

WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM - 8th October 2014

REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

2013/14 RISK OF NEET INDICATOR PROGRAMME

Programme Evaluation

14-19 Service

1.0 Introduction

1.1 In preparation for the first year of the government's Raising of the Participation Age (RPA) legislation 2013 the 14-19 Service sought to develop a Wirral risk of NEET indicator (RONI) programme. Plans to develop a RONI tool were signalled in the Council's 2012 RPA Strategic Plan and drew upon experiences of other local authorities that had taken part in the Department for Education RPA trials; running as early as 2009. Now in to its second year the 2013/14 programme uses a statistical toolkit to identify young people in year 11 at risk of becoming NEET post 16. Programme funding was devolved to participating schools to support personalised transition plans for the most vulnerable young people.

1.2 This programme evaluation report therefore refers to the RONI programme that took place September 2013 through to July 2014. Some 255 key stage 4 year 11 high risk of NEET learners were identified and supported as part of the programme. The RONI programme budget (£119,000) comprised: council core funds (£44,000) and schools forum devolved funding (£75,000). All funding was used to fund personalised learner interventions.

1.3 The aims of the 2013/14 programme were too:

- To improve early identification of young people who are at greatest risk of NEET (Post 16) through RONI (Risk of NEET Indicator) toolkit
- To offer a personalised support package for a cohort of high risk NEET, to enable learners to overcome barriers to continued participation in learning
- To evaluate the impact of a range of intervention activity and share best practice
- To ensure a smooth transition into continued learning or job with training post-16
- To achieve participation targets as set out in the 2014 Raising Participation Age Plan

1.4 Participating schools were asked to identify the barriers that each individual young person faced in their progression to employment, education and / or training in through a series of monitoring returns. The monitoring returns were collated and assessed by the 14-19 Service. These barriers included Attendance, Behaviour, SEN, Motivation...etc. (See Chart 2). School's were then allocated funds to provide interventions to support the progression for the identified high risk of NEET cohorts. Each learner was interviewed and agreed a plan and set trajectory, including an aspirational September destination that could be achieved as a result of the interventions funded by the RONI programme.

1.5 This 2013/14 RONI programme evaluation will focus on the following key areas:-

- Learner Risk of NEET Level
- Barriers to Progression
- School Interventions
- Positive progression post key stage 4 - September 2013 destinations

1.6 Schools that participated in the 2013/14 included:-

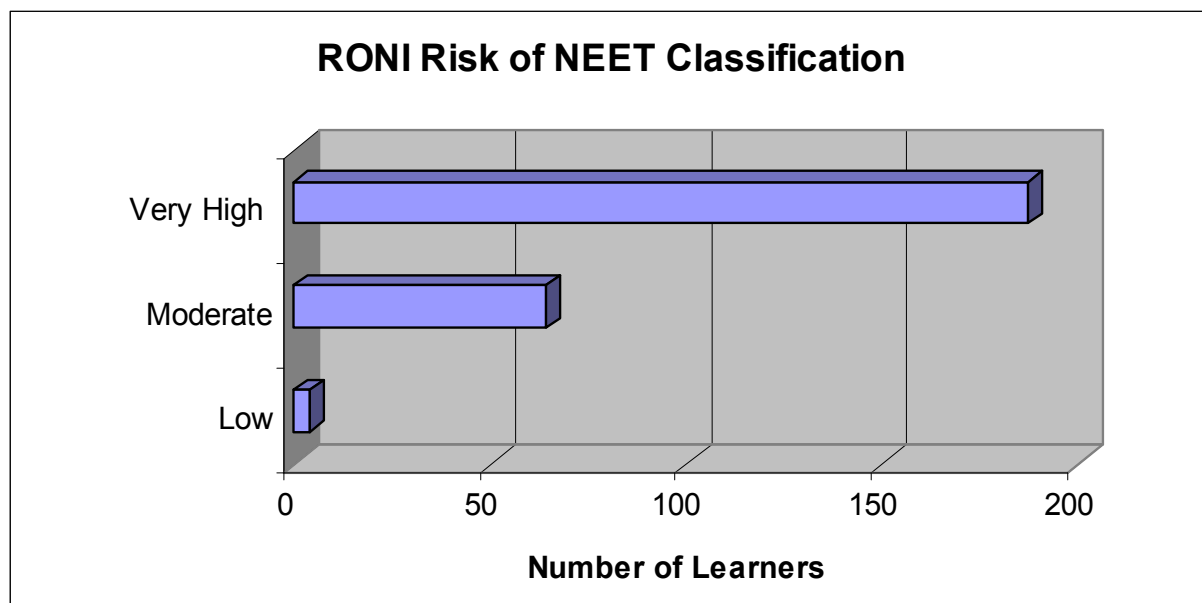
| Participating School Name | No. of KS4 learners participating in the programme |
|-------------------------------|--|
| Bebington High School | 21 |
| University Academy Birkenhead | 31 |
| Kilgarth School | 12 |
| The Mosslands School | 14 |
| The Observatory School | 12 |
| Wallasey School | 26 |
| St Marys High School | 32 |
| South Wirral High School | 44 |
| Prenton High School for Girls | 9 |
| Ridgeway High School | 54 |
| TOTAL | 255 |

2.0 Analysis of Results

2.1 The probability of a learner in the programme becoming NEET post 16

Chart 1 below illustrates the RONI scores for those learners that participated in the programme. Some 73 percent of learners identified and supported through the programme had a 'level 5' combined RONI score. A majority of learners supported through the programme were therefore at a very high risk of becoming NEET post 16.

Chart 1. Breakdown of the RONI mean learner level risk categories by participant



2.2 Each of the schools engaged in the programme were asked to identify for each of their learners the main barrier(s) to engagement, progression and continued participation they faced. This was assessed by teaching staff through 1:1 learner interviews. Chart

2 below illustrates the scope of barriers to participation and progression that the learners engaged with the 2013/14 programme identified.

Chart 2. Key Barriers to Progression for Learners in Cohort

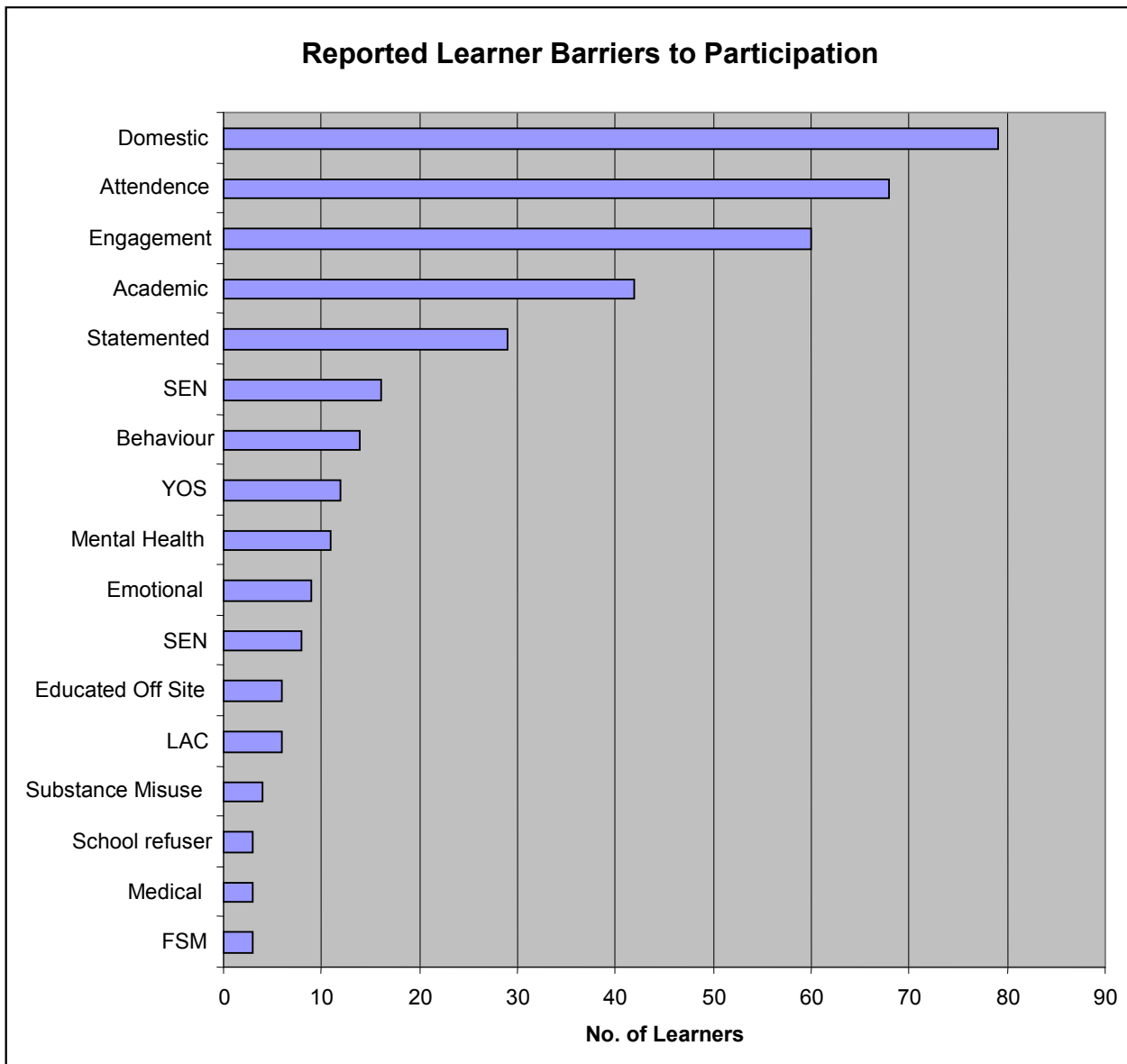


Figure 1. Top 5 Barrier to Progression for Learners in Cohort

| Barrier | No. of Learners |
|------------|-----------------|
| Domestic | 79 |
| Attendance | 68 |
| Engagement | 60 |
| Academic | 42 |
| Statement | 29 |

2.3 Chart 2 suggests that 'Domestic' issues provided the most prevalent barrier that young people in the cohort faced when progressing onto post 16 provision. The 'Domestic'

data was grouped from various aspects of identified barriers. These included; Lack of parental engagement, Child Protection, poor role models at home and a significant lack of parental support.

3.0 Interventions

3.1 Schools were required to identify the interventions that would be implemented in order to assist each individual learner with their progression. Each intervention had to be directly linked to the identified (and documented progression barrier(s)) and funded by the RONI programme. Each school had an allocation of £500 per learner. Figure 2 below illustrates at a high level some of the interventions commissioned by the schools in the programme.

Figure 2. Interventions Provided by Schools to Assist Learner Progression

| Intervention | No. of Learners |
|---|-----------------|
| Vocational Alternative Provision | 76 |
| Further Education Establishment Visits | 110 |
| Additional discrete 1:1 Maths Mentoring | 64 |
| Additional discrete 1:1 English Mentoring | 34 |
| Academic Mentoring (various subjects) | 84 |
| Motivational rewards | 30 |
| Careers education interventions | 151 |
| Support, for example, | 73 |
| Transport | 12 |
| Residential opportunity | 68 |
| Enrichment Activities | 21 |
| Mental health / Counselling | 8 |

3.2 The impact of individual interventions is impossible to accurately measure because of institutions frequently created a 'cocktail' of interventions to meet the individual needs and barriers identified by the learner.

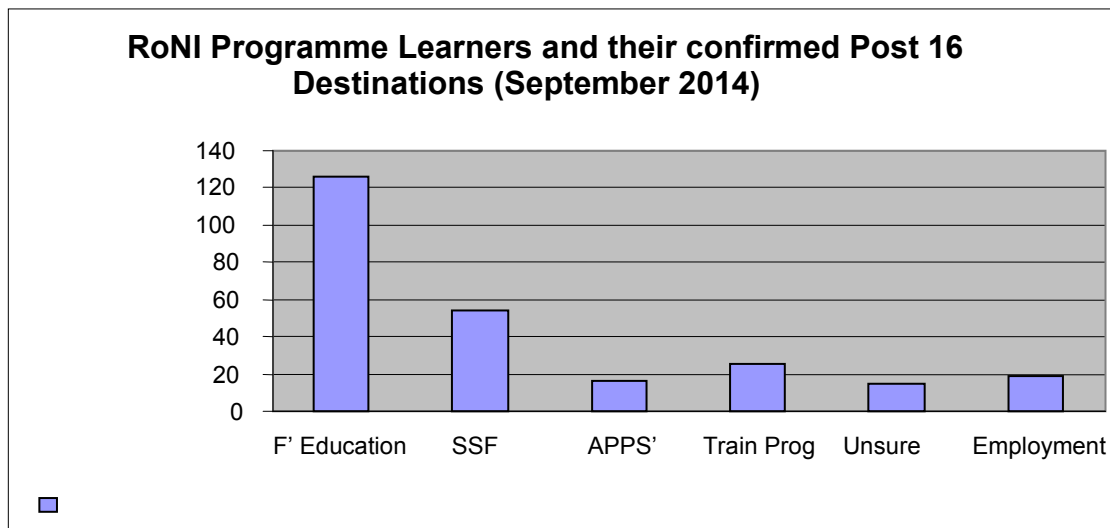
3.3 Alternative provision (offsite) curriculum predominantly featured Construction, Hair & Beauty and Sport sector based provision. Positive feedback received from schools regarding this provision, allowed learner who were at risk of exclusion to be kept on role as their attendance / behavior with the alternative provision provider improved. The choice of alternative provision attended (sector area i.e. construction) by individual learner can be seen to link to post 16 education, employment and / or training offer for September 2014.

4.0 Project IMPACT

4.1 Learner Destinations

4.2 Participating schools were asked to provide data regarding the confirmed September destinations for each participant learner. There were some gaps with this data, at the time of writing, which will be gathered in November 2014 as the 14-19 Service confirm the destinations of all year 12 and 13's. Chart 3 below illustrates the confirmed offers received, at the time of writing, for the 2013/14 programme participants:-

Chart 3. Employment, Education and Training confirmed offers for September 2014



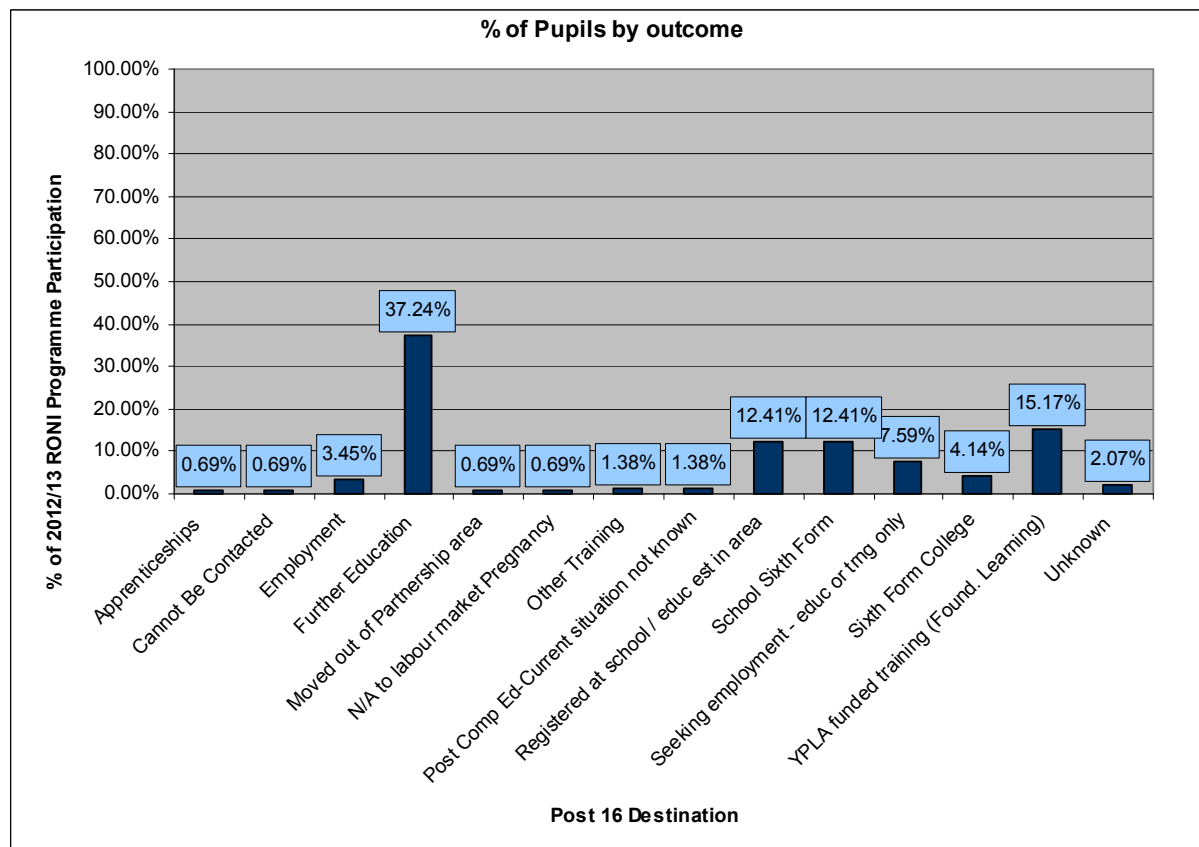
| Confirmed Destination | No. of Learners |
|----------------------------------|-----------------|
| Further Education (F' Education) | 126 |
| School Sixth Form (SSF) | 54 |
| Apprenticeship (APPS) | 16 |
| Training Programme (Train Prog) | 25 |
| Unsure | 15 |
| Employment | 19 |

4.3 Some 94.1% of the high risk of becoming NEET learners (240 actual learners) supported by the programme have a positive confirmed offer of a place in a positive post 16 destination, at the time of writing, will be tracked and targeted via the 14-19 Service tracking and monitoring service. They will also receive intervention support from the 14-19 Service Participation and Engagement Service.

5.0 2012/13 RONI Programme...where are they now?

5.1 Tracking of the 2012/13 RONI programme participants has been completed by the 14-19 Service data tracking team. The data tracking team has identified and recorded the current destinations (as at 31st July 2014) of the 145 participants that are now aged 17 and having completed one full academic year outside of compulsory schooling. The chart below (Chart 4.) illustrates the current reported destinations for the cohort. Overall 89 percent of the 145 most vulnerable young people have been retained in a positive post 16 destination. This serves to illustrate the programmes positive impact on our more challenging and vulnerable young people.

Chart 4. Analysis of the 2012/13 RONI programme participant destinations 12 months on from leaving the programme (as at 31st July 2014)



6.0 Recommendations

6.1 The key recommendations emanating from the 2013/14 programme include:-

1. We acknowledge the sustained post 16 transition learners make from this programme; particularly, if we reflect on the tracked outcomes for the young people that participated in the 2012/13 programme. We also therefore need to reflect on the projected annual cost savings to the council resulting from higher levels of participation and reduced NEET. The annual cost of young people's disengagement and NEET is £3,559 per person per year (L. Macmillion, University of Bristol (2011)).
2. We need to recognise the demand and need for mental health and counselling intervention / support amongst young people in Key Stage 4. This area has seen significantly increased demand since the 2012/13 programme. The Wirral CAHMS service is also reporting (August 2014) significant increases in young people turning up for emergency treatment at hospital following significant incidents of self harming – 30 percent increase in the last 12 months.

3. We should stipulate that schools appoint a non-teaching member of staff to coordinate the programme and liaison with the 14-19 Service. The 14-19 Service programme coordinator found communication with schools difficult due to teaching requirements of some named contacts. Schools that used non-teaching staff as main contact had much more responsive lines of communication.
4. Access to and release of 2014/15 programme funding be tied in to the completion of the Council Alternative Provision (AP) data collection tool (as appropriate). Eight out of the ten schools that participated in the 2013/14 programme used available RONI programme funding to support provision of AP.
5. RONI funding should NOT be used to purchase Careers Education, Information, Advice and Guidance support in the 2014/15 programme. Schools need to recognise and ensure they are fully meeting what is their statutory duty to provide a universal CEIAG offer for young people in years 8 to 13 from September 2014.

7. Recommendation

The Forum notes the report

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