
Briefing to PVFM Committee

Date:

13th December 2018

Subject:

Update on NEET position at September/October 2018

For Information**Report of:**

Donna Lewis
Head of Inclusion and Post 16

Portfolio holder:

Cllr Paul Jacques

Sign-off:

Andrew Sutherland, Director of Education & Early Years

Summary of the issue:

The law requires all young people in England to continue in education or training until at least their 18th birthday. Where a young person aged 16-18 is not participating in education or training, they are recorded as not being in education, employment or training (NEET).

Local authorities have broad duties to encourage, enable and assist young people to participate in education or training. Specifically this involves:

- Securing sufficient, suitable education and training provision for all young people in their area aged under 19 or aged 19 to 25 where an EHC plan is maintained.
- Making available to young people aged 13 to 19 and those between 20 and 25 with SEND, support that will encourage, enable and assist them to participate in education or training.

In addition, local authorities must promote the effective participation in education and training of 16 and 17 year olds in their area with a view to ensure that those persons fulfil the duty to participate (to the age of 18). We must also make arrangements to identify 16 and 17 year olds who are not participating, this is done by way of a tracking system.

This report will update the Committee on current NEET position and activity (see Annex A and B for 3 year NEET data and case studies); it will include reference to a number of other programmes which are running alongside the LA commission but which are aligned and positively contributing towards Participation rates for Oldham young people.

1. Background

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- 1.1 The LA commissions Positive Steps to provide information, advice and guidance (IAG) to particular vulnerable groups, specifically those who are looked after/care leavers, those with SEND and those who are at risk of becoming NEET post 16. We are fortunate in Oldham in that all secondary schools also directly commission Positive Steps to provide some universal IAG to pupils who are not considered vulnerable. This synergy contributes to the continuing low rate of NEET in Oldham through consistency of advisor/approach and also effective tracking of young people's destinations.
 - 1.2 Complementary to the LA commission is the NEET ESF programme which started in April 2016 and recently extended to end of March 2019; in Oldham the programme is sub contracted to Positive Steps and is being delivered under the brand name of Positive Pathways. In the current round of ESF, this means that it is possible to continue to sign up yr 11s or post 16 at risk of NEET which should complement existing local activity to keep NEET rates low.
 - 1.3 The ESF programme encompasses engagement activity, non-regulated learning and regulated learning and to date has worked with 467 young people. The type of activity is determined by individual needs and is intended to address a variety of issues which could be preventing engagement in education, employment or training (EET); these might include confidence, motivation, anxiety, anger, literacy, inability to travel independently; multi systemic therapy can also be accessed if appropriate.
 - 1.4 A further programme of ESF activity called RAISE has also been in place to provide additional support to 15 to 18 year olds, this is also delivered through Positive Steps (sub contracted by Manchester Growth Company). This programme predominantly targets pupils who have low aspiration but high ability, low confidence and self-esteem and under achieving boys; a total of 866 young people have taken part in this programme to date which ends March 2019. Current conversion rate is 37% (higher than stat neighbours) but this is expected to significantly increase as the stages of reporting finalise.
 - 1.5 The current ESF contracts are without doubt having a positive impact on the NEET rate as they are providing additional capacity at Positive Steps to work more intensively and innovatively with young people on an individual basis, which is not possible in the current LA commission.

2. Current NEET position

- 2.1 The current period (Q2) is when tracking of young people's activity/destination is still taking place. In practice this means that a large proportion of young people will be recorded as 'unknown' whilst destinations are established for those who are on one year and two year courses. This large number of unknowns distorts the NEET percentage and makes statistics on worst performing ward, Participation Rate and

NEET rate by school attended in year 11 impossible to produce – hence the DfE lack of monitoring during this period and their advice for services not to benchmark performance.

- 2.3 Taking these limitations into account, rates for September/October 18 are as follows; you will see how the tracking period can significantly change over Q2 from the table below (numbers shown in brackets):

	Oct-18	Sep-18	Sep-17	Sep-16
NEET as a % of the cohort (yr 12/13)	3.5% (182)	3.0%	2.5%	3.3%
Unknown as a % of the cohort	15.7% (945)	20.2%	40.1%	22.4%
Yr 12s participating in learning	91.4% (2728)	69.4%	74.4%	60.1%
Young people with SEND in EET	88% (292)	82.0%	91.7%	83.3%
Teenage parents in EET	15.8% (6)	16.2%	18.9%	18.5%
Care leavers in EET	82.2% (83)	63.5%	76.2%	78.2%

- 2.4 Although the data is not yet finalised, the NEET data (overall and by cohort) is in a positive position but this may be due to the number of unknowns which tends to be around the 2.5% mark through other quarters. It is not helpful to make any further assumptions on this data at this time.

- 2.5 The Integrated support services for young people contracts is monitored on a quarterly basis by the LA Planning and Commissioning Manager and the Director for Children’s Social Care. Positive Steps completes a quarterly monitoring return detailing activity under a series of key areas, detailing progress to date. This is reviewed each quarter by Service leads and is discussed with the provider in the quarterly monitoring meeting. Any highlights or challenges are addressed accordingly throughout the period.

- 2.6 The relationship with Positive Steps continues to be positive and they have been responsive and resilient over the years to the reductions in funding from the LA. They continue to seek out alternative funding streams to add value to the LA and school commission and have recently restructured in an attempt to work more efficiently across pre and post 16.

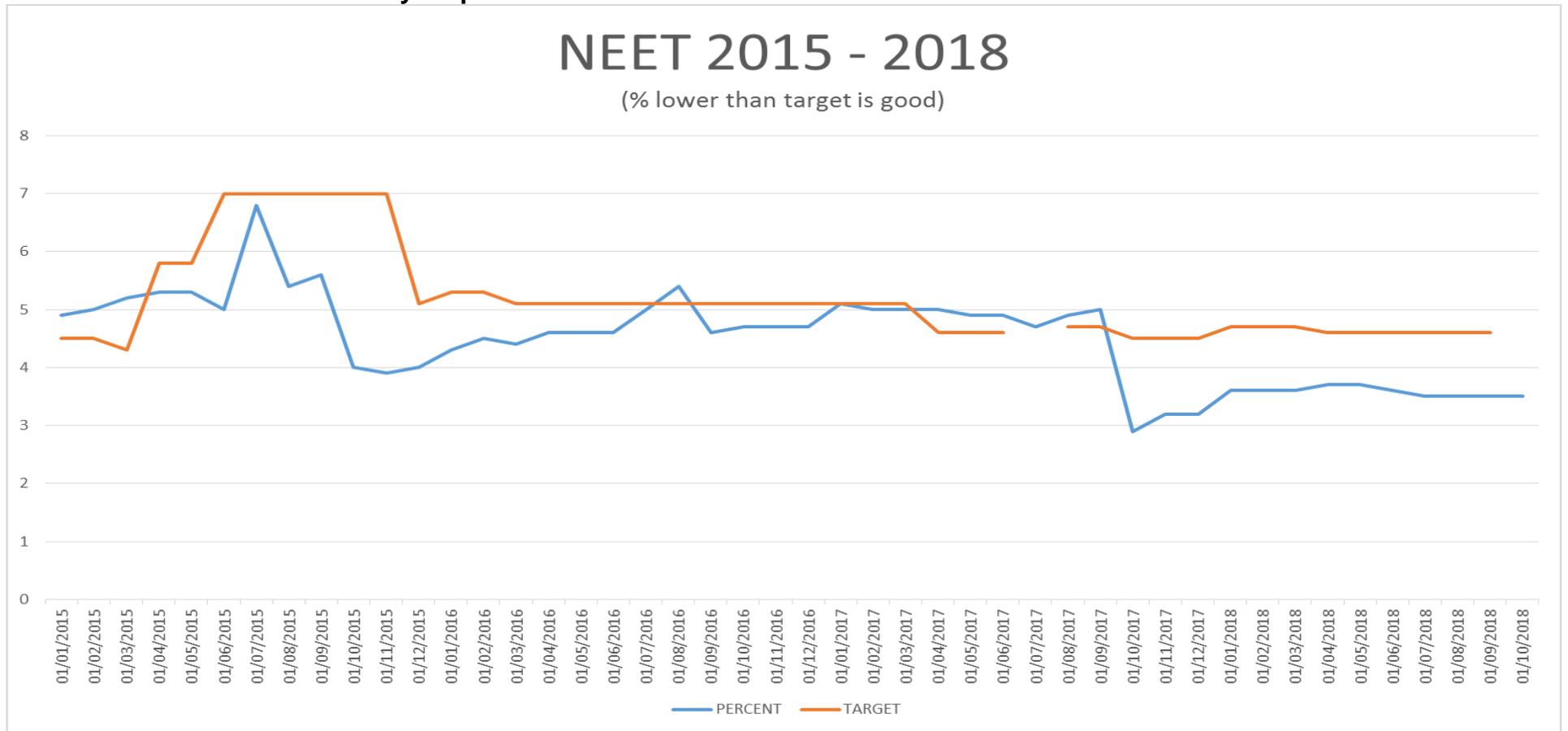
3. Summary and future plans

- 3.1 The Council currently commissions Positive Steps to deliver a range of services to support Oldham’s vulnerable young people under the overarching banner of Targeted Youth Services. These include support to young people around sexual health and substance misuse; services for young carers; delivery of missing from home return interviews; careers information advice and guidance as well as the Council’s Youth Justice Service. The current contract is being extended until

March 2020 to allow time for future commissioning intentions to be considered. This will also align with an internal review of the Thriving Communities and Early Help agenda which may result in changes to how such services are delivered locally.

- 3.2 Both ESF funded programmes are due to end in March 2019 but there is a further tender for the provision of the Positive Pathways model currently live which Positive Steps are hoping to be successful in; if they were successful in their bid then we would envisage a continuation of the progress made with NEET rates reducing. It is not yet clear what impact leaving the EU will have on engagement programmes such as this but this will be kept under review as plans emerge.

Annex A – NEET Rates over a 3 year period:



Annex B Case Study

POSITIVE STEPS - Case Study

Practitioner	Andrew Lord
Directorate	Careers Guidance Support Services
Client's forename	Young Person A
Background	<p>A. attended Royton and Crompton School where he undertook a GCSE programme of study and left in the summer of 2018. Due to him showing an interest in Work Based Learning after leaving school, A. was referred to the RAISE programme in November 2017 and subsequently attended an initial 1:1 meeting with the Positive Steps career adviser based in school.</p> <p>The aim of RAISE is to provide career guidance to year 11 young people in education, supporting them to make informed choices about their progression and to complete an independent career management outcome.</p>
Summary of Interventions	<p>During the initial meeting A. was confident of attaining at least Grade 5 (high C) across all subjects and he felt that he was particularly strong in Geography, Maths and Science.</p> <p>A expressed his long-standing aspiration to undertake a teaching assistant apprenticeship with a view to training as a qualified teacher at a later date. In particular, he explained he would like to work with disabled children as he had a great deal of experience in supporting his disabled younger (13) sibling with his learning and support needs.</p> <p>We talked about the importance of making a back-up plan in case A. was not successful in securing an apprenticeship employer and we discussed potential A Level subjects that could support him in to a Teaching Career. At this point in time he was thinking about applying to Oldham Sixth Form College for Geography, PE and possibly Sociology and/or Psychology</p> <p>Although A. talked about apprenticeships as a potential way forward, the knowledge he displayed around apprenticeship pathways was weak and he did not display any confidence whatsoever around sourcing appropriate employment opportunities. A. had no understanding of the '.gov.uk' apprenticeship website and did not have any existing CV to present to potential employers. To summarize, A was clearly not 'apprenticeship ready'.</p> <p>Although A. initially agreed to research and consider Sixth Form studies, it was apparent that this was not an appealing option for him and that he would prefer a 'work based' alternative.</p> <p>A. independently undertook an Apprenticeship Toolkit exercise which identified areas of weakness and gaps in his knowledge about work based training. This confirmed A's need for a CV in order to source appropriate vacancies. It also highlighted his inexperience of independent travel and his reluctance to move away from his immediate locality to find appropriate opportunities.</p> <p>We discussed the possibility of approaching the establishment where his disabled brother was attending as it could represent a less challenging first step when approaching suitable employers due to him already knowing several</p>

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	<p>staff members.</p> <p>As part of his action plan, A. registered on 'www.apprenticeships.gov.uk' and undertook searches for appropriate vacancies in teaching related jobs – this exercise helped him to realise that he may need to be prepared to travel to achieve his apprenticeship goals.</p> <p>A. was provided with a CV writing guidance document which he intended to complete prior to attending his next scheduled appointment.</p> <p>In his next appointment A. presented a good CV which he had written with the support of his mum. Following his reflection on his checklist answers and by using the supplied CV writing guide as reference, he had managed to outline his experiences and key skills in relation to supporting young people with disabilities and his CV needed very little tweaking.</p> <p>A. explained that he had instigated a dialogue with his brother's school who assured him that as soon as their preparations for apprenticeship opportunities were complete they would make him aware of the application process.</p> <p>A. had made the decision that he wanted to concentrate on work-based opportunities and he therefore declined to apply for any full-time college courses or sixth forms. He was strongly advised to consider a back-up plan, but A. remained resolute in his primary goal to work at his brother's school.</p>
<p>Outcomes and Impact</p>	<p>After undertaking his activities on the RAISE program, A. had a better understanding of apprenticeship pathways and how he could use the gov.uk portal to search and apply for suitable apprenticeship vacancies. A. had also compiled a skills focused CV to support any applications.</p> <p>A. had developed the 'tools' to progress on to an apprenticeship or in to employment in the future and he understood that he may be required to travel in order to fulfill his ultimate goal of working in the SEND education sector.</p> <p>During a follow-up home visit A. explained that he had successfully undertaken the recruitment process at his brother's school and pending his GCSE results he had received an offer to start full-time employment in the autumn. A. achieved the necessary GCSE grades and he is currently working at the School as a Teaching Assistant whilst undertaking advanced apprenticeship qualifications at Oldham College.</p>
<p>Comments from client</p>	<p>N/A</p>
<p>Date completed</p>	<p>15/10/18</p>

Annex B Case Study

Practitioner	Jan Slater
Directorate	Career Guidance Support Services
Client's forename	Young Person B
Background	<p>Behaviour, Emotional and Social Difficulty (BESD)</p> <p>Child Looked After (CLA)</p> <p>B. attended a SEND School on a reduced timetable. He attended Monday afternoon, Tuesday and Wednesday morning, Thursday all day and Friday morning. Nearing the end of year 11 his attendance was 100% but he said if they put him on full hours he would have found it too difficult. B. had an appropriately differentiated curriculum with clear outcomes and objectives identified. He worked with-in small groups with additional teaching support when required.</p> <p>B. had a strained relationship with his Mother and Step Dad but in August 2018 this relationship fragmented, and he no longer has contact with either of them. He has been having contact with his siblings.</p>
Summary of Interventions	<p>07/09/18 I accompanied B. to YMCA Training to have a look at the facilities and talk to one of the Tutors, about the programme. I had spoken to him in depth regards acceptable behaviour in any training organisation and he had responded maturely. The tutor gave us an overview of the course and showed us round the building. B. liked what he saw and said he would like to join. He was invited in for assessment on Monday 10/09/18 at 10am. I supported him to attend the assessment. YMCA offered B. a place once he has successfully completed the two weeks Induction to start tomorrow (11/09/18). During this period, he needed to give them ID and Bank Account details. He could not start officially without ID. B. said he needed support to collate his ID and open a Bank Account. I contacted his Social Care worker, to inform her of the current situation and asked if she had any ID for B, then he could be supported to open a Bank Account.</p> <p>12/09/18 B. did not attend YMCA Training because he went out with a friend and had a very late night. I spoke to the tutor who agreed to see B. the next day. I accompanied B. to the meeting and during an in-depth discussion he told the tutor how important this training place was to him. YMCA reinforced the need to attend when required and behave appropriately whilst there, then agreed to give B. another chance. He would go the next day at 9.30am.</p> <p>17/9/18 The tutor from YMCA said B. went in that morning and said he could not concentrate because his little sister had moved out of the area and he would no longer be able to see her. He was very upset and kept leaving the classroom, so the tutor told him to go home and come back the next day. I attempted to contact B. without success, but I managed to contact B's Cousin</p>

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	<p>(who B lives with) and told her to tell B. not to go to YMCA tomorrow. I told her I was concerned B. would drop off the programme and once he had been there over six weeks he would not be eligible to go back. I gave her an overview of the Princes Trust Programme and said I would speak to B. to ask him if he would consider doing this programme before going back to YMCA.</p> <p>19/09/18 I took B. to look at Groundwork Trust and introduced him to the staff there. He would be starting the Princes Trust Programme with them on Monday 24/09/18.</p> <p>01/10/18 B. could not get a bursary from Princes Trust. I asked his Social care worker, if they could offer any funding. She contacted me that day to inform me her Manager had authorised to pay A £20 per week while he attended Princes Trust. I contacted B. to inform him he could collect the money every Thursday afternoon from Positive Steps.</p> <p>13/11/18 B. had now received his Birth Certificate and asked me to support him to liaise with his bank to open his Bank Account. He went in two weeks before with his social care worker, to complete the initial application and had looked on-line at the progress but did not understand why they had put the application on hold. I contacted the Bank for him and they said they needed a letter off Social Care to confirm his current address. He would contact is social care worker to arrange that.</p>
<p>Outcomes and Impact</p>	<p>The Princes Trust Programme gave B. the opportunity to become more stable before being under the pressure of completing an intense training programme. Attending Princes Trust enabled him to complete softer qualifications such as Health & Safety, First Aid and Manual Handling alongside developing team work skills and completing work experience. The supportive environment helped him to manage his emotions effectively while he is going through this difficult stage in his life.</p> <p>If B. had continued at YMCA and then been asked to leave he would not have had the choice to return and it could also have had a negative impact on accessing other education provision. Both B. and I felt this was the best way forward.</p> <p>B. has now got a Birth Certificate and Bank Account in preparation for progression into further education, training or employment.</p> <p>B. is in receipt of a weekly payment off Social Care which has alleviated the need to claim DWP Benefits and becoming entrenched in this lifestyle.</p>
<p>Comments from client</p>	<p>B. said he is enjoying attending Princes Trust. He is now unsure if he wants to return to YMCA Training when he finishes the Programme 14/12/18. He has asked me to support him to explore his options.</p>

Annex B Case Study

Date completed	23/11/18
Practitioner	Jennie Gibson
Directorate	CGSS
Client's forename	Young Person C
Background	<p>C. has an EHCP and had attended an 'out of borough' school but had relocated after year 11. C. had started an out of borough college doing an Entry Level Motor Vehicle course. C. came back up to Oldham after a short time and was NEET. He ended up involved with the Youth Justice Service after being charged with an offence and came to work with me after a referral from his YJS worker.</p> <p>C. was hoping to go on to a training programme where he could work on his maths and English as well gain a Motor Vehicle qualification. He was referred to YMCA and, after an interview where his offences were explained, was offered a place on their Study Programme.</p>
Summary of Interventions	<p>During the first week of C. being at YMCA, I was contacted by the tutor at YMCA who explained that the extent of C's offences had not been passed on by the person who had interviewed him and, as they were motor vehicle related, they could no longer offer him a place on their course (work experience is a key element of the course and the tutor said that garages would not take him on for a placement with these offences). C. was disappointed with this and so I advocated on his behalf to secure maths and English sessions alongside some workshop experience until the end of July to keep him engaged and enable him to achieve some qualifications.</p> <p>In the mean time we did further guidance and C. said that although he does have an interest in Motor Vehicle he would really like to do something related to music and performance. C. would often give impromptu rap performances of his own creation to me and his YJS worker. We explored this further and I arranged for him to look around Access to Music and The Manchester College with a view to applying for music related programmes.</p> <p>We also worked on a CV and employability skills should C. wish to apply for a part-time job.</p> <p>C. applied to both colleges. He attended an Open Day at The Manchester College where he engaged in various activities and he enjoyed it and was offered a place. He also liked Access to Music after a visit, but they were unable to offer him a place. They stated that as a private provider they were not bound by the same code of practice as other colleges in terms of SEND offers; they had already allocated their SEND resources to other applicants for that year's intake and as such felt they could not properly support C. C's. YJS Resettlement and Education worker challenged this decision but C. decided to go to The Manchester College any way and enrolled towards the</p>

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	<p>end of summer.</p> <p>C. finished his Functional Skills at YMCA where he achieved EL3 in Maths and English at the end of July. Both his YJS worker and I were concerned about the impact a summer of being NEET would have on C's motivation to progress to college in September so we arranged for him to do the 'Get A Job' course over the summer. We were provided with regular reports from the course leader who said C. was engaging well and had done various employability activities over the 5-week period. C. also engaged with his YJS order, engaging in activities to help support his progression including substance misuse interventions, work experience and enrichment activities such as bike riding.</p> <p>At this point C's YJS Resettlement and Education worker supported C. with his transition to college where he has started the Entry to Music course.</p>
Outcomes and Impact	<p>C. has achieved maths and English qualifications at YMCA. He has also started college where he is doing an Entry to Music course.</p> <p>C's continued engagement in education will help him develop skills and knowledge in a subject in which he is interested. It will also offer protective factors when taking into account re-offending potential.</p>
Comments from client	n/a
Date completed	23/11/2018