

15th March 2021**Agenda Item: 4****REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND
SKILLS****DESTINATIONS OF YEAR 12-13 LOOKED AFTER YOUNG PEOPLE COHORT
2020 – 2021****Purpose of the Report**

1. This report informs Committee of the education destinations of Nottinghamshire looked after young people who left statutory education at the end of the academic year 2019-2020 into Year 12, and those in Year 13 of post-16 education. The report asks Committee to consider whether there are any further actions it requires arising out of this information.

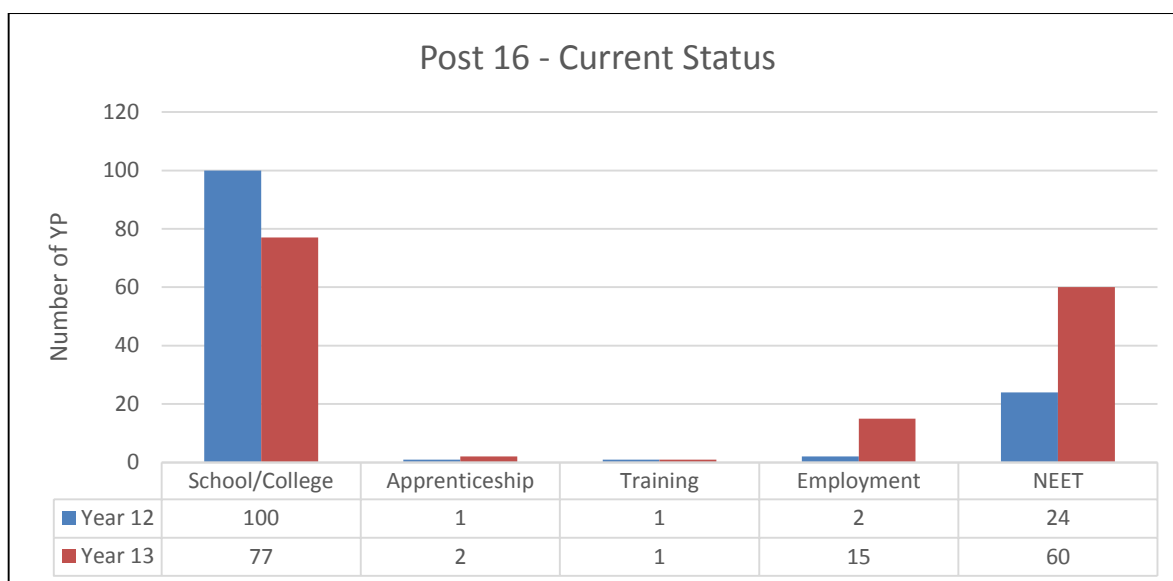
Information

2. Members of the Children and Young People's Committee act as corporate parents to the children and young people looked after by Nottinghamshire County Council and therefore receive regular reports on the academic successes of these children and young people.
3. Despite changes to education legislation regarding the age of participation (Education Acts 2008/2011, introduced the raising of the participation age), statutory school age has not been changed; a child must start statutory schooling the term after they turn five years old and remain in education until their 16th birthday (finishing on the last Friday in June of that year). However, all pupils leaving statutory schooling are required to participate in education, employment or training until 18 years of age. Should a young person not secure GCSE level 4 or above in English and/or mathematics at the end of statutory schooling, the young person is also required to continue studying these subjects until they are 18 years of age or until the required level is obtained.
4. The change to the law for post-16 education requires young people to undertake one of the following until they are 18 years old:
 - stay in full-time education, for example at a college
 - start an apprenticeship or traineeship
 - spend 20 hours or more a week working or volunteering, while in part-time education or training.

5. All looked after pupils throughout their statutory schooling are supported at every stage of their education through the Personal Education Planning process (PEP). This plan is reviewed on a termly basis and is a statutory part of the care planning for that young person. Social workers, designated teachers, other school staff, foster carers and the young person are all part of the meeting to review the PEP. This meeting reviews the achievements to date and areas that will need extra support to ensure the pupil reaches their full potential. As part of these meetings, preparation for adulthood is a key focus. This includes asking questions around skills and strengths of the pupil and how these may be encouraged and built upon to meet the goals the pupil may have for their future.
6. At these meetings pupils are encouraged and supported to consider their post-16 education choices. Schools must provide information, advice and guidance to inform these decisions. Schools are also required to ensure pupils achieve the most appropriate qualifications for their post-16 studies.
7. Starting in academic year 2020-2021 there has been joint work between Children's Social Care, the Leaving Care Service and the Virtual School to review and update the PEP documentation and processes. As part of this work a dedicated Employment Assessment Personal Education Plan (EA PEP) has been developed. This document supports a young person's statutory Pathway Plan and is a document that is used to ensure education, employment or training is discussed and planned for at regular intervals with the young person throughout their post-16 education.
8. An Achievement Adviser, based in the Leaving Care team and who holds a full-time position, supports the 16-18 year old cohort based within the looked after team. This adviser has close links to the virtual school and supports those pupils with identified particular risks of underachievement, becoming NEET (Not in Education, Employment or Training) or may be NEET.
9. The virtual school is working towards collating termly data from post-16 PEPs (EA PEP) to monitor and track the young people in the post-16 cohort. This information supports the work of the Achievement Adviser and the Virtual School to identify those young people at risk of underachievement or exiting their courses.

Breakdown of education destinations – correct as of January 2021

10. The graph below gives a breakdown of Year 12 and Year 13 looked after young people's current status with regards to education, employment and training (EET). It also indicates those not in education, employment or training (NEET).



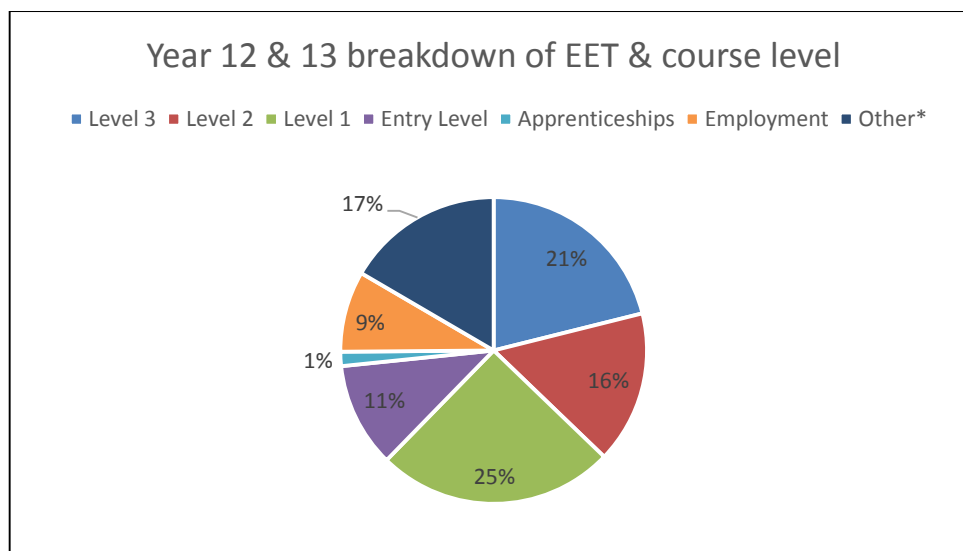
11. 70% of Year 12/13 young people are EET (199/283, this compares to 108/157 in February 2020). 63% of young people are currently attending further education colleges or school 6th forms (165 in colleges and 12 in school 6th forms). 30% of our young people are NEET (84/283).

English and mathematics grade 4 results for Year 12, 2020 (teacher assessment due to COVID-19 and data is for all our young people not the reportable 903 cohort)

12. 25% (32/128) of the current Year 12 cohort achieved at least a grade 4 in GCSE English at the end of Year 11 and 21% (27/128) of the current Year 12 cohort achieved at least a grade 4 in GCSE mathematics at the end of Year 11. 17% of the cohort (22/128) achieved both English and mathematics.
13. All our young people who are EET and have not achieved the required GCSE level 4 mathematics and English qualification are following courses at the appropriate level (ranging from Entry Level 1 to GCSE retakes) to work towards the required standard.

Breakdown of courses – correct as of January 2021

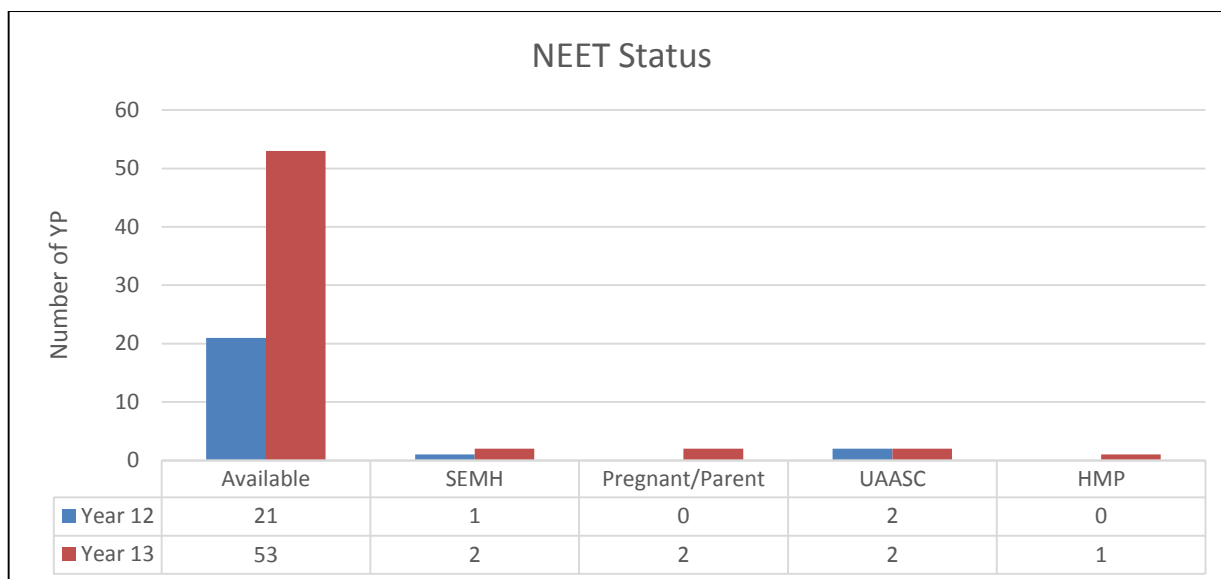
14. The chart below shows the level of course our young people are studying at or whether they are employed or in an apprenticeship. Level 1 qualifications are the equivalent of grade 1-3 at GCSE, Level 2 equates to GCSE grades 4-9 and Level 3 are A Level or equivalent qualifications.



*'other' includes Princes Trust, specialist placement, SEND provisions.

Not in education, employment or training (NEET) – correct as of December 2020

15. The graph below indicates those young people who are NEET. 'Available' status indicates that the young person is able to seek EET but has not secured this at the point of producing this data. Unaccompanied asylum seeking young people (UASC) often do not have the legal status to be able to seek EET, therefore, will remain on the NEET statistics until the asylum claim has been processed (4 young people). Whilst UASC young people are under 18 there are a number of courses at colleges and voluntary organisations which remain available and open for this cohort of learners. Beyond 18, if asylum is not processed and granted at this point then work is not available, however the voluntary sector and college courses are still available to be accessed. These young people continue to be supported through the Council's Leaving Care team up to the age of 25 if required, this includes accommodation, advice and guidance for EET options and allocated personal advisors who will support all areas of their lives until their legal status is resolved.
16. Any young person who is NEET may be supported by a range of services, including the NEET service, achievement adviser, social worker, personal adviser (PA) or Transitional PA, in order to gain EET status.



University Planning

17. There are currently five students who have either applied for or secured university courses. The courses include social work, forensic sciences, business management and economics.
18. It is recognised by a number of universities including Nottingham, Nottingham Trent and De Montford (Leicester), that Nottinghamshire County Council has one of the best packages to support young people accessing university and the Leaving Care Team remains involved with those young people who require any additional support throughout their studies.
19. There are 30 young people who are now studying at university that are care leavers to Nottinghamshire County Council which is a very positive picture for the outcomes of our young people, with one young person who sat their entrance exam to Oxford University through COVID-19 and another securing their chosen career in translation services on graduating.

Future actions to support the Post 16 cohort of looked after young people

20. In order to further develop the effectiveness of smooth transition for young people over the Year 11 to post-16 period, the Virtual School and Children's Social Care teams will work together to implement good practice. This will include:
 - Virtual School identifying Year 10 and 11 looked after young people at greatest risk of NEET who might benefit from targeted intervention and support.
 - jointly, with the Achievement Advisors in the Leaving Care Team, identifying those young people who are in need of additional support and advice to maintain plans made for post-16.
 - for years 2020-2022 Futures have secured funding to support those young people who are at risk of not progressing into EET for Year 12 or at risk of losing their EET option during their Years 12 and 13. The project has been funded through D2N2 and has been named Unlocking Potential, and involves dedicated Futures coaches providing advice

and guidance to young people and supporting them where issues may arise. Currently 29 young people are part of the project with capacity to work with more when required.

- continue development of collaborative working with the dedicated Achievement Advisors for 16+ young people who are supported by the looked after children social work team.
- due to COVID-19 restrictions the Work Readiness programme has been developed into an online resource that can be accessed by all young people through the Virtual School website. In addition to this resource there are direct links to the university support offer through the care leavers offer and information to support post-16 planning including lists of providers in the local area.

Other Options Considered

21. No other options have been considered

Reason/s for Recommendation/s

22. The report provides an opportunity for the Committee to consider whether there are any further actions it requires.

Statutory and Policy Implications

23. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance, finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

24. There are no financial implications arising from this report.

RECOMMENDATION/S

- 1) That Members consider whether there are any further actions arising out of the information contained in the report.

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Constitutional Comments (KK 15/02/21)

25. The proposal in this report is within the remit of the Children and Young People's Committee.

Financial Comments (SAS 22/02/21)

26. There are no financial implications arising directly from this report.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

None.

Electoral Division(s) and Member(s) Affected

All.

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