

READING BOROUGH COUNCIL
REPORT BY DIRECTOR OF EDUCATION

TO:	ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE		
DATE:	22 OCTOBER 2020	AGENDA ITEM:	17
TITLE:	POST-16 UPDATE REPORT		
LEAD COUNCILLOR:	CLLR PEARCE	PORTFOLIO:	EDUCATION
SERVICE:	BFFC	WARDS:	ALL
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1. PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 This report provides ACE with an update on the work undertaken by the Education Service at BFFC to address the high number of young people 'Not in Education, Employment or Training' (NEET), or whose destination status is 'Unknown'. This work forms part of the wider post 16 agenda in Reading.
- 1.2 In Summer 2019 the previously 'out-sourced' organisation, Adviza, was brought in-house under the remit of Brighter Futures for Children. Following that the organisation was rebranded as Elevate.
- 1.3 In 2018 and 2019 a Ministerial letter had been sent to Reading raising concerns about performance at post-16 and in particular the lack of robustness in data and the high level of students categorised as 'not known' at post-16. As a result of the 2019 letter an action plan was put in place to address these weaknesses and new leadership was put in place.
- 1.4 The annual Ofsted conversation held in March 2020 highlighted the significant progress made to address the weaknesses at post-16 and stated:
In last year's annual conversation, weaknesses in the quality of information, advice and guidance at key stage 5 were discussed. This is something you have worked hard to improve since September 2019. You have subsequently brought the previously outsourced careers education provision under the control of the local authority and you now believe that you have much more reliable information about students' destinations.
- 1.5 **Background - Statutory Duties:**
Regarding the participation and engagement of young people 16 to 19 in education, employment or training, Local Authorities have a statutory duty to:

- Secure enough suitable education and training provision for all young people who are over compulsory school age but under 19 or aged 19 to 25 with an EHCP
- Make available to all young people aged 13-19 and to those between 20 and 25 with SEND, support that will encourage, enable or assist them to participate in education or training
- Collect information about young people so that those who are not participating, or are NEET, can be identified and given support to re-engage

Additionally - with regard to 16- and 17-year olds:

- Promote the effective participation in education and training of 16- and 17-year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training
- Make arrangements - i.e. maintain a tracking system - to identify 16- and 17-year olds who are not participating in education or training; putting in place robust arrangements to identify young people who are not engaged in education or training or who have left provision enables local authorities to offer support as soon as possible

A key aspect of the duties is monthly reporting to the DfE of young people 16 to 19 (to 25 for SEND) who are not participating in education, employment or training or whose destination status is unknown. These young people are referred to as NEET (Not in Education, Employment or Training)

2.	RECOMMENDED ACTION
2.1	That the significant progress that has been made in the post-16 sector be noted;
2.2	That a progress report on the action plan is submitted to ACE in a year's time.

3. POLICY CONTEXT

- 3.1 Education has become one of the clearest indicators of life outcomes such as employment, income and social status, and is a strong predictor of attitudes and wellbeing.

Education is often used by people to shape their 'social identity', framing their understanding of themselves and their relationships with other people. A positive, affirming social identity is associated with a range of positive outcomes in life, such as increased wellbeing, health, social trust and political engagement.

However, the emphasis on education in today's society makes it much harder for people with low levels of education to develop a positive social identity. This can negatively affect self-esteem and wellbeing.

Higher levels of education are associated with a wide range of positive outcomes - including better health and wellbeing, higher social trust, greater political interest, lower political cynicism, and less hostile attitudes towards immigrants.

Level of education is the strongest predictor of outcomes (compared to age, gender, income, employment status, and marital status) in all models, except for the outcomes of wellbeing and health.

This 'education effect' is both robust and relatively stable over time, with little variation in the surveyed population across a range of 25 years. The effect is particularly marked for the outcome of social trust, becoming stronger within the same people as they age.

Across all education levels - low or high - people who report that they are satisfied with their education level and have incorporated education as part of their identity are benefitting psychologically

Being NEET is also associated with later forms of disadvantage and poor welfare outcomes. These include:

- Young people remain disadvantaged in their level of educational attainment 10 and 20 years later.
- Regular bouts of unemployment post-18. NEET young people are 2.8 times as likely to be unemployed or economically inactive 10 years later.
- When in employment, lower job security and lower rates of pay (under-employment). NEET young people are 2.5 times as likely as their non-NEET peers to work in a low status occupation, if they find work.
- Combining the two above - short periods of under-employment with periods of unemployment - in cycles of "churning" in and out of work. There is a cumulative effect of being out of employment or education on later life chances and this group is the most disadvantaged that need continuing support.
- Teenage pregnancy and earlier parenting;
- Persistent youth offending resulting in custodial sentences;
- Insecure housing and homelessness
- Mental and physical health problems. NEET experiences are associated with a higher risk of poor physical health. The risk of depression and anxiety prescription for the NEET group is over 50% higher than that for the non-NEET group.
- Use of illicit drugs and transition to the use of class A drugs
- NEET young people are significantly more likely to be known to children's (early help / social care) and adult services as well as dependent on the welfare state over their life-course
- Earlier death.

The report attached as Appendix 1 gives details of the significant progress in this area and outlines the action plan which has been put in place to continue this improved performance.

4. CONTRIBUTION TO STRATEGIC AIMS

4.1 Our post 16 work contributes to Reading strategic aims:

1. Securing the economic success of Reading and provision of job opportunities
3. To protect and enhance the lives of vulnerable adults and children
5. Ensuring that there are good education, leisure and cultural opportunities for people in Reading

4.2 Further this work contributes to both establishing Reading as a learning City and a stimulating and rewarding place to live and visit and promoting equality, social inclusion and a safe and healthy environment for all



Participation and Engagement – Post 16

(with a specific focus on addressing the non-participation of vulnerable groups)

For decision For discussion For information

SUMMARY

This report provides SLT with an update on the delivery of the statutory duties relating to participation and engagement of young people - post 16.

OWNER

Clare Martin

VERSION

V2

DATE

October 2020

REVIEW DATE

September 2021

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Exec Summary

This report provides BFFC with an update on work undertaken by the Education Service to address the high number of young people 'Not in Education, Employment or Training' (NEET), or whose destination status is 'Unknown'. This work forms part of the wider post 16 agenda in Reading.

1. Background – Statutory Duties:

Regarding the participation and engagement of young people 16 to 19 in education, employment or training, Local Authorities have a statutory duty to:

- Secure enough suitable education and training provision for all young people who are over compulsory school age but under 19 or aged 19 to 25 with an EHCP
- Make available to all young people aged 13-19 and to those between 20 and 25 with SEND, support that will encourage, enable or assist them to participate in education or training
- Collect information about young people so that those who are not participating, or are NEET, can be identified and given support to re-engage

Additionally – with regard to 16- and 17-year olds:

- Promote the effective participation in education and training of 16- and 17-year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training
- Make arrangements – i.e. maintain a tracking system - to identify 16- and 17-year olds who are not participating in education or training; putting in place robust arrangements to identify young people who are not engaged in education or training or who have left provision enables local authorities to offer support as soon as possible

A key aspect of the duties is monthly reporting to the DfE of young people 16 to 19 to 25 for SEND) who are not participating in education, employment or training or whose destination status is unknown. These young people are referred to as NEET (Not in Education, Employment or Training)

2. The Social and Economic Impact brought about by Young People Not Participating in Education, Employment or Training:

Education has become one of the clearest indicators of life outcomes such as employment, income and social status, and is a strong predictor of attitudes and wellbeing.

Education is often used by people to shape their 'social identity', framing their understanding of themselves and their relationships with other people. A positive, affirming social identity is associated with a range of positive outcomes in life, such as increased wellbeing, health, social trust and political engagement.

However, the emphasis on education in today's society makes it much harder for people with low levels of education to develop a positive social identity. This can negatively affect self-esteem and wellbeing.

- Higher levels of education are associated with a wide range of positive outcomes - including better health and wellbeing, higher social trust, greater political interest, lower political cynicism, and less hostile attitudes towards immigrants.

- Level of education is the strongest predictor of outcomes (compared to age, gender, income, employment status, and marital status) in all models, except for the outcomes of wellbeing and health.
- This 'education effect' is both robust and relatively stable over time, with little variation in the surveyed population across a range of 25 years. The effect is particularly marked for the outcome of social trust, becoming stronger within the same people as they age.
- Across all education levels - low or high - people who report that they are satisfied with their education level and have incorporated education as part of their identity are benefitting psychologically

Being NEET is also associated with later forms of disadvantage and poor welfare outcomes. These include:

- Young people remain disadvantaged in their level of educational attainment 10 and 20 years later.
- Regular bouts of unemployment post-18. NEET young people are 2.8 times as likely to be unemployed or economically inactive 10 years later.
- When in employment, lower job security and lower rates of pay (under-employment). NEET young people are 2.5 times as likely as their non-NEET peers to work in a low status occupation, if they find work.
- Combining the two above – short periods of under-employment with periods of unemployment - in cycles of “churning” in and out of work. There is a cumulative effect of being out of employment or education on later life chances and this group is the most disadvantaged that need continuing support.
- Teenage pregnancy and earlier parenting;
- Persistent youth offending resulting in custodial sentences;
- Insecure housing and homelessness
- Mental and physical health problems. NEET experiences are associated with a higher risk of poor physical health. The risk of depression and anxiety prescription for the NEET group is over 50% higher than that for the non-NEET group.
- Use of illicit drugs and transition to the use of class A drugs
- NEET young people are significantly more likely to be known to children's (early help / social care) and adult services as well as dependent on the welfare state over their life-course
- Earlier death.

3. Delivery of the Duties and Addressing Non-Participation in Reading:

July 2019 to August 2020:

- Bring the Elevate service ‘in house’, develop the team and brand
- Focus on the NEET Action Plan of reducing Reading’s NEET and Not known performance, with a focus on supporting those from vulnerable groups who are NEET or whose situation was unknown (in response to the Ministerial letter received last year)
- Undertake a robust data cleansing exercise
- Establish a Post 16 NEET Networking Group
- Creative commissioning and Income Generation
- Strengthen Vocational and Academic Pathways to Employment

4. Summary of Progress – July 19 – August 2020

- Elevate Careers is now fully embedded and part of BfFC. The team consists of a full time Team Manager, 2.4 FTE Career Advisers, 1 FTE Careers Coach and Performance Data Analyst. Allocated resource to YOS, SEND, Leaving Care and Reading College to support young people NEET or at risk of dropping out from post 16 to NEET.
- We have worked hard this year to proactively track and support young people who are NEET or not known- below chart shows our combined NEET and Known performance from September 2019 to July 2020, our position continues to improve and in July 2020 we were lower than both the national and the south east figure. We continue to work hard in reducing the number of young people who are not in education, employment or training (NEET) and those whose situation is not known. The July figures show a decrease in the NEET figure and our ‘not known’ figure, which combined is a reduction of 1.3 per cent since June. This performance has moved BfFC out of the fifth, or lowest, quintile for NEET/Not Known into the third quintile.

16/17-Year-old Combined NEET and Unknowns: September 2019 – July 2020

Month	Reading Total %	Total Reading Combined NEET & NK Numbers	Quintile	England NEET and Not Known %	South East NEET and Not Known %
Sep-19	62	1443	5	31.8	38.4
Oct-19	60.5	1411	5	13.6	16.5
Nov-19	36.2	1052	5	8.1	10.0
Dec-19	17.5	523	5	6.1	7.3
Jan-20	15.6	472	5	5.3	6.3
Feb-20	11.6	351	5	4.9	5.7
Mar-20	6.9	208	5	5.1	5.8
Apr-20	6.3	192	4	5.3	5.9
May-20	6.3	191	4	5.5	5.9
Jun-20	6.7	205	4	5.6	5.9
Jul-20	5.4	166	3	6.2	6.6
Aug-20	TBC				

***Data taken from NCCIS LA Monthly Submissions

- **Establishment of a Post 16 NEET Network:**

In late 2019, Elevate established a Post 16 NEET Network in Reading. The aim of the network is to lead cross Reading system change to the issue of NEET, to think about education in the context of young people's lives, to identify the risk and protective factors associated with non-participation and to promote alternative, more vocational pathways to employment outcomes. The Network has not met recently due to Covid-19.

- **Creative commissioning and Income Generation:**

This year we have commissioned creative interventions including: a supported employment offer for NEET young people with SEND and / a cultural commissioning project 'match' funded with RBCs Cultural Commissioning Team and a sports and mentoring project based in a gym in central Reading. The Team continues to build relationships with local businesses – as part of the work linked to developing more vocational pathways pre and post 16.

- **Strengthen Vocational and Academic Pathways to Employment in Reading**

We have developed a vacancy service for young people, to include both vocational and academic pathways available. Developed and delivered an Exam Results day offer to schools, young people/parents/carers. Set up NEET networking events for young people to network with local providers to understand the vocational pathways available to them. We continue to build relationships with local businesses, as part of this work linked to developing more vocational pathways pre and post 16.

5. The Future of Post 16- 2020-2025

Elevate's 5-year service plan, focuses on creating a thriving, seamless service that is accessible to young people in Reading, particularly those young people from disadvantaged backgrounds and diverse range of cultures, and those who are looked after or with special educational needs and disabilities. To support young people to improve their post 16 attainment, and to receive tailored support based on their needs and circumstances, we will provide first hand experiences of the world of work, access to a wide range of learning and training opportunities both academic and vocational pathways, and to support with their health and wellbeing, by providing positive reengagement activities/events to help build resilience and confidence.

Another aim of the service is to broaden our scope through providing career advice and support to young people at Pre 16, particularly to those young people who are at risk of becoming NEET in the future.

Our focus is on two key deliverables areas:

1. **NEET Prevention/ Improving Post 16 attainment**
2. **NEET delivery**

1. **NEET Prevention/Improving Post 16 Attainment**

- Closing the attainment gap for vulnerable young people working with our schools and colleagues in school improvement
- Research and map out local provision/Identify gaps with resolutions

- Contributions to both Pre 16 and Post 16 SEND and PEP reviews at KS4 and Post 16
- Embed Supported Employment Pathways and Vocational Profiling within our delivery
- Establish strong networks and links with Secondary Schools/Learning Providers and employers
- Research into a Traded Services offer for Schools

6. NEET Delivery

- Continue to deliver our statutory duty to robustly track young people's activity to identify those not participating (NEET) and support them to do so. We intend to increase young people's participation into formal education, employment and training, significantly reduce our not knowns and continue to maintain a low NEET position, resulting in improving BfFC performance.
- NEET Taskforce, developing a delivery model centred around the young person. Working collaboratively with local providers and employers, supporting our hardest to reach young people into education, employment and training.
- The NEET taskforce will be the key driver to securing/commissioning future provision to support our most vulnerable NEET into sustainable outcomes.
- Lead on the EY Foundation Employability programme for Children Looked After

We will work towards achieving external career quality accreditations which will help us stand out the crowd (competitors), identify areas for improvement and confirm we are doing a good job.

Have in place a robust **performance and data management** process. Provide monthly updates on 16/17 years NEET and Not Known performance. Every year successfully complete the September Guarantee and the Annual Activity Survey. Carry out data analysis regularly, to effectively support us in our delivery, ensuring the right support is given to young people in Reading.

Appendix 1: Post 16 Service Plan



Elevate Service Plan

2020-2025

Our aim is to create a thriving seamless service that is accessible to young people in Reading, particularly those young people from disadvantaged backgrounds and diverse range of cultures, those who are looked after or have special educational needs and disabilities. Delivering a high-quality career service, helping young people to understand the range of local opportunities available to them in the current economy and gain the skills and qualifications they need to succeed for the jobs of the future. We will help young people to overcome and break down any barriers preventing them from progressing into positive outcomes. We want young people in Reading to transform their lives for the better and to do this they need to receive a good education, with the qualifications and skills to show for it.

We want young people to:

- In the future to have access to a wide range of services in a 'town centre' location, a holistic hub providing the right advice, in the right place at the right time.
- Improve their post 16 attainment by understanding the different academic and vocational pathways available to help them progress into future sustainable employment.
- Have access to tailored support based on their needs and circumstances.
- Understand their own skills and knowledge and how they can be used in the work place.
- Have first-hand experiences of work places, learn from employers/providers the valuable skills needed to succeed in the work place.
- Receive high quality career provision and support.
- Have access to a wide range of opportunities which includes both academic and vocational pathways to future sustained employment
- Improve their wellbeing by providing positive reengagement activities/events and programmes to help build their confidence and become more resilient for the future.

We will focus on two key deliverables areas:

- 1. NEET Prevention and Improving Post 16 attainment**
- 2. NEET delivery**

NEET Prevention and Improving Post 16 Attainment

Closing the attainment gap and to support Educations vision of improving post 16 attainment for students from disadvantaged backgrounds. Elevate will have a strategic overview of the local provision (academic and vocational pathways) available and will identify and resolve any gaps in provision, that are stopping young people from moving forward. With a particular focus on targeting our support and securing provision for young people from disadvantaged backgrounds (SEND, CLA, Care Leavers, FSM) not achieving Level 2 (incl. English and Maths) and Level 3 qualifications.

Reading Matrix Data (published August 2020)- Education Standards and Participation

Qualification Achievements by Age 19											Latest	Latest Available
	2015	Rank	2016	Rank	2017	Rank	2018	Rank	2019	Rank	Quartile Band (A-D)	England Average
Level 2 - all school types	84.0	115	84.1	99	80.1	120	77.4	129	76.4	128	D	81.8
Level 3 - all school types	57.3	73	59.2	56	58.1	65	60.1	49	59.2	53	B	56.9
L3 Gap (%diff difference between FSM and non-FSM) - state funded schools	31.5	113	36.4	146	37.6	145	35.8	139	30.6	111	C	25.2
L2 Gap (%diff difference between FSM and non-FSM) - state funded schools	19.4	85	22.3	110	30.2	146	28.3	130	30.2	139	D	22.1

Reading Matrix Data (published August 2020)- Vulnerable Children and Young People Attainment Data

	2015	2016	2017	2018	2019	Rank	Quartile	Latest England Average
%19 year olds qualified to Level 2, inc English & Maths - without statement/EHC Plan	42.1	44.4	39.5	40.5	38.5	55	B	35.9
%19 year olds qualified to Level 2, inc English & Maths - with statement/EHC Plan	9.6	8.9	3.7	13.0	9.5	122	D	14.9
%19 year olds qualified to Level 3 - without statement/EHC Plan	33.0	38.3	34.0	33.1	34.4	46	B	30.7
%19 year olds qualified to Level 3 - with statement/EHC Plan	7.7	6.7	5.6	15.2	7.1	127	D	12.5
Percentage of KS4 cohort going to, or remaining in education and training destination - SEN Pupils Without Statement/EHC Plan	84.0	90.0	89.0	88.0		86	C	89.0
Percentage of KS4 cohort going to, or remaining in education and training destination - SEN Pupils With Statement/EHC Plan	100.0	100.0	88.0	92.0		59	B	91.0

We will contribute to both Pre 16 and Post 16 SEND and PEP reviews at key transitions (KS4 and in Post 16) to provide career information, advice and guidance on future career and learning options, helping young people to better prepare for the world of work and adult life. Embed our supported employment pathway model and vocational profiling tool into our practice to support vulnerable young people into sustainable education, training and employment.

Work closely with schools, colleges and training providers to identify vulnerable young people early on who may be at risk of dropping out, to ensure additional support and advice is in place preventing them from becoming NEET. Continue to offer support to students and schools at key times of the year such as A level and GCSE Results days, and will continue to offer our support to schools with tracking and destination data gathering to help them measure the effectiveness of their support for students making the transition into the next stage of their education or training (Post 16).

We will continue to build strong partnerships and networks with Schools, Colleges, Training Providers, EYF, LEP, DWP, Employers, Voluntary and Community Sector, Health including Mental Health Services, Social Services, Early Help, Troubled Families, SEND services, YOS, Probation and the Police. Work closely with neighbouring Local Authorities, sharing best practice, explore joint

working proposals, and work together to support young people travelling out of area to access education, training, work or services.

Future of Pre 16 Delivery: 2021-2025

We will start to focus and plan for our delivery on our long-term vision to finally break the cycle of NEET, by placing a greater focus pre 16. We will explore a Traded Services Offer by working closely with schools, education and Bffc transformation team to develop an offer that is built around the needs of the students and school. Will explore with Schools the use of the Risk of NEET Indicator (RONI), as data tool to identify young people who are in need of additional support on their future post 16 participation. RONI will be led by the Education Service and involve colleagues from School Standards and Data and Performance team. RONI involves applying ‘weightings’ or ‘risk factors’ to school cohorts (both primary and secondary) to identify cohorts, and individuals, at greater risk of becoming NEET. Having this information could allow schools to better prepare at a cohort and individual level and to help identify early on and put in place effective preventative support.

a. NEET Delivery

We will continue to deliver our statutory duty to robustly track young people’s activity to identify those not participating (NEET) and support them to do so. Provide holistic support, giving impartial information, advice and guidance to young people 16-19 (up to 25 for Care Leavers and YP with an EHCP living in Reading). Helping young people to overcome any barriers faced, by encouraging and enabling them to participate in education, employment and training opportunities.

We intend to increase young people’s participation into formal education, employment and training, significantly reduce our not knowns and continue to maintain a low NEET position, resulting in improving Bffc quartile performance.

Reading Matrix Data (published August 2020) – Education Standards and Participation

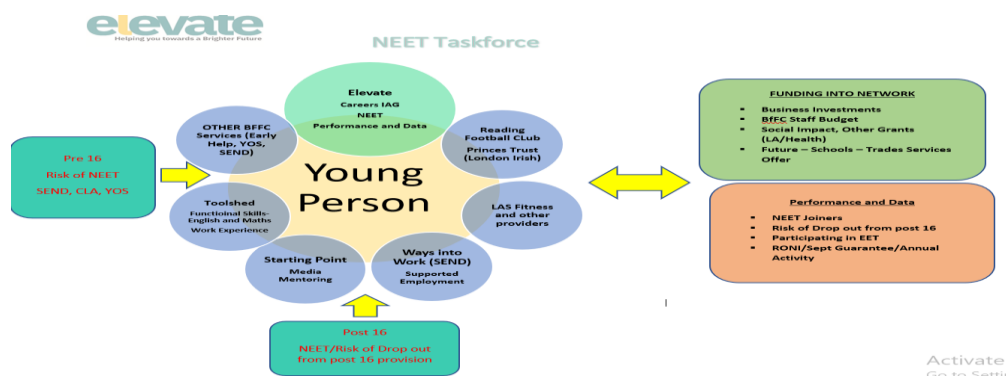
Post-16 Education, Training & Employment								
	2015	2016	2017	2018	2019	Latest Rank	Latest Quartile	Latest England Ave.
% 16-17 year olds recorded in education and training (as at 31 December)	90.4	90.3	90.6	90.0	89.6	140	D	92.6
% of KS4 All Pupils going to, or remaining in education & employment/training	93.0	96.0	94.0	94.0		53	C	94.0
% 16 & 17 yr olds Offered Place in Education/Training (Sept Gtee)	93.0	91.8	71.0	71.4	57.4	151	D	95.0
	2015	2016	2017	2018	2019			
% 16-17 yr olds Not in Education/Employment/Training		3.7	3.2	4.2	1.6	20	A	2.7
% 16-17 yr olds whose Current Activity is Not Known		1.6	2.9	3.3	13.3	151	D	2.8

Note: NEET figures are derived from local data which only records young people known to the local authority and does not include those taking a gap year or who are in custody.

Establish the **NEET Taskforce**, with young people at the centre of the model, working closely with local providers/partners (Starting Point, Toolshed, Ways into Work, Princes Trust, Reading College and others) to support our most ‘hardest to reach’ NEET young people back into sustained education and training opportunities. Hold regular **NEET Networking events** over the year, encouraging NEET young people to attend, to talk to local providers and get signed up to formal learning. Will continue to work collaboratively with local providers and employers to identify and resolve any gaps in local provision and **commission/secure** reengagement activities/vocational programmes to support NEET

young people back into sustainable education, employment or training. With the future aim of this network to work collectively for mutual benefit to attract future funding to allow us to expand our delivery offer to young people at Pre and Post 16.

Elevate NEET Taskforce Model:



Lead on **EY Foundation Employability Programme for young people in care**, working in collaboration with Ernest and Young, Leaving Care, and the Virtual School to provide a holistic, supported employability programme to those who are engaged in full time education. Equipping young people with the right tools and skills needed to succeed in the future and the world of work.

Future of Post 16 Delivery: 2021 -2025

Explore the possibilities of developing a 'Town Centre' hub - providing the right advice, in the right place at the right time.

- Holistic service offer, providing high quality career and employability provision.
- A safe and modern place for all young people to go, to get impartial help and support
- A place where we can provide formal/informal training sessions working with local providers/employers, upskilling young people preparing them for the future and the world of work
- Have a dedicated young person zone within the hub, for young people to have full access to digital technology to help them become more digital savvy and better prepared for the digital age, being able to use a computer now is almost as important as being able to read and write
- Provide access to digital resources and tools helping young people to make informed choices about their future
- Deliver Employability training sessions – CV writing, interview preparation, effective communication, job /college applications support
- Increase Employer Engagement- inviting employers to use our space to meet with young people/offer employer training sessions, sector-based job fairs, and business mentors
- We will act as advocates to young people, linking in with employers/providers to offer more work-related training opportunities
- Set up social enterprise programmes working closely with local community and voluntary sectors providers, encouraging young people to give something to their local community, making a positive difference to society, as well as developing new skills and experiences.
- NEET Networking events for young people to network with local providers and employers

b. Digital Careers Technology

Provide up to date career and labour market information. Develop online career skill assessment tools. Continue to use our Live Chat Facility to chat to young people online. Have a strong presence on our social media platforms that are popular with young people. Work in partnership with DWP and other local partners on the Reading/West Berkshire Virtual Youth Hub.

c. Quality Management

We will develop a robust quality management system underpinned by the Careers Strategy and Gatsby Benchmarks, ensuring young people/stakeholders/partners continually receive a high-quality Careers Service. We will research into external quality standards/awards that will underpin our internal quality framework and will ensure we are providing an excellent service to all our 'customers'. Have in place robust quality control measures that will confirm we are providing a high-quality service, that is consistent, effective and successful. Quality measures that will also help us to identify any areas for improvements to the service. To help deliver the best possible careers service and produce the highest standard of Careers and Skills Action Plan we will have a robust Observation of Professional Practice process and Action Plan audit process.

Case studies- each adviser will be required to submit weekly **NEET case studies** to SLT, highlighting our 'hardest to engage' young people, presenting their barriers to progression and steps needed to overcome these challenges. Each month we will produce a **Good News Case Studies**, evidencing the adviser's/providers significant contribution to a young person's progression.

Compliments/comments/complaints - Feedback will be encouraged from young people/parents/stakeholders to confirm we are delivering a good service and to highlight any areas we need to improve on.

6. Performance and Data Management

Monthly Local Authority Submission tables will be produced by the DFE, highlighting **Readings NEET and Not Known** performance of 16/17 year olds, those participating in formal learning, and those leaving and joining the NEET group. On a quarterly basis the DFE will publish '**At risk tables**' on vulnerable groups in Reading, publishing data on Teenage Parents, SEND (up to 25 years), Care Leavers, BAME groups who are NEET, Not Known or participating in formal education, employment or training (EET).

Annual Activity Survey results are published once a year around March time. The purpose of the Annual Activity Survey is to establish young people's destinations, on 1 November, in the year they completed compulsory education. We will lead on the **September Guarantee** process for all 16-year olds who are educated in Reading; and 17-year olds who are resident in Reading. We will work closely with schools and post-16 providers to identify those young people eligible for an offer, understand their post-16 plans and any offers they have received, and record this information on NCCIS database (IYSS). For those Young people who do not have post-16 plans or an offer of a place are at risk of becoming NEET in September. Identifying these young people early enables services to provide additional advice and support about the options available, and to highlight any emerging gaps in provision.

Advisers will manage their **NEET** Caseloads by RAG rating their young people based on priority of need/risk factors: Green – YP NEET ready for EET, Amber -NEET with some short-term support to progress into EET, Red- Complex needs -requires intensive support to EET. Amber/RED NEETS will be presented at the newly established NEET Taskforce, and Green NEETS will be supported by the Elevate team.

Advisers will receive weekly/monthly tracking reports on YP whose situation is currently **Not Known**, with the expectation that they will proactively track and support these young people into positive destinations.



Elevate: Post 16 Action Plan

Our Service

Our aim is to create a thriving seamless service that is accessible to young people in Reading, particularly those young people from disadvantaged backgrounds and diverse range of cultures, those who are looked after or have special educational needs and disabilities. Delivering a high-quality career service, helping young people to understand the range of local opportunities available to them in the current economy and gain the skills and qualifications they need to succeed for the jobs of the future. We will help young people to overcome and break down any barriers preventing them from progressing into positive outcomes. We want young people in Reading to transform their lives for the better and to do this they need to receive a good education, with the qualifications and skills to show for it.

We want young people to:

- In the future to have access to a wide range of services in a 'town centre' location, a holistic hub providing the right advice, in the right place at the right time.
- Improve their post 16 attainment by understanding the different academic and vocational pathways available to help them progress into future sustainable employment.
- Have access to tailored support based on their needs and circumstances.
- Understand their own skills and knowledge and how they can be used in the work place.
- Have first-hand experiences of work places, learn from employers/providers the valuable skills needed to succeed in the work place.
- Receive high quality career provision and support.
- Have access to a wide range of opportunities which includes both academic and vocational pathways to future sustained employment
- Improve their wellbeing by providing positive reengagement activities/events and programmes to help build their confidence and become more resilient for the future.

We will focus on two key deliverables areas:

- 3. NEET Prevention / Improving Post 16 attainment**
- 4. NEET delivery**

Key Performance Indicators: 2020-2025

- **Quintile 1 – Green/Quartile A – Green**
- **Combined NEET&NK: % of 16-17-year olds not in education, employment or training (NEET) or not known (NK)- monthly target under 4%**
- **NEET: % of 16-17-year olds not in education, employment or training (NEET)- monthly target under 2.1%**
- **Not Known: % of 16 to 17-year olds whose current situation is not known to the local authority- monthly target under 1.7%**
- **Education and Training: % 16- and 17-year olds participating in education and training- 96%+**
- **September Guarantee: % of 16- and 17-year olds receiving an offer of a place in education or training under the September Guarantee – 94%+**
- **Increase % of 19-year olds with an EHCP/Statement qualified to Level 2 (incl. English and**

Maths) (Academic/Vocational pathways)

- **Increase % of 19-year olds with an EHCP/Statement qualified to Level 3 (Academic/Vocational pathways)**

Partners

EY Foundation, Starting Point, Reading Football Club, Princes Trust, Toolshed, Activate Learning: Reading College, Chiltern Training, LAS Fitness, Ways into Work Reading CIC UK, DWP, Thames Valley LEP, Employers, Voluntary and Community Sector, Health including Mental Health Services, Early Help, Social Care, Secondary Schools, Troubled Families, neighbouring Local Authorities, SEND team and services, YOS, Probation and the Police

1. NEET Prevention/Improving Post 16 attainment

<u>Action</u>	<u>Outcome</u>	<u>Success</u>	<u>Lead</u>
<p>Research and map out local provision (vocational/academic pathways available to young people).</p> <p>Carry out NEET data analysis on focussing on YP attainment levels, choices and aspirations and map against local provision. Identify any gaps in provision.</p> <p>Commissioning of creative programmes/services helping to resolve local provision gaps.</p>	<p>Research paper on local provision available with identified gaps.</p> <p>Develop an action plan to resolve gaps identified.</p> <p>Gaps identified and provision secured, with the NEET Taskforce Group being the key driver.</p>	<p>Strengthened vocational/academic pathways available to young people</p> <p>Action Plan developed</p> <p>Increase of local provision available to young people results in increase of participation into formal education/training</p>	Clare Martin
<p>Contribution/attendance at key panel meetings:</p> <ul style="list-style-type: none"> • SEND Strands- Preparing for Adulthood • Early help: Youth Diversion Hub • Virtual School/Leaving Care Tracking Meetings • CME Group 	<p>Increase of young peoples participation into education, employment and training (EET)</p> <p>Develop strong partnerships/networks</p> <p>Increase of referrals to service</p>	<p>Reduction of NEET</p> <p>Increased participation into EET</p> <p>Improved Post 16 Attainment</p>	Clare Martin
Contribute to SEND Reviews at key transitions -KS4 and Post 16	Young people are better supported with their future career	Reduction of NEET from leaving school/post 16	Clare Martin

	<p>planning/options</p> <p>Increase participation into sustained EET</p> <p>Reduce joiners to NEET group from leaving school</p> <p>Reduce drop outs from post 16 provision</p>	<p>Increased participation into EET</p> <p>NEET Joiners report</p> <p>NEET Leavers reports</p>	
Contribute to PEP reviews at key transitions KS4 and Post 16	<p>Increase participation into sustained EET</p> <p>Reduce joiners to NEET group from leaving school</p> <p>Reduce drop outs from post 16 provision</p> <p>Increase uptake on to EY Foundation Programme</p>	<p>Reduction of NEET from leaving school/post 16</p> <p>Increased participation into EET</p> <p>Progress updates on EY programme</p>	Clare Martin
Embed BfFC supported employment model and vocational profiling into our practice	<p>Vocational profiling embedded and part of our practice.</p> <p>Develop a profiling tool that is accessible digitally</p>	<p>Young people are prepared for the future and are able to make informed decisions on the pathways available to them.</p> <p>Purchased and using Online Career Assessment tools as part of our profiling tool (Fast tomato/Kudos)</p>	<p>Clare Martin</p> <p>Clare Martin</p>
Explore the possibilities of developing a traded service offer for schools	<p>Deliver a bespoke pilot project to help with our research/explore the wants/needs of school and students</p>	<p>Pilot project delivered/end of programme results/report</p>	Clare Martin

	Design/Develop a Traded Services offer for schools, possibly for the next academic year.		
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2. NEET Delivery

<u>Action</u>	<u>Outcome</u>	<u>Success</u>	<u>Lead</u>
To allocate on a weekly basis all NEET young people to an adviser/ RAG rate each NEET person based on needs/engagement (Red – Intensive, Amber- Medium support, Green – NEET start date agreed for EET	<p>NEET young people are allocated to an adviser for support into EET.</p> <p>Green NEETs supported into EET by the team.</p> <p>Red/Amber NEETS presented/discussed with the NEET Taskforce to develop a reengagement package of support helping YP back into sustained EET</p>	<p>Monthly reports highlighting NEET leavers and where they have progressed (EET)</p> <p>Increase participation into EET</p> <p>NEET summary reports presented to Kate- weekly</p> <p>‘Hardest to reach/engage’ young people are positively engaging and being supported back into EET. Good News Case Studies.</p>	Clare Martin
To disseminate to the team on a fortnightly basis Due/Lapsed tracking lists to actively track those YP whose situation is not known.	<p>Reduce not known numbers</p> <p>Increase participation into EET</p>	Not knowns performance under 1.7% (monthly)	
Establish and develop the NEET Taskforce	<p>Develop operational model</p> <p>Established NEET Taskforce. Terms of reference written and agreed.</p> <p>Timescales of meetings agreed.</p> <p>Action log. Secure/Commission EET</p>	<p>Operational model developed</p> <p>NEET Taskforce TORS.</p> <p>Dates agreed</p> <p>Action Plan/log developed</p>	Clare Martin

	services/activities for NEET young people 'Hardest to reach' NEET positively engaging in EET activities	Improve post 16 attainment/Improved EET participation	
To set up 3 x NEET YP Networking Events	3 x NEET events at key times of the year: September December/January March/April	Reduce NEET/Increase participation into EET Partnership working Progress report after each event.	Clare Martin
To lead on the 2-year EY Foundation Employability programme for CLA/Care Leavers	10-12 young people per course 2 x courses to be delivered (Oct/April)	Sustainment of EET for CLA/Care Leavers	Clare Martin

3. Careers Digital Technology

<u>Action</u>	<u>Outcome</u>	<u>Success</u>	<u>Lead</u>
Research into and purchase a digital career assessment tool to support our practice and increase our digital offer to young people	Purchase of licence (Fast tomato/Kudos) Digital Vocational Profiling assessments	Advisers using digital tool to vocational profile young people/evidenced on IYSS	Clare Martin
Continue to offer Live Chat as an additional digital service to support young people	Live Chat available Monday – Friday GCSE/A level Results days	Young people using the live chat service/evidenced on IYSS	Clare Martin
To support the Comms and Marketing team with promoting our social media platforms to young people	Promote Bffc social media platforms in our communications with young people/stakeholders	Update of templates/communications Increase of followers/users	Clare Martin

<u>Action</u>	<u>Outcome</u>	<u>Success</u>	<u>Lead</u>
(Facebook, Twitter and Instagram)			
To work in close partnership with DWP/local partners to develop a 'virtual hub' for young people	Attendance at meetings Virtual Hub model developed	Progress reports Promotion of hub to young people/stakeholders	Clare Martin

4. Quality

<u>Action</u>	<u>Outcome</u>	<u>Success</u>	<u>Lead</u>
To seek out Career Quality accreditations/awards	Research quality standards/accreditations	Report on accreditations/awards available	Clare Martin
To carry out observations of professional practice audits-annually	3 x Observations recorded and completed Feedback/areas for development in staff 1:1s	Good quality career advice being delivered to young people/Vocational profiling	Clare Martin
Complete Career Action Plan audits (2 x per year)	4 x action plan audits (November) 4 x action plan audits (May)	Good quality action planning being delivered to young people	Clare Martin

5. Performance and Data Management

<u>Action</u>	<u>Outcome</u>	<u>Success</u>	<u>Lead</u>
Produce NEET case studies (weekly) to Kate Reynolds	Hardest to engage NEET presented to SLT	4 x NEET case studies, weekly	Clare Martin
Send NEET summary report (weekly) to Kate Reynolds	Weekly NEET summary presented to SLT	Weekly summary reports	Clare Martin

Action	Outcome	Success	Lead
Report on NEET/Not Known performance (monthly)	Combined NEET/NK % NEET % Not Known % Quintile position No. of NEET joiners No. of NEET leavers Participating in EET %	Under 4% Under 2.1% Under 1.7% 1 or 2 (Green) 96% +	Clare Martin
Report on 'At Risk' NEET/ Not Known (quarterly)	Teenage Parents SEND Care Leavers/CLA BAME Groups	Quarterly reports	Clare Martin
To complete the September Guarantee	School/College offer lists uploaded on NCCIS Support is provided to those young people with out an offer of education/training	96% of young people have an offer of education/training	Claire Davies Clare Martin
Complete Year 11 Annual Activity Survey	Established destinations for all Year 11 leavers	Annual Activity Survey report published	Claire Davies Clare Martin

How we will measure our delivery and performance

LA Submissions on NEET, Not Known, EET	Monthly	<ul style="list-style-type: none"> • Combined NEET/NK – under 4% • NEET- under 2.1% • Not Known – under 1.7% • EET – 95% +
'At Risk' Tables reporting on vulnerable groups who are NEET/NK/EET	Quarterly: <ul style="list-style-type: none"> • September • December • March • June 	<ul style="list-style-type: none"> • % Teenage Parents NEET/NK/EET • % SEND with plan • % SEND Support (no plan) • BAME Groups
NEET Joiners	Monthly	<ul style="list-style-type: none"> • Reporting on those joining the NEET group and where from

NEET Leavers	Monthly	<ul style="list-style-type: none"> Reporting on those leaving the NEET group and where to
Annual Activity Survey results	Feb/March 2021	<ul style="list-style-type: none"> 16/17-year olds not engaged in EET (NEET) as at 31 December 16/17 recorded as in education/training as at 31 December % KS4 going to/remaining in education/training
September Guarantee return	November/December 2020	<ul style="list-style-type: none"> % of 16/17-year olds with an offer of education/training – 94%+
Reading Matrix Data	Annually	<ul style="list-style-type: none"> 16/17-year olds not engaged in EET (NEET) as at 31 December 16/17 recorded as in education/training as at 31 December % KS4 going to/remaining in education/training % of 16/17-year olds with an offer of education/training (Sept G) %16/17-year olds who are NEET % 16/17-year olds who are Not known
Support and Supervision meetings	Monthly	<ul style="list-style-type: none"> Performance Management CPD
Good News Case Studies	Monthly	<ul style="list-style-type: none"> Quality Assurance
Feedback/Testimonials	Ongoing	<ul style="list-style-type: none"> Quality Assurance
Observation of Professional Practice	Annually	<ul style="list-style-type: none"> Quality Assurance
Career Action Plan Audits (evidencing vocational profiling assessments)	Bi Annually	<ul style="list-style-type: none"> Quality Assurance

Contracts and Procurements:

- Ways into Work – SEND - Supported Employment Provision – 50K (2019-2022)

Supporting Documents:

- Participation of young people in education, employment or training Statutory guidance for local authorities
- Careers Strategy/Gatsby Benchmark Framework