Employability and NEETs

- 3.5.1 Work experience – the statutory duty on schools to provide work-related learning opportunities at Key Stage 4 (age 14-16) was removed from the National Curriculum in September 2012. However, many schools in Warwickshire still choose to offer work related opportunities.

From September 2013, national 16-19 Study Programmes were introduced, supported by changes to post-16 funding. All students in full or part-time education aged 16-19 are expected to follow a Study Programme tailored to their individual needs, education and employment goals, including students with special educational needs and disabilities. This programme can, and in many cases, should include work experience placements.

- 3.5.2 18-24 Unemployment – the unemployment rate amongst the 18-24 age group in Warwickshire is more than twice the rate of those aged over 24. The Warwickshire International Labour Organisation (ILO) rate for those aged 16-24 was 19% (7,600) in the twelve months to March 2013. Furthermore, one third of 18-24-year-olds that are claiming Jobseekers Allowance in Warwickshire have been doing so for more than six months<sup>4</sup>.

- 3.5.3 Coventry and Warwickshire Local Enterprise Partnership (CWLEP) – are consulting (November 2013) on a Skills Strategy which sets out the CWLEP approach to skills development to drive forward economic growth in the sub-region based on its 7-point vision, four of which are focused on education and young people. The Skills and Business Group of CWLEP has identified three strategic priorities to fulfill its vision for the area, using skills to drive growth and create jobs, developing skills to tackle unemployment and getting a better fit between education and employment.

- 3.5.4 Apprenticeships and Traineeships – an apprenticeship is a competence-based skill development programme, designed and endorsed by employers for their employees, which combines independently accredited work based learning, off the job training and relevant experience in the job.

Since 2012, all Apprentices are classified in law as employed and will undergo an interview process by the employer before being appointed. This change is significant, by moving the recruitment to the employer as opposed to the college or training provider it removes the option as seeing Apprenticeships as ‘the’ solution for NEETs as each Apprentice must be ready to start work. Apprenticeships are also therefore dependent on employers being in a position to recruit more staff or fill existing vacancies. One measure to try and address this issue from a young person’s perspective is the introduction of Traineeships.

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<sup>4</sup> Warwickshire County Council, Warwickshire Observatory, Quality of Life Report 2013/14



Traineeships have been launched for those learners who are not quite ready to obtain a job but maybe within six months. They are targeted at unsuccessful apprenticeship applicants and aim to fill the gap between the classroom and the workplace. Traineeships, which are unpaid, are expected to play a major role in tackling NEETs and support Raising the Participation Age (RPA).

### 3.6 Update on initiatives to address NEETs

3.6.1 Local Authority NEETs Contract – the Authority has commissioned CSWP to work on an annual basis with a rolling cohort of 700 16-19 NEET young people. This is to support each young person to re-engage back into education, employment and training. CSWP provide specialist careers guidance and work with post-16 providers to find suitable opportunities.

3.6.2 Youth Contract –this is a national funded initiative aimed at re-engaging 16 and 17 year old NEET young people into education, employment with training and supports the young person to sustain a positive destination for six months. The Youth Contract project runs from September 2012 to March 2016.

The eligibility criteria includes:

- Young people who have 1 or no GCSEs A\*-C
- In care or care leavers (qualification levels are not taken into account)
- Young offenders released from custody or serving community sentences (qualification levels do not count)

Prospects hold the Youth Contract for the West Midlands region; they sub-contract to CSWP for delivery in Coventry and Warwickshire. As of September 2014 they are ahead of target with 86 young people enrolled on the programme against a target of 52.

3.6.3 ESF – the 2010-2013 European Social Fund (ESF) contract for 14-19 NEETs work was to help prevent 270 pre 16 young people becoming NEET and 383 post 16 young people who are actually NEET. These contracts were managed by North Warwickshire and Hinckley College and CSWP respectively.

As of September 2013 the pre-16 programme has delivered countywide to 212 participants with 191 completing the programme and 162 positive progressions. It is anticipated that 262 starts of the 270 target will be achieved by December with an additional number of positive progressions.

As of November 2013, the post-16 programme has had 317 starts of which 143 completed the full 12 week programme. However, numbers of young people who were able to re-engage into a positive destination after the

interventions (and therefore no longer NEET) has been relatively low at 50 reflecting the challenging and complex needs of these young people.

The subsequent ESF contract for preventative NEETs work for the period September 2013 to September 2015 was awarded to CSWP on behalf of the sub-region. Warwickshire has an allocation of 375 places, of which 150 cover pre 16 work and 225 post 16 NEET young people.

It is expected that future ESF funds and bidding opportunities will be routed through the Local Enterprise Partnerships (LEPs). LEPs are drawing up European Structural Funds strategies which not only cover ESF but also other structural funds such as European Regional Development Funds.

3.6.4 Establishing a sub-regional Participation in Education, Employment and Training Group – the support Warwickshire’s RPA strategy the Authority is establishing a sub-regional Participation group which will: agree a sub-regional approach to increasing post 16 participation; share ways of maintaining engagement of young people; target specific groups and geographies; update stakeholders and providers on local and national initiatives. Membership will be drawn from all providers across Coventry and Warwickshire.

3.6.5 Priority Families Initiative – this was introduced in December 2011 by the Department for Work and Pensions (DWP) and the Department for Communities and Local Government (CLG). Council officers work systematically with a specified number of families (805) to improve the life chances of the children in those families through joined-up interventions that address the whole family issues and challenges.

Targeted families are currently being identified by a range of national and local filters. Warwickshire’s local filters have been developed and include young people identified as being NEET or at risk of becoming NEET (RONI).

The DWP programme will run until December 2014 and the CLG programme to March 2015. Both programmes require the voluntary engagement of families.

### 3.7 16-19 NEET by Area Behaviour Partnerships

3.7.1 Warwickshire’s Pupil Referral Unit for permanently excluded children was closed in August 2012. The operational responsibility for managing provision for excluded pupils and those at risk of exclusion has been devolved to schools which have been organised into four Area Behaviour Partnerships (ABPs). The devolved responsibility and budget allows the ABPs flexibility to prevent exclusions, such as working collaboratively to fund early intervention; implement a managed transfer process and purchase packages of education/training appropriate to the individual from a range of alternative

providers.

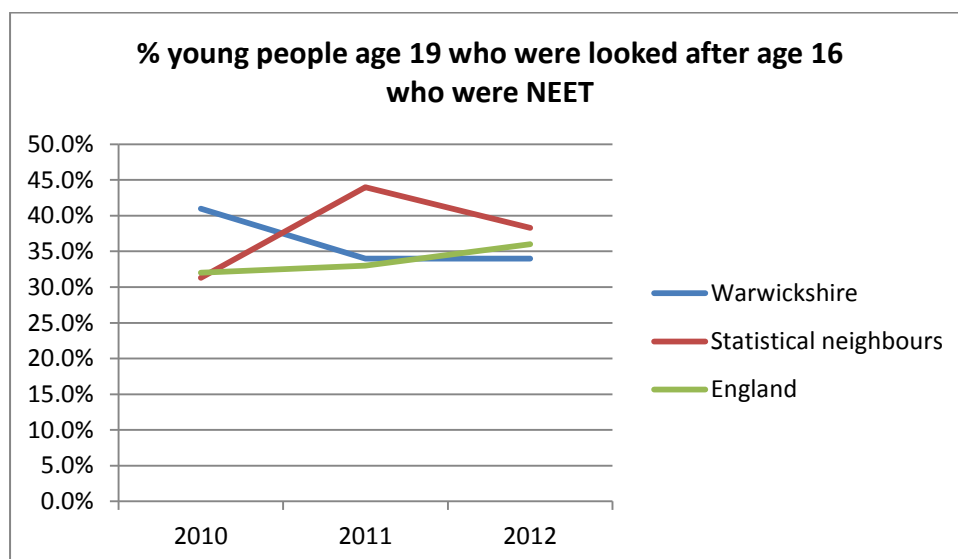
This new approach has enabled more young people at risk of permanent exclusion to gain appropriate qualifications and progress onto some form of education, employment and training when they leave school. There has been a steep decline in the number of permanent exclusions from 88 in 2010/11 to 32 in 2011/12 and 20 in 2012/13. These devolved arrangements have positively contributed to the reduction in NEET young people.

Recording and tracking of young people who have received intervention support from the ABPs is currently being developed.

3.7.2 Pupil Referral Unit legacy group of young people – this legacy group of young people were excluded from Warwickshire schools prior to April 2011. The learners consisted of 20 Year 11 young people who have subsequently completed two years of alternative provision.

The post-16 destinations recorded by CSWP in November 2013 of these young people are 8 (40%) into positive destinations, 1 (5%) other (prison) and 11 (55%) NEET. The 11 NEET young people are being supported on CSWP programmes to encourage them to re-engage into a positive post 16 destination.

3.7.3 Looked After Children



Source DfE Local Authority interactive Tool (LAIT)

In 2012, the proportion of Warwickshire young people aged 19 who were looked after at age 16 and who since have become NEET stood at 34.0%. This percentage is unchanged from 2011. This places Warwickshire 5<sup>th</sup>

amongst its statistical neighbours (whose average is 38%) and ahead of the England figure of 36%.

#### **4.0 Further Challenges**

- 4.1 The duty on schools to provide impartial information advice and guidance (IAG) to young people in statutory education in Years 9 to 11 was introduced in September 2012. From September 2013, this was extended to include young people in schools from Year 8 to Year 13 and Year 12 and 13 in FE and Sixth Form Colleges. The Education Select Committee has published a report<sup>5</sup> warning of deteriorating careers services. Ofsted also undertook a national systematic review<sup>6</sup> across 60 schools in Spring 2013 and found that IAG arrangements in schools were not working well enough. Local Authority officers are planning to conduct a survey in Warwickshire schools in 2013/14 academic year to review the effectiveness of the IAG delivery to Warwickshire young people.
- 4.2 The term NEET is normally applied to 16-19 year-olds but increasingly it is now applied to all 16-24 year olds not engaged in positive activities /employment, reflecting the raising of the participation age and wider concerns about the impact of the recession on opportunities for young people. Using the wider definition nationally 93% of NEET 16-24s are aged 18 and over<sup>7</sup>.
- 4.3 Budget cuts across the Authority have reduced the targeted support for young people which includes the NEETs work with CSWP. An internal audit is currently being undertaken in order to help give an opinion on the efficiency and effectiveness of current arrangements given the number of potential overlapping strategies and teams working with the NEET cohort. The internal audit is due to be completed by end of January 2014.

#### **Appendices**

Appendix A – Raising the Participation Age Strategy for Warwickshire

Appendix B – Destinations at the end of Year 11 by school, November 2013

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<sup>5</sup> Education Committee – Seventh Report. Careers Guidance for young people: The impact of the new duty on schools. Published 23 January 2013.

<sup>6</sup> Going in the right Direction? Careers Guidance in schools from September 2012, [www.ofsted.gov.uk/going-right-direction-careers-guidance-schools-september-2012](http://www.ofsted.gov.uk/going-right-direction-careers-guidance-schools-september-2012)

<sup>7</sup> LGA Hidden Talents: national programmes for young people

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# **Raising the Participation Age Strategy for Warwickshire**

# The Raising the Participation Age in Warwickshire

## 1. Introduction and National context:

The 'Raising the Participation Age' (RPA) was written into the Education and Skills Act 2008, intending that the minimum age at which young people in England can leave learning should become 18. This is being implemented in two phases. From September 2013, young people will be required to continue in education or training until the end of the academic year in which they turn 17 (or until completion of a full Level 3, whichever is the sooner). From 2015, they will be required to continue until their 18th birthday

*'The benefits of participating in learning post-16, both to individuals and to the economy and society at large, are significant and growing. Our ambition is to realise those benefits for all young people. It is time to make a reality of our long held ambition for all young people to stay on in learning until 18'.*

(Raising Expectations: staying on in education and training post-16 From Policy to legislation DCSF).

The current Government made clear its continued commitment to RPA as part of its comprehensive spending review plans and the White Paper '*The Importance of Teaching*' 2010. It also specified that the enforcement process would not be introduced in 2013, but would remain in statute and could be introduced at a later stage. This White Paper, The Wolf review of Vocational Education and subsequent response from the government, provide a backdrop for the reform of education and training and defines the landscape within which the Government expects the RPA to take place.

RPA does not necessarily mean young people must stay in school beyond the age of 16; they will be able to choose from one of the following options:

- Full-time study in a school, college or with a training provider.
- Full-time work or volunteering combined with part-time education or training.
- An Apprenticeship.

### **The Education and Skills Act 2008 placed the following duty on Local Authorities:**

- To promote the effective participation in education or training of young people in their area.
- To make arrangements to identify young people not participating in education, employment or training (NEET) – i.e. maintaining a comprehensive tracking system at primary, secondary and post 16.

These complement existing duties to:

- Secure sufficient suitable education and training provision for all 16-19 year olds.
- Have processes in place to deliver the September Guarantee.
- Track young people's participation.

### **The Act also placed the following duty on learning providers:**

- To promote good attendance of 16 and 17 year olds.
- To inform local authority support services if a young person has dropped out so that they can be contacted swiftly and offered support.



## **2. DfE National Pilots and the evolving role of the local authority in education and training.**

Local RPA trials have been taking place in different areas of the country, developing key approaches to increasing participation and reducing the number of young people who are NEET. A sub-regional pilot took place within Phase 2 with a clear focus on re-engagement involving Coventry, Solihull and Warwickshire. The Department for Education (DfE) have recently published [Research into the Phase 4 Locally-Led Delivery Projects for Raising the Participation Age September 2013](#) which presents findings from the evidence presented by the final stage of the locally-led delivery projects. In developing this strategy we have been cognisant of the findings coming out of this pilot work.

The DfE have conducted an analysis of the findings from the RPA trials and identified a number of key recommendations. This has included the identification of six key building blocks for delivering RPA. These are:

- Understanding the cohort.
- Determining local priorities.
- Managing transition and tracking.
- Establishing support mechanisms.
- Identifying and meeting provision needs.
- Communicating the RPA message.

In finalising the Warwickshire strategy, we have attempted to align our core strands of work to these building blocks as characterised by the diagram overleaf. However, we feel that employer engagement needs a particular focus and as such this has also been included as an additional strand. Integral to these core strands of work, we aim to address our 4 key priorities set around participation, attainment, narrowing the gap and retention.

Local authorities have a statutory responsibility to secure sufficient education and training places to meet the reasonable needs of young people in their areas taking into account quality of provision on offer and other factors. The duties placed upon local authorities for the 2013/14 academic year are detailed by the Education Funding Agency within, [Guidance for local authorities: Funding 16-19 education and training - Welcome](#)

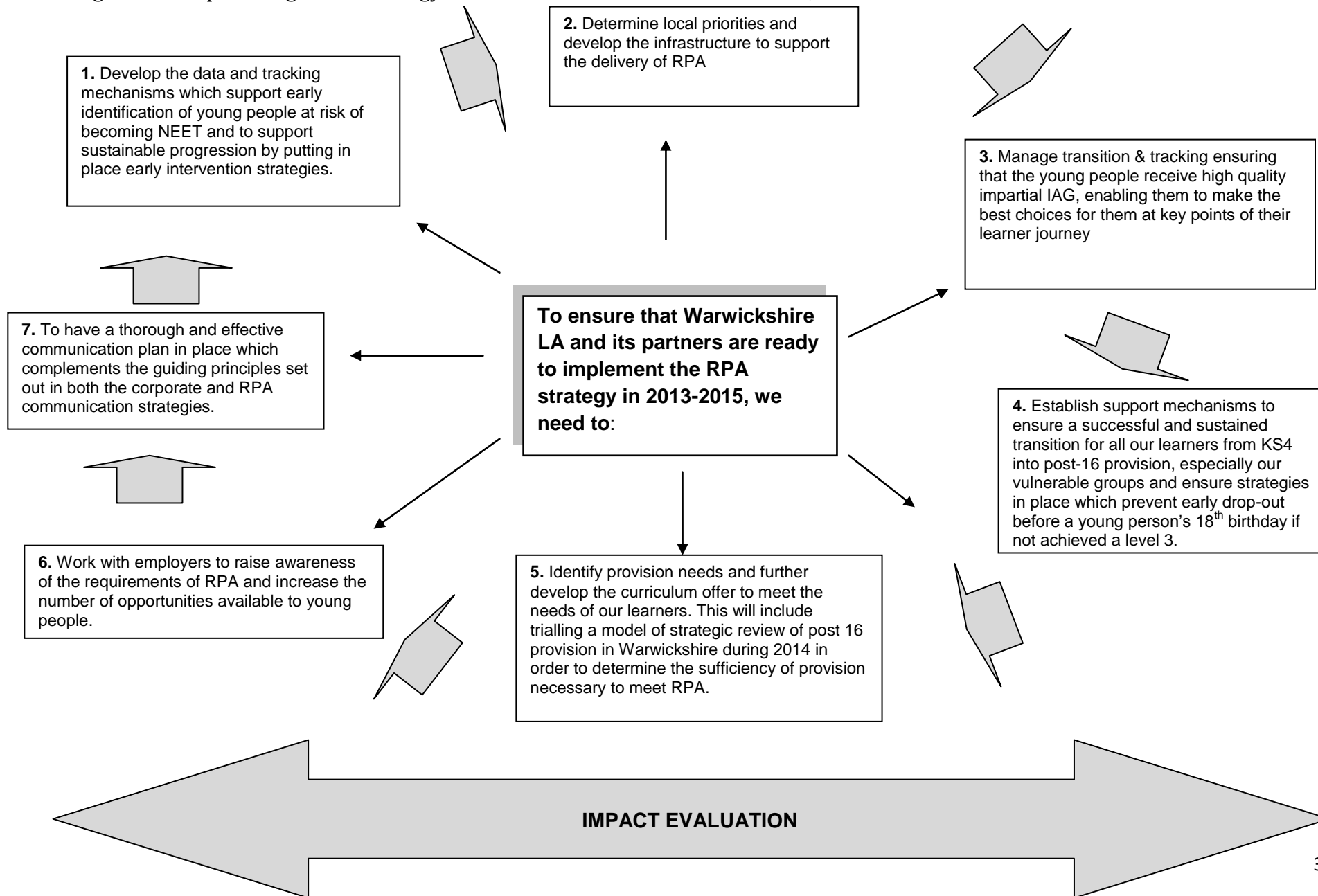
In addition, the recently published Ofsted document *The Framework for the inspection of local authority arrangements for supporting school improvement (May 2013)*, clearly confirms the role of the local authority in supporting schools' and other providers' improvement, including locally based; general further education (FE) colleges, sixth form colleges, and other training providers.

Some particular tensions and challenges have emerged for local authorities as they have had to focus on redefining their responsibilities. All local authorities are currently working in the context of a mixed economy of schools, typically with a high proportion of academies in the secondary sector, and an increasing range of education and training options (i.e. Studio Schools and University Technical Colleges) available to young people aged 14 to 19, or young people with special educational needs and disabilities (SEND) to the age of 25.

Continuing to balance the demands of being a maintaining authority, and the responsibilities that that entails, with the development of a different type of role as a facilitator and enabler within a more diverse and devolved school system has presented new tensions and challenges for local authorities.

# Raising of the Participation Age across Warwickshire – An Overview

Raising the Participation Age WCC Strategy Document Version 1.2 05 December, 2013



### 3. The Warwickshire Context

Between 2011 and 2021 it is anticipated that the 16/17 year old population across Warwickshire will decline by 5.8% (678 young people), less than the decreased cohorts forecast for the West Midlands at 7.4% or nationally at 7.5%.

According to the latest DfE participation data published, participation of 16 year olds across Warwickshire has remained fairly static from 95% to 94% between 2010 and 2013. This compares with the England average of 92% for 2013 and an average for the statistical neighbours (a group of local authorities with similar characteristics) of 93%. For 17 year olds participation is not as high although it has increased from 85% in 2010 to 88% in 2013, compared to a national figure of 85% in 2013 and 86% for the statistical neighbour authorities.

With the impact of the economic downturn, the significant variances both in terms of attainment and economic hardship, have become more pronounced and remain a major focus for the authority. This is demonstrated by the data regarding young people aged 16-19 Not in Education, Employment or Training (NEET). Overall, Warwickshire figures for 2012 (average across November 2012 – January 2013) have decreased to an average of 660 young people, or 3.6% of the total cohort who were resident in the county who were not in education, employment or training during this time period. However, there remain significant variances between this data when looking at county figures and comparing it to ward data. In addition the numbers of vulnerable learners who are NEET show a much higher proportion of young people, including; looked after children and unaccompanied asylum seekers, care leavers, learners with learning difficulties and/or disabilities, teenage parents, previously excluded pupils, young people from the gypsy roma travelling community, and learners supervised by the Youth Offending Team.

At Key Stage 4, 63% of sixteen year olds gained five or more GCSE grades A\* to C or equivalent in 2012, including GCSE English and mathematics. This was a rise of around two percentage points above 2011 attainment, which puts the Warwickshire figure approximately four percentage points above the national average, and the highest performance amongst its' statistical neighbours. The Key Stage 4 attainment for 2013 is not yet validated, but indications are that that 65% of sixteen year olds gained five or more GCSE grades A\* to C or equivalent, including GCSE English and mathematics.

Achievement of a Full Level 2 (equivalent to 5 GCSE grades A\*-C or their equivalent in vocational qualifications) at 19 for Warwickshire has shown an increasing trend between 2010 and 2012 from 80% to 83%, which is the same as the England average of 83% but slightly below the figure for our statistical neighbours at 84%. A similar picture can also be seen at level 3 (defined as two or more A Levels or their equivalent in vocational qualifications) at 19 which increased from 55% in 2010 to 59% in 2012, compared to the England average of 56% and 58% for our statistical neighbours.

However, the gap in performance between those in receipt of free school meals (FSM) and those that are not remains high and remains a critical improvement area for the authority. It is for these reasons that many of the actions and interventions identified within this strategy are focussed on our most vulnerable learners.

## **Strand 1 Developing the Data and Tracking Mechanisms and supporting Early Intervention (Understanding the Cohort)**

The role of data in the early identification process is crucial to RPA. Working with the Local Authority's data and places planning teams and our local educational establishments we will develop a comprehensive data capture system to flag up young people who opt to leave early or are at risk of leaving their chosen learning pathway.

Based on the early pilot work we have now developed and agreed a range of local *Risk of NEET indicators* (RONI) associated with disengagement and social exclusion at age 16. The RONI data is currently being used in all Warwickshire secondary and special schools in order to identify early intervention actions to prevent the risk of a young person becoming NEET at age 16. This data is helping to inform discussion between schools and multi-agency teams in terms of identifying young people who may require a period of early intervention and targeted support to help retain them in education or training.

Early intervention has been identified as the key building block for delivering enhanced outcomes for vulnerable children and their families. Intensive early support can make a positive difference to the lives of children and their families in even the most challenging circumstances.

At post 16, an analysis of the NEET cohort shows that learners from vulnerable groups such as young people who have special educational needs and disabilities (SEND), young offenders, care leavers and teenage mums continue to be over-represented. In the Client Caseload Information System (CCIS) database, we have access to a wealth of information about young people in our area.

Young people become NEET or take up a job without training for a wide range of different reasons. It is essential that we analyse this data in order to be able to put in place effective strategies that support a young person's transition back into education and/or training within Warwickshire.

This area of work is now closely aligned to the support provided through the authority through the *Warwickshire Priority Families* initiative, with a clear focus on the earliest possible intervention to support vulnerable families and individuals to achieve greater independence and stability.

### **Priority Actions**

- Continue to implement the pre 16 RONI process across the county and ensure that learners are appropriately identified and targeted. Evaluate the effectiveness of this process by tracking and reporting on the final destinations of those young people identified as 'most at risk'.
- To continue to engage with schools, Further Education (FE) colleges, sixth form colleges, and training providers in a robust data sharing agreement which aims to facilitate student tracking, timely intervention and transition planning pre and post 16.
- To support a sub-regional Participation in Education, Employment and Training Group which will meet regularly to identify and report on NEET performance across Coventry and Warwickshire and to work with 14-19 Area Partnerships in setting NEET reduction targets and appropriate interventions where NEET is deemed a priority for the area.

## **Strand 2 Determining Local Priorities & Developing the infrastructure.**

The Local Authority will not be able to deliver its responsibilities in isolation. The successful implementation of RPA in Warwickshire will hinge upon the bringing together of a co-ordinated and coherent infrastructure that includes a range of key stakeholders and delivery partners whose day to day working engages young people, their parents and carers and their teachers / trainers in a progressive process of choices, decision making and transition.

The present education and training infrastructure is enhanced by a range of forums which foster and support collaborative working including; the Secondary Phase County Strategic Partnership, 14-19 Area Partnerships, Area Behaviour Partnerships, and Heads of Post 16 Forum. Together, these structures provide a foundation upon which we can build. This can be achieved by making stronger links within the LA across; the Learning and Performance team, Targeted Youth Services, Assessment Statement Review Service, Youth Offending, the Virtual School, Social Care, Attendance Compliance Enforcement, and data teams, to name some but not all.

The Authority will also continue to work with a range of external stakeholders and delivery partners including Job Centre Plus, the Education Funding Agency (EFA), Skills Funding Agency (SFA) and National Apprenticeship Service (NAS).

### **Priority Actions**

- To co-ordinate, monitor and evaluate the implementation of the Warwickshire RPA Strategy and review activity where necessary.
- To continue to support; the Secondary Phase County Strategic Partnership, 14-19 Area Partnerships, Priority Families team, College Principals, Local Association of Training Providers.
- To work with key partners and stakeholders including the EFA to increase/maximise the capacity of mainstream provision to meet identified gaps in provision.
- To support the learning pathways and progression to supported employment opportunities for young people aged 14-25 with special educational needs and disabilities (SEND) by providing a sub-regional 'Local Offer' of education and training.
- To work with the Coventry and Warwickshire Local Enterprise Partnership (CWLEP) to ensure that future funding specifications, such as European Social Fund (ESF) activities, continue to identify the highest priorities in terms of both District wards and the most vulnerable learners.
- To further develop and strengthen links across LA teams to raise awareness of RPA and the availability of provision which would support the needs of our most vulnerable learners with a particular focus on:
  - Learners with special educational needs and disabilities (SEND).
  - Children in care/care leavers.
  - Teenage parents.
  - Young offenders.
  - Children unable to participate due to ill health or injury.

### **Strand 3 Manage transitions & tracking through effective Information, Advice and Guidance**

Under new legislation from September 2013 schools are now responsible for securing access to independent and impartial careers guidance for pupils in Years 8-13, and FE colleges and sixth form colleges for students aged 16-19 and young adults assessed as having special educational needs and disabilities (SEND) up to age 25. To support schools within this area, for 2013-14 Warwickshire Local Authority will continue to provide resources to support at risk Y9-Y11 pupils under its statutory duty to support engagement in learning.

Notwithstanding other legislative changes the Authority will continue to play a crucial role in the provision of support to young people up to age 19, and young adults assessed as having special educational needs and disabilities (SEND) up to age 25, "to encourage, enable or assist the effective participation of those persons in education or training" (section 68(1) of the Education and Skills Act 2008).

Learners should receive impartial information, advice and guidance (IAG) about the range of options post-14 to enable them to make informed choices about what, where, when and how they will learn. Vital to this process is enhanced labour market information that identifies the changing skills needs of employers at a local, regional and national level.

An analysis of the NEET cohort across Warwickshire shows that learners from vulnerable groups such as learners with special educational needs and disabilities (SEND), young offenders, teenage parents, and care leavers are amongst those over-represented. The Authority also acknowledges that a significant minority of young people are now growing up in a generational culture of worklessness or low skilled employment. Raising the aspirations of these most vulnerable groups and their influencers through effective advice and guidance is essential to ensuring that participation is seen as a right and a positive opportunity.

#### **Priority Actions**

- Ensure that UCAS Progress online (Post-16 Area Prospectus) is maintained and continues to provide a comprehensive database of school, college and provider curricula choices and course availability.
- Facilitate the Careers Guidance Network in order to support leaders in schools and colleges to interpret and meet the new statutory duties in relation to careers guidance and Information, Advice and Guidance (IAG).
- To support and contribute to progression opportunities for young people in care and care leavers by raising the aspirations of those young people in/leaving care including identification of potential funding.
- To work with the Warwickshire Economic Development Team, the CWLEP, the National Apprenticeship Service and Job Centre Plus to raise awareness of labour market opportunities and ensure links to curriculum development across locality areas.
- To conduct a survey of Secondary schools to measure the effectiveness of the new arrangements for independent careers guidance and IAG.

## **Strand 4 – Establish Support Mechanisms at Transition at 16 and sustained participation through to 18**

Successful and effective transition for all our learners from Key Stage 3 to Key Stage 4 and from Key Stage 4 into post-16 provision, especially our vulnerable groups, is central to meeting the requirements of RPA.

Clear information sharing and management arrangements need to be in place which includes:

- All organisations delivering post-16 education and training informing the Authority as soon as a young person drops out of learning in their organisation.
- Neighbouring local authorities supporting young people moving across boundaries.
- Jobcentre Plus to support young people aged 16-25 and address any potential barriers to accessing education or training opportunities.

Maximising funding opportunities via ESF to supporting RPA by allowing the flexibility and freedoms to develop tailored support which meets the needs of our most vulnerable learners.

All education and training providers should be encouraged to identify within their organisations as part of the managed learner transfer process an individual (s) who will undertake and discharge the role(s) of transition mentor and/ or participation adviser.

### **Priority Actions**

- To explore the development of a 'progression agreement' from KS4 to post-16 in consultation with schools, colleges and post-16 providers.
- In order to develop the appropriate support and curriculum offer to meet the needs of young people, the Authority will carry out an analysis of RONI data and information gained from the September Guarantee to identify the characteristics of young people who do not participate post-16.
- To continue to work with 14-19 Area Partnerships, Priority Families team and other key delivery partners to ensure clear progression opportunities and appropriate pathways are in place and are accessible to all young people.
- Ensure that the transition arrangements for 16, 17 and 18 year olds transferring from one provider to another mid-course are in place through investigating the possibility of the development and implementation of a 'managed learner transfer' process and participation advisor role within post-16 providers.
- To develop an exemption framework which addresses the needs of young people who may need a 'temporary break in learning' due to their immediate and short term circumstances, such as teenage pregnancy or a medical condition which prevents them from participating.

## **Strand 5 Identify Provision Needs and further develop the Curriculum Offer**

The LA has a duty to secure suitable, appropriate and high quality education and training opportunities for the young people in its area. The requirements of RPA and the need to ensure access to a choice of high quality courses with progression pathways will require a co-ordinated approach to provision development and strategic commissioning, working in partnership with the Education Funding Agency, Skills Funding Agency and the National Apprenticeship Service (NAS).

Meeting RPA requirements will mean ensuring that we have the provision in place across the county which is able to support a wide range of diverse needs and levels of learning. Schools, FE colleges, sixth form colleges, studio schools, university technical colleges, and training providers will play a crucial role in delivering this innovative and flexible curriculum offer, as do voluntary and community sector organisations. Employers also continue to play a fundamental part in enriching the curriculum offer and increasing participation and they have a key role in supporting young people to access jobs with high quality training through apprenticeships. It is essential to ensure that young people are equipped with the skills, attitudes and experience necessary to progress into employment. For our young people the priority is to help them engage in high quality training and education that gives them the skills and qualifications to be attractive to employers.

### **Priority Actions**

- Investigate a framework for the strategic review of post-16 provision in the county, in order to determine the sufficiency of provision necessary to improve retention, participation, achievement and progression for all students.
- To continue meetings with cross-border authorities to identify and share commissioning intentions for education and training options for 16-19 year olds.
- Continue to develop and expand the 14-19 offer through Warwickshire 14-19 Area Partnerships and to work with post-16 providers to strengthen the opportunities available for work experience within 16-19 study programmes.
- Facilitate and support the involvement of community and voluntary sector organisations within local education and training opportunities.
- Continue to liaise with the National Apprenticeship Service (NAS) to ensure representation and access to available apprenticeships and to successfully implement the pre-apprenticeship route, including traineeships.
- To continue to support initiatives which help to increase participation including Youth Contract delivery targeted ESF provision, higher apprenticeships, and the development of further apprenticeship/traineeship pathways within WCC.



## **Strand 6 Engaging Employers**

The recent recession has had a significant impact on the young person's labour market prospects. However, the Authority remains firmly committed to ensuring that young people have the opportunity to engage with the labour market in order to advance their career prospects, reduce the risk of long term unemployment and welfare dependency, and encourage social mobility and economic growth.

It is clear that local employers will be critical in successfully implementing the RPA and this will only be achieved if Warwickshire businesses have a clear and common understanding of the intention of the RPA and 'buy' into its aims and purpose.

Therefore, a vital role in successfully delivering the RPA will be to maximise the current relationships and collaborations that organisations with established employer engagement functions have already built with our indigenous businesses.

The Economic Development Team and the Coventry and Warwickshire Local Enterprise Partnership (CWLEP) can provide the link between the County Council and our partners with employer engagement functions and use the expertise of these stakeholders to deliver and sustain the RPA message, particularly the business benefits of lifelong learning.

The CWLEP commissioned research to identify the specific areas of the economy where the sub-region have a competitive edge compared to other parts of the national and even global economy. Further to this, the CWLEP is currently producing a skills strategy which will be used to support the development of a highly skilled workforce with the attitudes and ambitions needed to drive economic growth within Coventry and Warwickshire. It adopts a broad definition of skills and covers all aspects of the education and training system.

### **Priority Actions:**

- Working with key Stakeholders including NAS, Job Centre Plus, and Coventry and Warwickshire Chamber of Commerce, maximise existing channels of communication and create opportunities for getting regular and comprehensive communication with Warwickshire employers about the implications of the RPA legislation.
- Through those networks encourage employers to increase the number of extended work experience placements / internships / traineeships available for post-16 learners and those that are currently not engaged in education, employment or training.
- The Warwickshire County Council Apprenticeship Hub Manager to work in partnership with NAS in order to promote the appointment of apprentices throughout the County Council and other public sector employers.
- To work in partnership with providers and key stakeholders in targeting our priority sectors in conjunction with raising the aspirations of young people to enter these sectors.

## Strand 7 - Communicating the RPA message

In order to be successful in implementing RPA, we need to ensure that we have a thorough and effective communication plan in place which complements the guiding principles set out in this strategy document.

We will raise the profile of RPA by communicating the key messages and strands of work within this strategy to all stakeholders in a coherent and transparent way through a range of mediums, including the use of all available websites, news bulletins and information workshops. We will build on existing communication channels with all organisations delivering post-16 education and training to ensure that they are well informed and actively support the implementation of Warwickshire's RPA strategy.

### Priority Actions

- To ensure regular and comprehensive communication about the implications of the RPA legislation. Key audiences will include:

#### Internal:

Learning and Performance team  
Targeted Youth Service  
Virtual School / Leaving Care team  
CSWP  
Multi-Agency Teams  
Youth Offending Service  
County and District Councillors  
Elective Home Educated  
Behaviour Support  
Out of School Tuition  
SEN and Inclusion

#### External:

Young People  
Parents/Guardians/Carers  
Schools  
Governors  
FE Colleges  
Training Providers  
Voluntary Sector Organisations  
Employers  
Parent Partnerships  
Higher Education

- Work with Local Authority colleagues to identify the use of existing channels of communication such as e-bulletins, Warwickshire County Council web-site, news bulletins, school publications etc to cascade the RPA message.
- To develop a series of communication tools to support internal and external colleagues in cascading the message. This will include a series of leaflets to key audiences, presentations and lesson plan resources.

## 5. Impact Evaluation

Critical impact measurements and milestones have been included in this strategy document plan and these will be reviewed by Warwickshire County Council Learning and Performance team on a six monthly basis.

Warwickshire County Council Learning and Performance team officers will take responsibility for co-ordinating and delivering the actions within each of the seven strands and will engage a wider group of stakeholders such as schools, colleges, training providers and employers in the Strategy's delivery.

The implementation plan can be found at Appendix 2.

## **6. Definition of Participation**

The requirement to participate excludes 16 and 17 year olds who have achieved a level 3. Beyond that it includes young people in: (i) full-time education (16 hours or more per week); (ii) waged apprenticeships; (iii) unwaged work-based learning including programme-led apprenticeships; (iv) jobs of 20 hours or more with statutory release; (v) jobs of 20 hours or more with accredited employer-funded training; and (vi) accredited activity other than accredited education and training of at least 16 hours per week. Another category would be 16 and 17 year olds with a reasonable excuse not to participate.

## 7. Acronyms

CCIS	Client Caseload Information System
CWLEP	Coventry and Warwickshire Local Enterprise Partnership.
DfE	Department for Education
DCSF	Department for children, schools and families
EFA	Education Funding Agency
ESF	European Social Fund
FE	Further Education
FL2	Full level 2, equates to 5 GCSEs at grades A* - C or equivalent
FL3	FL3 Full level 3, equates to 2 A level passes or equivalent
FSM	Free School Meals
IAG	Information, Advice and Guidance
ICT	Information Communication Technology
JWT	Jobs without Training
KS4	Key Stage 4
LA	Local Authority
NAS	National Apprenticeship Service
NEET	Not in Education, Employment or Training
RONI	Risk of NEET Indicator
RPA	Raising the Participation Age
SEND	Special Educational Needs and Disabilities

## 8. Related Documents/Web links

- DfE Raising the Participation: <http://www.education.gov.uk/16to19/participation/rpa>;
- Building Engagement, Building Futures; <http://www.education.gov.uk/childrenandyoungpeople/strategy/laupdates/a00201156/participation-yp-in-et>
- The Importance of Teaching – Schools White Paper: <http://www.education.gov.uk/b0068570/the-importance-of-teaching>;
- Perspective: Raising the Participation Age: Keeping it on Track; CfBT 2009;
- [http://www.cfbt.com/evidenceforeducation/pdf/77RPA-Report\\_FINAL\(W\).pdf](http://www.cfbt.com/evidenceforeducation/pdf/77RPA-Report_FINAL(W).pdf);
- RPA Guidance for Practitioners: <http://www.connexions-derbyshire.org/a/wp.asp?pid=871>;
- From Here to Entitlement: A self-Assessment Toolkit for 14-19 Partnerships, LSC March 2010: <http://www.ypla.gov.uk/aboutus/ourwork/funding/curriculumqualifications/heretoentitlement.htm>;
- 'Hidden Talents: exploiting the link between engagement of young people and the economy'; NFER; March 2011; [http://www.nfer.ac.uk/nfer/publications/HITA01/HITA01\\_home.cfm?publicationID=561&title=Hidden%20talents%20-%20exploiting%20the%20link%20between%20engagement%20of%20young%20people%20and%20employment](http://www.nfer.ac.uk/nfer/publications/HITA01/HITA01_home.cfm?publicationID=561&title=Hidden%20talents%20-%20exploiting%20the%20link%20between%20engagement%20of%20young%20people%20and%20employment);
- Supporting Youth Unemployment ; HM Government ; May 2011; <http://fskills.idoxgroup.com/sds/search/download.do?jsessionid=2222A8BA6170819A779914A780A15F83?ref=B20649>;
- Investing in Potential : Our strategy to increase the proportion of 16 – 24 year olds in education, employment or training, DCSF, 2009 : <http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductID=DCSF-01145-2009>;
- Raising the Participation Age: supporting local areas to deliver: DCSF 2009: <https://www.education.gov.uk/publications/eorderingdownload/01134-2009.pdf>
- Quality Choice & Aspiration – a strategy for young people's information, advice and guidance, DCSF, October 2009: <https://www.education.gov.uk/publications/eOrderingDownload/IAG-Report-v2.pdf>;
- World-class Apprenticeships: Unlocking Talent, Building Skills for All, DIUS/DCSF, 2008 (the Government's strategy for the future of Apprenticeships in England): [http://www.bis.gov.uk/assets/biscore/corporate/migratedD/publications/W/world\\_class\\_apprenticeships](http://www.bis.gov.uk/assets/biscore/corporate/migratedD/publications/W/world_class_apprenticeships);
- Sticks & Carrots: Will every 16 and 17 year old stay in Education or Training? [www.aoc.co.uk](http://www.aoc.co.uk);

## **9. Appendices**

1. Warwickshire Context – Where are we?
2. Implementation Plan

## Warwickshire Context – Where are we/Where do we want to be

	Actual			Comparator data for latest year available		Target		
	2010	2011	2012	Nat	SN	2013	2014	2015
The Proportion of 16 and 17 year olds participating in education/training	90% (11,880)	88% (10,917)	91% (10,999)	88% (2013)	89% (2013)	93% <i>91%</i>	96%	98%
The Proportion of 16 year olds participating in education/training	95% (6,290)	92% (5,745)	93% (5,709)	92% (2013)	93% (2013)	96% <i>94%</i>	97%	98%
The Proportion of 17 year olds participating in education/training	85% (5,590)	85% (5,172)	88% (5,290)	85% (2013)	86% (2013)	90% <i>88%</i>	94%	98%
The percentage of young people achieving Full Level 2 by age 19	80% (5,082)	82% (5,025)	83% (4,941)	83% (2012)	84% (2012)	84%	85%	87%
The percentage of young people achieving Full Level 3 by age 19	55% (3,869)	57% (3,872)	59% (3,853)	56% (2012)	58% (2012)	60%	62%	64%
The Percentage of young people who are in receipt of FSM at academic age 15 who attain Full Level 2 by age 19	54% (223)	58% (215)	57% (241)	69% (2012)	62% (2012)	64%	67%	70%
The Percentage of young people who are in receipt of FSM at academic age 15 who attain Full Level 3 by age 19	22% (91)	25% (91)	25% (106)	34% (2012)	27% (2012)	41%	45%	49%
Percentage of NEET young people in November count	5.2% (860)	4.5% (830)	3.6% (660)	5.8% (2012)	5.0% (2012)	4%	3%	2%

Nat = National comparator, SN= DfE Statistical Neighbour comparator group (Warwickshire plus 10 Local Authorities) / *Figures in italics show actual – Red-Below target, Green-At or above target*

Source data: **Participation data (June measurement date):** <http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/a00214942/local-authority-education-training>

**Attainment data:** <https://www.gov.uk/government/publications/attainment-by-young-people-in-england-measured-using-matched-administrative-data-by-age-19-in-2012>

**NEETs data:** <http://www.education.gov.uk/childrenandyoungpeople/youngpeople/participation/neet/a0064101/16--to-18-year-olds-not-in-education,-employment-or-training>

**RPA Impact & Evaluation Progress July 2013/June 2015**

<b>Strand 1 Developing the Data and Tracking Mechanisms and supporting Early Intervention (Understanding the Cohort)</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility</b>	<b>Impact Measurements</b>
	June 2014	June 2015		
Implement the pre 16 RONI's in all secondary and special schools across the county and ensure that learners are appropriately identified and targeted.	Implemented in all secondary and special schools.		WCC Learning and Performance Team	Learners at risk are identified and interventions put in place for 2013/14 academic year.
To continue to engage with schools, colleges, and training providers in a robust data sharing agreement which aims to facilitate student tracking, timely intervention and transition planning pre and post-16.	Data sharing agreement in place for relevant post-16 organisations.		WCC Learning and Performance Team	All schools, colleges, and training providers signed up to Partnership Agreement/Data Sharing Protocol.
To set up a Participation in Education, Employment and Training Group which meets regularly to identify and report on NEET performance across the county and to work with Learning Communities in setting NEET reduction targets where NEET is deemed a priority for the area.	Sub-regional Participation in Education, Employment and Training Group established.		WCC Learning and Performance Team /Coventry LA	Effective communication network and forum for implementing new ways of engaging young people.
To implement a county-wide learner feedback mechanism which helps to identify the reasons given by young people for non-participation or early drop-out.		Trial learner feedback process.	WCC Learning and Performance Team	Improved information about the learning and training needs of young people. Analysis of reasons for non-participation carried out and trends in learner characteristics identified and shared with key delivery partners.



<b>Strand 2 Determining Local Priorities &amp; Developing the infrastructure.</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility</b>	<b>Impact Measurements</b>
	December 2013	July 2014		
To co-ordinate, monitor and evaluate the implementation of the Warwickshire RPA Strategy and review activity where necessary.	Ongoing		WCC Learning and Performance Team	All stakeholders groups and key delivery partners have a clear understanding and commitment to the RPA strategy.
To continue to support learning communities, school/provider networks, area partnerships and locality planning and commissioning partnerships in the drive to increase participation, raise attainment, narrow the attainment gap and increase retention amongst some of our most vulnerable learners.	Ongoing		WCC Learning and Performance Team	High quality collaborative networks in place leading to improved quality of planning and monitoring of 14-19 curriculum and learning provision at all local strategic planning levels.
To develop and implement a 'Partnership Agreement' with FE and local providers, addressing issues around data protection and with a focus on and supporting the implementation of RPA.	December 2013		WCC Learning and Performance Team	Improved quality of communication and working relationships and arrangements between the LA and local delivery providers.
To work with key partners and stakeholders including the EFA to increase/maximise the capacity of mainstream provision to meet identified gaps in provision to meet the needs of learners with special educational needs and disabilities (SEND).	Ongoing		WCC Learning and Performance Team	Increased range of appropriate provision which meets the needs of young people with high needs and develops learning pathways to support progression to supported employment.
To further develop and strengthen links across LA teams to raise awareness of RPA and the availability of provision which would support the needs of our most vulnerable learners.	Ongoing		WCC Learning and Performance Team	Improved quality of communication and working relationships and arrangements between and across LA teams.

<b>Strand 3 Manage transitions &amp; tracking through effective Information, Advice and Guidance</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility</b>	<b>Impact Measurements</b>
	December 2013	July 2014		
Scope out the services the LA can provide in terms of careers guidance, including a proposal for service post Sept 2014 with a view to developing a local transition & consultation plan for supporting schools and providers in the identification and delivery of careers guidance to young people.	December 2013		WCC Learning and Performance Team	Year 11 Activity analysis and September Guarantee.
Ensure that UCAS Progress online is maintained and continues to provide a comprehensive database of school, college and provider curricula choices and availability.	Ongoing		WCC Learning and Performance Team	A prospectus which provides all young people and key delivery partners with access to high quality impartial guidance and information about learning opportunities.
To support and contribute to the work of the Virtual School in raising the aspirations of young people in/leaving care including identification of potential funding routes where opportunities arise which will support the continuation of such programmes;	Ongoing		WCC Learning and Performance Team /Head of Warwickshire Virtual School	Increased numbers of young people in/leaving care entering a positive destination at age 19.
To work with the Warwickshire Economic Development Team, the CWLEP, the National Apprenticeship Service and Job Centre Plus to raise awareness of labour market opportunities and ensure links to curriculum development across locality areas.	Ongoing		WCC Learning and Performance Team WCC Economic Devt/CWLEP	Increase in the number of employers involved in providing work experience opportunities as part of 16-19 (up to 25 SEND) Study Programmes. Increase in 16-18 Apprenticeship starts for Warwickshire residents.
Map existing support for young people at each transition and develop and publish an IAG offer across WCC and its partners		July 2014	WCC Learning and Performance Team	All key delivery partners better informed about the range of opportunities available.

<b>Strand 4 – Establish Support Mechanisms at Transition KS4 to Post 16 and sustained participation through to 18</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility</b>	<b>Impact Measurements</b>
	December 2013	July 2014		
To explore the development of a 'progression agreement' from KS4 to post 16 in consultation with schools and other post 16 organisations.		Progression agreement pilot activity	WCC Learning and Performance Team	Year 11 Activity analysis and September Guarantee.
Where appropriate, to analyse data from the September Guarantee to identify the characteristics of young people who do not participate post-16, in order to develop the appropriate support and provision to meet their needs.	Ongoing		WCC Learning and Performance Team	Increased participation at 16/17.
To continue to work with learning communities and other key delivery partners to ensure clear progression pathways are in place.	Ongoing		WCC Learning and Performance Team	Increased participation at 16/17.
Ensure transition arrangements for 16, 17 and 18 year olds transferring from one provider to another mid-course are in place through the development and implementation of a 'managed learner transfer' process and participation advisor role.	Ongoing		WCC Learning and Performance Team	Increased participation at 16/17.
To develop an exemption framework which addresses the needs of young people who may need a 'temporary break in learning' due to their immediate and short term circumstances.	Ongoing		WCC Learning and Performance Team	To ensure appropriate support is available to assist young people to resume education and training following a temporary break.

<b>Strand 5 Identify Provision Needs and further develop the Curriculum Offer</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility</b>	<b>Impact Measurements</b>
	December 2012	July 2013		
To implement a framework for the strategic review of post-16 provision in Warwickshire, in order to determine the sufficiency of provision necessary to improve retention, participation, achievement and progression for all students.		Strategic review completed	WCC Learning and Performance Team	Gaps in 16-19 (up to 25 SEND) local infrastructure identified and EFA bids submitted.
To continue meetings with cross border authorities to identify and share commissioning intentions for 16-18 year olds.	Ongoing		WCC Learning and Performance Team	Improved tracking of young people. Reduction in CCIS 'Unknown' numbers.
To work with post-16 providers to strengthen the opportunities available for work experience within 16-19 study programmes and the involvement of community and voluntary sector organisations.	Ongoing		WCC Learning and Performance Team	Maintain breadth of curriculum offer and increased progression opportunities for young people in Warwickshire.
Continue to liaise with the National Apprenticeship Service to ensure representation and access to available apprenticeships and to successfully implement the pre-apprenticeship route via traineeships.	Ongoing		WCC/CWLEP	Increase in 16-18 Apprenticeship starts for Warwickshire residents.
To continue to support initiatives which help to increase participation including Youth Contract delivery, growth of level 3 apprenticeships and support the National Apprenticeship Service (NAS) in the expansion of pre-apprenticeship pathways.	Ongoing		WCC/CWLEP	Increase in 16-18 Apprenticeship starts for Warwickshire residents.

<b>Strand 6 Engaging Employers</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility</b>	<b>Impact Measurements</b>
	December 2013	July 2014		
Working with key Stakeholders including NAS, JCP, CWLEP, District Councils and Coventry & Warwickshire Chamber of Commerce, maximise existing channels of communication and create opportunities for getting regular and comprehensive communication with Warwickshire employers about the implications of the RPA legislation.	Ongoing		WCC/CWLEP	A range of measures utilised including, employer Leaflets, on-line material, employer Group presentations, leading to an increased awareness of RPA amongst employers.
Through those networks encourage employers to increase the number of extended work experience placements / internships available for Post 16 learners and those that are NEET.	Ongoing		WCC/CWLEP	Increase in the number of work experience placements and internships being delivered through 14-19 provision.
To identify those employers who are offering employment without training and communicate the statutory responsibilities enshrined in the RPA legislation and raise awareness of the apprenticeship route.			WCC/CWLEP	Increased employer engagement in learning and training programmes and reduction in the number of young people in jobs without training.
To work in partnership with NAS in order to promote the appointment of apprentices throughout the County Council.	Ongoing		WCC/CWLEP	Increase in the number of County Council apprenticeships.
To work in partnership with providers and key stakeholders in targeting our priority sectors in conjunction with raising the aspirations of young people to enter some of these sectors.			WCC/CWLEP	Increased take up across priority sectors.

<b>Strand 7 - Communicating the RPA message</b>				
<b>Actions</b>	<b>Milestones</b>		<b>Lead Responsibility (Bold)</b>	<b>Impact Measurements</b>
	December 2013	July 2014		
Work with Local Authority colleagues to identify the use of existing channels of communication such as e-bulletins, Warwickshire County Council web-site, news bulletins, school publications etc to cascade the RPA message;	Ongoing		WCC Learning and Performance Team	Raised awareness of RPA across all key delivery partners, internal colleagues, young people, parents and employers
Develop a young person's face book page linked to UCAS Progress online website.	Ongoing		WCC Learning and Performance Team	Key audiences prioritised. Young people accessing face book increasing awareness of RPA.
To develop a series of communication tools to support internal and external colleagues in cascading the message. This will include a series of leaflets to key audiences, presentations and lesson plan resources.	Ongoing		WCC Learning and Performance Team	Raised awareness of RPA across all key delivery partners, internal colleagues, young people, parents and employers

## Appendix B

### DESTINATIONS AT THE END OF YEAR 11 BY SCHOOL, NOVEMBER 2013

School	Continuing in Education	Training (non-employed)	Employment	Voluntary & PT Activities	Total positive	NEET	Not known	Total negative	Total
Alcester Academy	156	0	6	0	162	1	1	2	164
Alcester Grammar	93	0	0	0	93	0	0	0	93
Ash Green	142	0	7	0	149	1	1	2	151
Ashlawn	254	1	2	1	258	2	1	3	261
Aylesford	127	0	4	0	131	4	0	4	135
Bilton	215	3	15	0	233	3	0	3	236
Brooke	18	0	0	0	18	0	0	0	18
Campion	89	1	0	0	90	1	0	1	91
Educated at home	7	3	2	0	12	5	2	7	19
Etone	155	1	4	0	160	1	0	1	161
Exhall Grange	18	1	0	1	20	1	0	1	21
Harris	155	2	13	0	170	2	0	2	172
Hartshill	172	3	15	0	190	4	0	4	194
Henley in Arden	108	0	4	0	112	0	9	9	121
Higham Lane	222	2	11	1	236	4	5	9	245
Kenilworth	266	1	5	0	272	0	0	0	272
Kineton	159	0	5	0	164	0	2	2	166
King Edward VI	77	0	1	0	78	0	0	0	78
Kingsbury	105	1	9	0	115	4	7	11	126
Lawrence Sheriff	113	0	1	0	114	0	0	0	114
Myton School	255	0	10	0	265	7	0	7	272
Nicholas Chamberlaine	221	8	23	0	252	10	0	10	262
North Leamington	157	0	9	0	166	5	0	5	171
Oak Wood Secondary	21	0	0	0	21	0	0	0	21
Queen Elizabeth	97	0	5	0	102	8	4	12	114
River House	10	0	0	0	10	3	1	4	14
Round Oak	15	0	0	0	15	0	0	0	15
Rugby High	94	0	0	0	94	0	0	0	94
Shipston	82	0	2	0	84	1	0	1	85
Southam	216	1	11	0	228	1	0	1	229
St Benedicts	104	0	1	0	105	1	2	3	108
St Thomas More	139	2	14	0	155	3	0	3	158
Stratford Upon Avon	232	1	5	0	238	3	0	3	241
Stratford Grammar	72	0	0	0	72	0	0	0	72
Studley	146	1	4	0	151	0	0	0	151
The Avon Valley	195	2	8	1	206	9	2	11	217
The Coleshill	165	0	7	0	172	2	0	2	174
The George Elliot	111	2	6	0	119	13	4	17	136
The Nuneaton Academy	235	4	21	0	260	12	0	12	272
The Polesworth	218	1	12	0	231	3	0	3	234
Trinity	172	1	4	0	177	3	1	4	181
Welcombe Hills	13	13	0	0	13	0	0	0	13
Woodlands	10	10	0	0	10	0	0	0	10

Source CSWP, Activity Survey 2013