

Halton 14-19 Programme Team
Education, Inclusion and Provision Department
People Directorate

14-19 Strategic Analysis and Work Priorities
(14-19 SAWP)

2017 -2020

Contents:	Page number:
Background	3
Introduction	4
Key successes highlighted by the Strategic Analysis	5
Work priorities	6 - 11
Performance Measures	12
Strategic Analysis:	13
Section 1: Our Cohort	14-17
Section 2: Attainment - GCSE	18-21
Section 3: Attainment – Key Stage 5	22-27
Section 4: Apprenticeships & Traineeships	28-30
Section 5: Attainment of Level 2 and Level 3 by Age 19	31-32
Section 6: Progression to Higher Education	33
Section 7: Raising the Participation Age	34-37
Section 8: Young people who are not in education, employment or training	38-46
Section 9: Post 16 provision in Halton	47-49
Section 10: Travel to learn	50

Background

In April 2010 Halton Borough Council took over responsibility for the planning and commissioning of training and education for 16-19 year olds and for those with a learning difficulty up to the age of 25 from the Learning and Skills Council. The funding element of commissioning however moved to the Young People's Learning Agency (YPLA), which has now been joined with another agency and is called the Education and Skills Funding Agency (ESFA).

Since that time Halton Borough Council have published a Strategic Commissioning Statement, which later became the 14-19 Strategic Commissioning Statement. Without the funding or responsibility for contracting that would allow the commissioning of provision Post 16 the content of the document was developed to focus on what the local authority and partnerships in the borough were doing and needed to do to meet certain statutory duties related to young people. These statutory duties are listed below:

- Local authorities must secure sufficient suitable education and training provision for all young people aged 16 to 19 and for those up to age 25 with a learning difficulty assessment (LDA) or Education, Health and Care (EHC) plan. (Sections 15ZA and 18A of the Education Act 1996, as inserted by the Apprenticeships, Skills and Children and Learning Act 2009 and Part 3 of the Children and Families Act 2014)
- Local authorities must make available to all young people aged 13-19 and to those up to age 25 with an LDA or EHC plan, support that will encourage, enable or assist them to participate in education or training. (Section 68 Education and Skills Act 2008 as updated by Section 20 in Part 3 of the Children and Families Act 2014)
- Local authorities must 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. (Section 10 Education and Skills Act 2008)
- Local authorities must make arrangements - i.e. maintain a tracking system - to identify 16 and 17 year olds who are not participating in education or training. (Section 12 Education and Skills Act 2008)

The 14-19 Strategic Commissioning Statement identified key priorities for the borough which came from an analysis of data and information, and identified focus areas to guide the work of the 14-19 team, schools, colleges and providers and other services in the local authority. The last 14-19 Strategic Commissioning Statement was published in 2015 for the academic year 2015/16.

In addition to the 14-19 Strategic Commissioning Statement in April 2013 Halton Local Authority introduced the High Needs Students Assessment Framework in response to each local authority becoming responsible for managing the funding for education support for high needs students aged 0-25 years old.

The High Needs Students Assessment Framework document identifies the process by which Halton local authority will assess applications from education providers for additional funding beyond what they receive from the ESFA to support learners with Special Educational Needs and Disabilities (SEND).

Introduction

This 14-19 Strategic Analysis and Work Priorities (SAWP) has been developed to take the place of the 14-19 Strategic Commissioning Statement, reflecting the change in emphasis because as a local authority we do not have a commissioning function within Post 16 education and training provision, although it does reflect our responsibility for funding to support SEND High Needs students aged 16 – 25 years old.

The 14-19 SAWP underpins the strategic themes and values of the Halton Borough Council Corporate Plan 2015-2018, which feeds from Halton's Sustainable Community Strategy 2011 - 2026. The 14-19 SWAP is also integral to the delivery of the:

- Children and Young People Business Plan 2017-2018
- Halton Children & Young People's Plan 2017-2020
- Halton Strategy for Children in Care and Care Leavers 2017-20
- Halton Troubled Families Outcome Plan 2017 – 2020
- Halton's Partnership Strategy for School Improvement (November 2016)

The 14-19 SAWP focuses on particular elements of provision and needs in Halton, related to the statutory duties outlined on page 3. There is additional work that influences and affects Halton within the wider context of the Liverpool City Region (LCR). The main strategic documents that outline this work are:-

- LCR Growth Strategy 2016: Building our Future and LCR Skills for Growth Agreements
- LCR Apprenticeship Hub Strategy and Strategic Action Plan 2015-2020
- LCR Area Based Review Implementation Plan April 2017

The 14-19 SAWP is shared with partners in the borough because of the significant influence partners have working together with us, and also in their own work, particularly by shaping provision in the borough to address needs and sharing data about young people's activity.

Key successes highlighted by the Strategic Analysis

- Whilst 2015/16 attainment of five or more A* - C GCSEs including English and Maths figures demonstrate a slight decline in results Halton is maintaining a performance that is better than its statistical neighbours and better than National figures in this measure. In addition the Attainment 8 average across Halton for 2015/16 demonstrates good performance against national figures and is comparable to regional figures.
- Riverside College, Halton's largest Post 16 provider, consistently performs in line with National A' Level achievement figures and consistently performs higher than National Vocational achievement figures.
- In addition to the above in 2016 the two schools offering Post 16 Vocational studies also performed in line or above National achievement figures. This resulted in Halton being the highest performing local authority amongst its statistical neighbours.
- Post 16 retention rates have increased for both Academic and Vocational studies, with all Post 16 institutions seeing a rise in retention rates in 2015/16.
- Latest figures available demonstrate that the percentage of Halton young people achieving an English GCSE during Post 16 studies is higher than National figures.
- Apprenticeship success rates for under 19 year olds in Halton has consistently higher than National figures up to 2014/15 and Advanced Level performance remains high in 2015/16.
- Halton consistently performs better than its statistical neighbours in the percentage of residents attaining Level 2 or Level 3 by the age of 19 years old.
- The proportion of students from Halton institutions progressing into Higher Education in 2014/15 is higher than both Regional and National figures.
- Latest figures available for KS4 Destination Measures demonstrate all schools in Halton have achieved a positive increase in the number of young people sustaining their Post 16 destinations.
- Since the introduction of the Halton Participation Strategy in April 2014 the percentage of 16 -18 year olds who are not in education, employment or training or whose activity is not known to the local authority has declined from 12% to 8.8% and means Halton is performing better than its statistical neighbours, the Region and National performance.

Work priorities

The work priorities for the 14-19 Programme Team, identified from the Strategic Analysis, have been grouped by the statutory duties the local authority is required to meet:

1. Secure sufficient suitable education and training provision for all young people aged 16 to 19 and for those up to age 25 with a learning difficulty assessment (LDA) or Education, Health and Care (ECH) plan.

Work area	Key Milestones
<p>a. Share information with Post 16 Education Institutions in the borough about the cohort size across the next three years and the current range of provision available across Halton.</p>	<p>Post 16 Education Institutions plan for the anticipated growth from 2020, including consideration of how to extend the range of provision available and sustain the curriculum offer until 2020.</p> <p>Post 16 Education Institutions work with the 14-19 Programme Team and each other to share their considerations and potential planning for sustainability up to and delivery from 2020.</p>
<p>b. Present data and information to the Liverpool City Region (LCR) Area Based Review (ABR) Strategic Planning and Oversight Group (SPOG) about the current limited range of provision available in Halton Post 16 and the potential growth in the Post 16 cohort by 2020.</p>	<p>Post 16 Education Institutions across the Liverpool City Region aware of the potential growth opportunities in Halton by 2020.</p> <p>LCR ABR SPOG aware of support needs for Post 16 Education Institutions to deliver within Halton with consideration given to methods to support provision where there are limited numbers in the cohort.</p>
<p>c. Share information with Post 16 Education Institutions about the level of attainment in the borough, in particular attainment of vulnerable groups.</p>	<p>Post 16 Education Institutions recognise the need to plan additional support for vulnerable groups, particularly within the level 1 cohort.</p>

Work area	Key Milestones
<p>d. Track the Special Educational Needs and Disabilities (SEND) cohort 19-25 years old who have an Education, Health and Care plan and identify their current and future provision needs, including a review of the 18 year old cohort's needs.</p>	<p>14-19 Programme Team have a database of the 19-25 year old cohort, relevant to the statutory duty.</p> <p>14-19 Programme Team and SEND Department have an analysis of current SEND education provision being accessed Post 19.</p> <p>14-19 Programme Team and SEND Department have an analysis of the future education needs of 18 year olds, which is then used to discuss provision with Post 16 Education Institutions and Adult Social Care.</p>
<p>e. Work with the Local Authority SEND department to identify how the High Needs Students Assessment Framework should be developed to reflect High Needs commissioning pre 16.</p>	<p>Halton Local Authority follows a consistent commissioning process for High Needs places across 0-25 age range.</p>
<p>f. Work with Post 16 Education Institutions delivering traineeships to ensure young people have a clear progression route and plan post completion.</p>	<p>Reduction in the number of young people who re-join the cohort of young people not in education, employment or training post completion of a traineeship.</p>

2. Make available to all young people support that will encourage, enable or assist them to participate in education or training.

Work area	Key Milestones
<p>a. Link with services available in Halton what provide support and guidance to young people, including the SEND Department, the Virtual School, the Youth Offending Service and Social Services.</p>	<p>14-19 Programme Team aware of other services and able to plan use of resources effectively so that there is no duplication of resource.</p> <p>14-19 Programme Team able to offer guidance about provision to the Virtual School in their role to support Care Leavers up to 25 years old.</p> <p>14-19 Programme Team able to use the relationship other services have with young people to develop joint working and encourage participation.</p> <p>Services that work with young people aware of the 14-19 Programme Team's work and know how to refer a young person to the Team.</p>
<p>b. Use Young People Caseworkers to identify the needs of young people who are not participating and to plan appropriate intervention.</p>	<p>All young people who are not in education, employment or training have an allocated Young People Caseworker and appropriate intervention has been identified and actioned for each young person.</p>
<p>c. Provide careers information, advice and guidance for young people who are not in education or training and for whom this has been identified as a need.</p>	<p>Commission a service that has the appropriate experience to provide careers information, advice and guidance to young people in Halton who are not already participating in education or training, and who have been referred by the Young People Caseworkers.</p>
<p>d. Maintain a social media presence to provide up to date career opportunities and information about where young people can access careers support.</p>	<p>Young people who are not in education, employment or training use the social media platform to gain information about opportunities and to contact the 14-19 Programme Team for support.</p>
<p>e. Identify any patterns in the barriers young people who are not in education, employment or learning present with.</p>	<p>Identification of commissioning needs or services already available to coach young people who require support to overcome barriers to participation.</p>

Work area	Key Milestones
f. Work with the Local Authority Education Welfare Team so that all Year 11 pupils electively home educated are known to the 14-19 Programme Team.	Every elected home education Year 11 pupil has access to careers support and guidance through the 14-19 Programme Team if they choose to accept it.
g. Work with Family Nurse Partnership (FNP) and Children's Centres to offer support to teenage mums.	<p>FNP nurses able to refer teenage mums to the 14-19 Programme Team when young person ready to consider education or training.</p> <p>Able to encourage teenage mums, both through direct contact with the 14-19 Programme Team and via FNP nurses, to access the Children Centres in Halton, where they can then be exposed to and encourage to consider courses available through the Adult Learning programme that are also suitable for young people.</p>
h. Promote Apprenticeship opportunities through social media, through Liverpool City Region supported websites and by supporting the work of the Liverpool City Region Apprenticeship Hub.	<p>Young people who are in contact with the 14 -19 Programme Team through social media are aware of live Apprenticeship opportunities in the local area.</p> <p>Young people are able to access information about Apprenticeships as a progression option.</p>
i. Track 18 year olds so their activity is known and those who are not in education, employment or training can be identified.	In addition to the statutory duty to track 16 and 17 year olds by tracking 18 year olds the 14-19 Programme Team will attempt to engage any young person not in education, employment or training and offer support to encourage participation.
j. Support schools and provision in their statutory duty to provide careers information, advice and guidance	Expertise within and links to the 14-19 Programme Team is used to benefit the knowledge and practice within schools. This works as a preventative measure as quality careers information, advice and guidance in schools will support young people making good progression choices and therefore maintain positive Post 16 destination choices.

3. Promote the effective participation in education and training of 16 and 17 year olds with a view to ensuring that those persons fulfil the duty to participate in education or training.

Work area	Key Milestones
<p>a. Maintain the NEET Young People Vulnerable Group to allow institutions to present to the group for support any young person at risk of not progressing in education from one academic year to the next.</p>	<p>Any young person known to be at risk of not progressing has been identified and agreed actions to support the young person are in place.</p> <p>A database of all referrals to the group is maintained and all agreed actions and outcomes are tracked and monitored.</p>
<p>b. Provide schools with a summary of their performance in meeting the September Guarantee duty, their pupils meeting the Raising the Participation Age Participation requirements and the number of the previous Year 11 cohort who are not in education, employment or training since leaving school.</p>	<p>Annual discussion takes place with schools about the performance information and any good practice to continue/share with others or any issues that need to be addressed.</p> <p>Information is shared with the School Improvement Team to inform their discussions with the Senior Leaders of schools.</p>
<p>c. Work with services providing information, advice and guidance to support 16 and 17 year olds to seek education or training opportunities, not work that has no training attached.</p>	<p>All services providing information, advice and guidance to 16 and 17 year olds seek to encourage employment opportunities that offer training and therefore the opportunity for further progression in the future, rather than simply paid work.</p>

4. Make arrangements to identify 16 and 17 year olds who are not participating in education or training.

Work area	Key Milestones
<p>a) Maintain a tracking service to identify the participation activity of all 16 and 17 year olds.</p>	<p>Education providers are aware of their statutory duty to submit Learner starts/leavers information to the Local Authority and know how to do this in Halton.</p> <p>All 16 and 17 year olds who are not participating in education or training are identified and linked to a Young People Caseworker for intervention.</p> <p>All monthly Department for Education (DfE) reporting requirements are met.</p> <p>Jointly commission with Liverpool City Region local authorities the tracking database required to interface with the DfE system in order to benefit from the efficiency of scale.</p>
<p>b) Develop the schedule for autumn term tracking when the Department for Education system resets and the activity of all young people becomes unknown. At this point all information about the activity of young people has to be collected and entered for the new academic year.</p>	<p>All staff within the 14-19 Programme Team, and commissioned by the Team, involved in the tracking process understand their work priorities and the deadlines for gathering information.</p>
<p>c) Data sharing agreements are in place with all institutions, providers, organisations and services that provide information to the 14-19 Programme Team. The agreements and practice will need to be reviewed to reflect the General Data Protection Regulations 2018.</p>	<p>14-19 Programme Team have the right to receive information from others to support the tracking of young people.</p> <p>All staff are aware of the Consent to Share documentation and process for the 14-19 Programme Team. Young People Caseworkers understand what information can and cannot be shared.</p>

Performance Measures:

Description	2016 actual	2017 target	2018 target	2019 target
Reduce the percentage of 16-17 year olds not in education, employment or training (CYP Business Plan reference PED05 01)	4.4%	4.4% *	4.4% *	4.4% *
Reduce the percentage of 16-17 year olds whose activity is not known (CYP Business Plan reference PED05 02)	0.8%	0.8% **	0.8% **	0.8% **
Increase the number of 16 and 17 year olds participating in education or training (Known as Raising the Participation Age and differs from NEET because employment without training is not counted here)	91.4%	92%	92.5%	93%
Increase the percentage of 16 and 17 year olds who have an offer of education or training for September of each year. (Known as the September Guarantee)	97.6%	97.8%	98.0% ***	98.2% ***

* Budget cuts made in 2017/18 means the commissioned Careers Service and Coaching Service are now running at a reduced level, meaning fewer young people are able to access the services, therefore maintaining the performance from 2016/17 would actually be a sign of increased performance. Any further budget cuts for 2018/19 and beyond may reduce further to capacity to offer support and guidance to young people.

** Budget cuts made in 2017/18 means the commissioned tracking service is now running at a reduced level, therefore maintaining the performance from 2016/17 would actually be a sign of increased performance. Any further budget cuts for 2018/19 and beyond may reduce further to capacity to track young people's activity.

*** Gaining the information to inform the September Guarantee result comes from schools and colleges partially but also from the commissioned tracking service, therefore the reduction made above also affects the ability to gather September Guarantee information and therefore any increase in performance is hindered by the reduced service.

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14 – 19 STRATEGIC ANALYSIS

SECTION 1: Our cohort

- 1.1 Table 1 shows the size of the 2016/17 academic year secondary school cohorts for Halton Schools and the estimated number of residents of each school year living in Halton. Some young people in Halton travel to out of borough schools, which is why the residency figure is higher in most instances.

	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
School	1,460	1,587	1,561	1,503	1,397	1,360	1,391
Residency	1,600	1,700	1,600	1,560	1,470	1,400	1,420
Year leaving school	2023	2022	2021	2020	2019	2018	2017

Table 1.

*Source: School data comes from January 2017 School Census,
Residency data comes from Office for National Statistics (ONS) population estimates
(rounded to nearest 10)*

This table demonstrates a dip in the number of young people who will be leaving school in 2018, with a significant rise by 2020 that is sustained across the following 3 years. This information is for Post 16 education providers to note in relation to their place planning. Please also refer to Table 2 on the next page.

The 14-19 Programme Team need to understand if smaller providers within Halton can maintain their full curriculum offer during the years that numbers reduce.

- 1.2 In addition local figures identify 19 Electively Home Education (EHE) young people of statutory school leaving age in 2016/17. Figures for previous years are 15 EHE young people in 2015/16, 17 EHE young people in 2014/15 and 14 EHE young people in 2013/14.

Young people who have been educated at home require access to impartial information, advice and guidance. These young people are also at higher risk of having social needs that should feature in transition planning to Post 16 institutions.

The 14-19 Programme Team need to maintain the relationship with the Education Welfare Team so we can offer careers support and guidance to young people who are Electively Home Educated.

Case Study: Elective Home Educated

A young lady identified as Elective Home Educated and from the travelling community was allocated a Young People Case Worker (YPCW). Access to the travelling community site was facilitated and contact with the young person made. The young person presented as having low aspirations, cultural barriers to participation, had received no formal secondary education, was a Young Carer for her Mum, and did not engage within the wider community.

Through referral to our commissioned Information, Advice and Guidance service the young person accessed support to apply for apprenticeships. She secured an apprenticeship in a Beauty Salon and is now enjoying being in employment whilst accessing Maths/English at the local college.

- 1.3 Table 2 shows the size of the 2016/17 academic year 12, 13 and 14 cohorts for Halton residents. Table 1 on the previous page reports on the number of young people in Halton schools Pre 16, but there are young people who choose to study outside of Halton, or at home, that are not included in the figures. Post 16 reporting mechanisms change so that the information is about Halton residents, no matter where they study; this contributes towards a variation between Pre 16 numbers and Post 16 numbers.

	Year 12	Year 13	Year 14	Total
Total	1,454	1,525	1,547	4,526

Table 2.

Source: April 2017 NCCIS

The 2015/16 Year 11 cohort in Halton Schools (current Year 12 above) was 1,401 pupils and the 2014/15 Year 11 cohort (current Year 13 above) was 1466 pupils. Comparing those figures to Table 2 we can make an assumption that approximately 50 young people study outside Halton pre 16 and therefore the cohort to plan provision for Post 16 is slightly higher than demonstrated in Table 1.

The data in Table 2 also highlights that the ONS population estimates are potentially lower than actual residency. Further building of homes taking place in the borough could increase these figures further.

- 1.4 Table 3 shows the size of the current cohort of 19-24 year olds with special educational needs and disabilities (SEND) who are recorded on the 14-19 Programme Team's tracking database. This does not reflect the whole size of the 19-24 year olds SEND cohort, only those who are known to be in education or training, or those whose activity is unknown to us at present.

	Age 19	Age 20	Age 21	Age 22	Age 23	Age 24
Total	53	46	71	82	79	84

Table 3.

Source: NCCIS August 2016

The 14-19 Programme Team are in the process of developing the current tracking mechanism to include 19 – 25 year olds previously identified with SEND so that we will then know the activity of the SEND cohort, and have a better understanding of what the educational provision needs are.

- 1.5 Chart 1 below shows the percentage of young people with Statements, Education Health and Care Plans or Enhanced Provision by Category of Need – Year 7 – 11 pupils academic year 2016/17

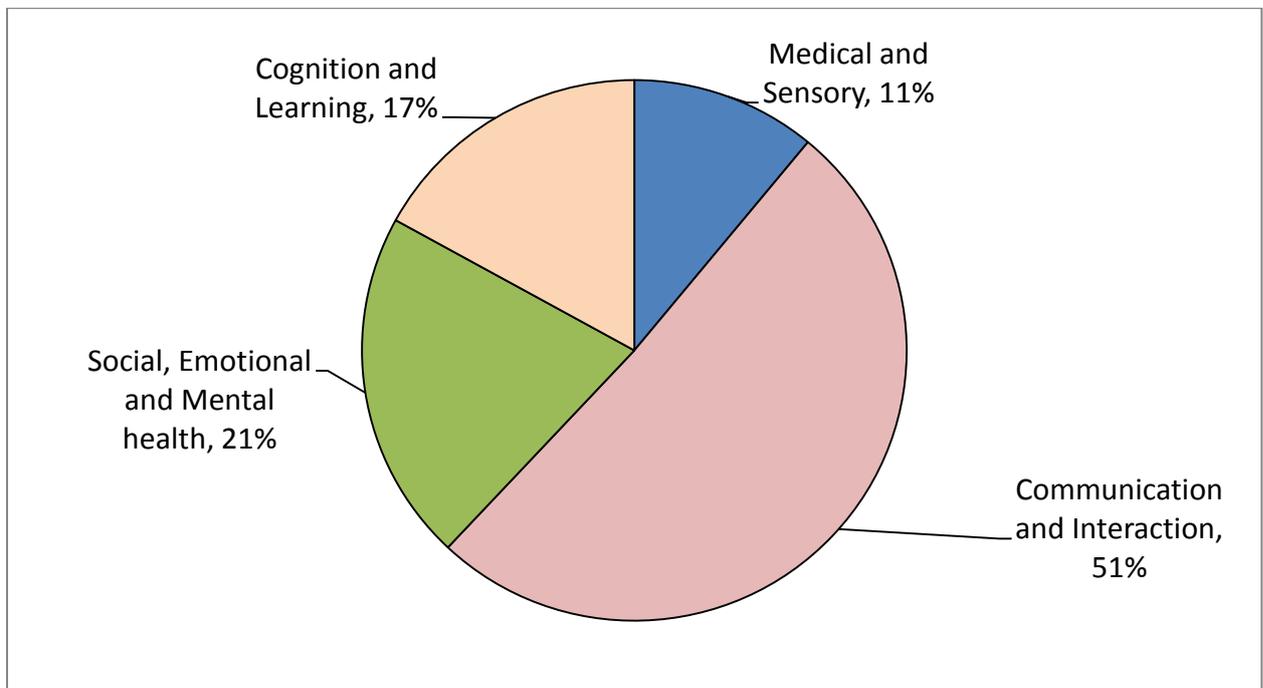


Chart 1.

Source: Halton Borough Council Synergy database November 2016

Chart 1 gives providers an understanding of the needs of the cohort in secondary schools to allow matching of provision to the future cohort.

Within Halton a SEND Commissioning Partnership has been established with responsibility for 0 – 25 SEND commissioning. The group reports to the SEND Strategic Partnership. A 14-19 Programme Manager is a member of this group and therefore work will link into the 14-19 Programme team.

1.6 The 14-19 Programme Team work with both internal and commissioned services to support vulnerable young people to participate in education, employment or training. Since 2014 the team has, on average, worked with the following volumes of vulnerable young people across an academic age 16-18 cohort;

- 50 Teenage Mothers
- 25 Children in Care
- 30 Care Leavers
- 25 Youth Offenders

From the work with teenage parents a Directory of Services for Young Mums to be and Teenage Parents has been produced and is available on the Council's Post 16 Education and Training website. Work is also ongoing with the Youth Offending Service to respond on an individual by individual basis to the provision requirements of youth offenders, taking into consideration specific requirements or barriers according to the nature of their offence.

Case Study: Child Missing From Education

A young lady identified as a 'Child Missing from Education' was allocated a Young People Caseworker who made links with other professionals working with this young person in order to facilitate a joint home visit. The young person was suffering from high levels of anxiety, prone to panic attacks, ill health (eating disorder, medical obesity), social phobias due to being victim of bullying, socially isolated and displayed poor social skills.

Through referrals and linking with a 'buddy' the young person started a Life Skills Programme, and from this, with the support of a mentor, progressed to college in September, where she continues to enjoy her studies. Her emotional health and well-being has continued to improve and she has developed aspirations for her future.

SECTION 2: Attainment – GCSE

2.1 Table 4 shows the proportion of young people educated in Halton schools achieving the previous nationally expected measure at GCSE / KS4 over the last three years. A new secondary school accountability system was introduced in 2016 including Progress 8 and Attainment 8 (see point 2.8 onwards) however the measure below allows comparisons with previous years and therefore has been included.

		2013/14	2014/15	2015/16
5+ A*-C inc. English & Maths	LA	57.2%	56.9%	55.6%
	National	53.4%	53.8%	53.5%
	Stats Neighbours	53.6%	54.2%	54.9%

Table 4.

Source: DfE SFR

Although the figures for 2016 demonstrate a decline across 2 years Halton is still maintaining a performance that is better than its statistical neighbours and against National figures.



2.2 Within each end of Key Stage 4 year group, there are a number of young people who do not achieve a level 2 qualification but achieve one of or both of the core subjects; English and Maths. The proportion of the cohort within table 5 shows the proportion of young people educated in Halton Schools achieving nationally expected standards at GCSE / KS4 in 2014 and 2015. Data isn't released in a format that makes this analysis accessible from 2016 onwards.

		2013/14	2014/15
Total KS4 Cohort		1459	1427
Number not achieved Level 2 qualification but achieved...	C or above in English	106 (7.2%)	104 (7.2%)
	C or above in Maths	97 (6.6%)	79 (5.5%)
	C or above in Both English and Maths	31 (2.1%)	25 (1.7%)

Table 5. (% of overall KS4 cohort shown in brackets)

Source: LA KS4 datafeed

2.3 Table 6 below shows the proportion of the Key Stage 4 cohort achieving a Level 1 qualification or above (5+A*-G grades or equivalent) and the volume of young people per year who do not achieve this benchmark.

	2013/14	2014/15
Total KS4 Cohort	1459	1427
Achieving 5+A*-G	1363 (93.4%)	1344 (94.2%)
Not Achieving 5+A*-G	96	83
Achieving 5+A*-G inc. L1 English & Maths	1334 (91.4%)	1306 (91.5%)
Not Achieving 5+A*-G inc. L1 English & Maths	125	121

Table 6. (% of overall KS4 cohort shown in brackets)

Source: LA KS4 datafeed

The information above demonstrates that the provision Post 16 therefore needs to be focused on Level 3 and Level 2 provision, other than specific technical Level 1 courses, as a significant percentage of young people are leaving school having already achieved at least a Level 1 qualification.

- 2.4 Headline GCSE achievements for Halton Children in Care (CiC) have varied in recent years, due in part to the number of young people in the cohort. A small cohort size makes year on year performance comparisons challenging given the individual circumstance of each young person.

		2013/14	2014/15	2015/16
Halton CiC Cohort size		9	12	15
5+ A*-C inc. English & Maths	LA	11%	17%	7%
	National	12%	14%	14%

Table 7.

Source: Headteacher for Virtual School

This information is relevant to Post 16 providers as it does highlight that there is proportionally more CiC within the Post 16 cohort who have not achieved Level 2 and therefore need provision that will allow them to do this, with the appropriate support to meet their needs.

- 2.5 Tables 8 and 9 below shows the proportion of the KS4 cohort of young people with Learning Difficulties and Disabilities (LDD cohort) achieving the nationally expected benchmarks at GCSE. On average since 2013 there were 51 Statemented young people in Halton institutions at the end of Key Stage 4.

SEN – STATEMENT		2013/14	2014/15	2015/16
5+ A*-C inc. English & Maths	LA	1.7%	6.0%	5.1%
	National	8.0%	8.7%	8.0%

Table 8.

Source: Local Authority KS4 NOVA

SEN – NO STATEMENT		2013/14	2014/15	2015/16
5+ A*-C inc. English & Maths	LA	25.6%	21.3%	24.1%
	National	23.4%	23.4%	23.3%

Table 9.

Source: Local Authority KS4 NOVA

- 2.7 The ‘SEN – No Statement’ group represents young people who have SEN but whose needs can be met without them requiring a statement, as was the previous system, or an Education, Health and Care Plan. The proportion of young people in the ‘SEN – No Statement’ group has changed since the introduction of National changes to SEN categories and the introduction of the term SEN Support; 180 were recorded as have SEN No Statement in 2015 compared to an average of 240 in 2013 and 2014.

This information is relevant to Post 16 providers as it demonstrates the amount of the SEN Cohort who will enter Post 16 education without Level 2 qualifications.

- 2.8 As part of Government’s reform of Secondary School accountability measures, from 2016 the Department for Education introduced new headline performance measures. Two of these indicators (Progress 8 and Attainment 8) are based on performance across 8 subjects.
- 2.9 **Progress 8** – aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils’ results are compared to the actual achievements of other pupils with the same prior attainment.
- 2.10 A school’s Progress 8 score is calculated as the average of its pupils’ Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.
- A score of zero means pupils in this school on average do about as well at key stage 4 as other pupils across England who got similar results at the end of key stage 2.

- A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 2.
- A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of key stage 2.

2.11 A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of key stage 2.

2.12 Halton's Progress 8 score for 2016 was -0.19 compared to -0.15 for the North West and -0.3 for England. One Halton secondary school had a score above zero and one had a score of zero.

2.13 **Attainment 8** – shows pupils' achievement across 8 subjects by converting GCSE grades into a number score and adding the scores together. The higher the score the higher the achievement.

2.14 Halton's Attainment 8 average score per pupils for 2016 was 49.3 compared to 49.4 for the North West and 48.5 for England.

The Attainment 8 average across Halton demonstrates good performance against National and comparable to the Region. 

The Progress 8 average across Halton does indicate there are challenges for some schools to ensure pupils are able to demonstrate progress in the relevant subjects.

SECTION 3: Attainment – Key Stage 5

- 3.1 Table 10 shows the A-Level average point score (APS) per examination entry in Halton Schools and Colleges over the last four years compared to National performance.
- 3.2 The average point score per examination entry gives an indication of the average A-level grade achieved by students at an institution. The higher the grade, the higher the points score per examination entry.
- 3.3 Examination results reported at Key Stage 5 are institution based. Given a number of non-Halton residents study post-16 at Halton institutions, performance does not fully reflect Halton residents. Performance for Halton residents is only available for achievement of Level 2 or Level 3 by the age of 19 years old.

	No. of A-Levels Students at end of Study				A-Level APS Expressed as Grade			
	2013	2014	2015	2016	2013	2014	2015	2016
OBA	28	33	50	61	C	C-	C-	C-
RCH	146	176	184	219	C+	C	C	C
St Chads	38	49	37	75	D	D	D	D
Saints Peter & Paul	58	41	45	55	C-	C+	C-	C
The Heath	-	-	-	19	-	-	-	C-
Halton LA	270	299	316	410	C+	C	C	C-
England – All (includes private schools)	-	-	-	-	C	C+	C+	C+
England – State funded	-	-	-	-	C	C	C	C

Table 10.

Source: <https://www.compare-school-performance.service.gov.uk/>

In 2015 Halton was performing in line with National State funded figures, although only 1 of the 4 institutions in Halton in 2015 individually was actually performing in line. In 2016 2 institutions were in line but 3 institutions were not and this has brought Halton's figure slightly below National State funded figures.

Riverside College, as the largest provider in the borough, contributes heavily to Halton's overall performance in a positive way.



3.4 Table 11 shows the Vocational Level average point score (APS) per examination entry in Halton Schools and Colleges over the last four years compared to National performance.

	No. of Vocational Students at end of Study				Vocational APS Expressed as Grade			
	2013	2014	2015	2016	2013	2014	2015	2016
OBA	52	84	86	23	Dist	Dist	Dist+	Dist+
RCH	341	343	333	225	Dist	Dist+	Dist*-	Dist+
St Chads	12	Sup	n/a	6	Dist-	Sup	n/a	Dist-
Saints Peter & Paul	8	31	39	n/a	Dist*-	Dist+	Dist	-
Halton LA	413	460	458	254	Dist	Dist+	Dist+	Dist+
England – All (including private schools)	-	-	-	-	Dist-	Dist-	Dist-	Dist-
England – State funded	-	-	-	-	Dist-	Dist-	Dist-	Dist-

Table 11.

Source: <https://www.compare-school-performance.service.gov.uk/>

Overall Halton is performing better than all National figures for Vocational Education, with all institutions offering Vocational Education in the borough performing in line or above National, and Riverside College as a consistent high performer in the borough.



3.5 A comparison of both headline Key Stage 5 performance measures in 2016 against other authorities as part of Halton Statistical Neighbour group is shown in Table 12 on the next page.

	A-Level APS Grade
Authority	2016
England – All	C+
St Helens	C
Darlington	C
England – State funded	C
Redcar & Cleveland	C
South Tyneside	C
Wakefield	C
Halton	C-
Barnsley	C -
Hartlepool	C -
N.E Lincolnshire	C -
Sunderland	C -
Tameside	C -

	Vocational APS Grade
Authority	2016
Halton	Dist+
St Helens	Dist
Sunderland	Dist
Wakefield	Dist-
Darlington	Dist-
Hartlepool	Dist-
Barnsley	Dist-
Tameside	Dist-
England – All	Dist-
England– State funded	Dist-
South Tyneside	Merit+
N.E Lincolnshire	Merit+
Redcar & Cleveland	Merit

Table 12.

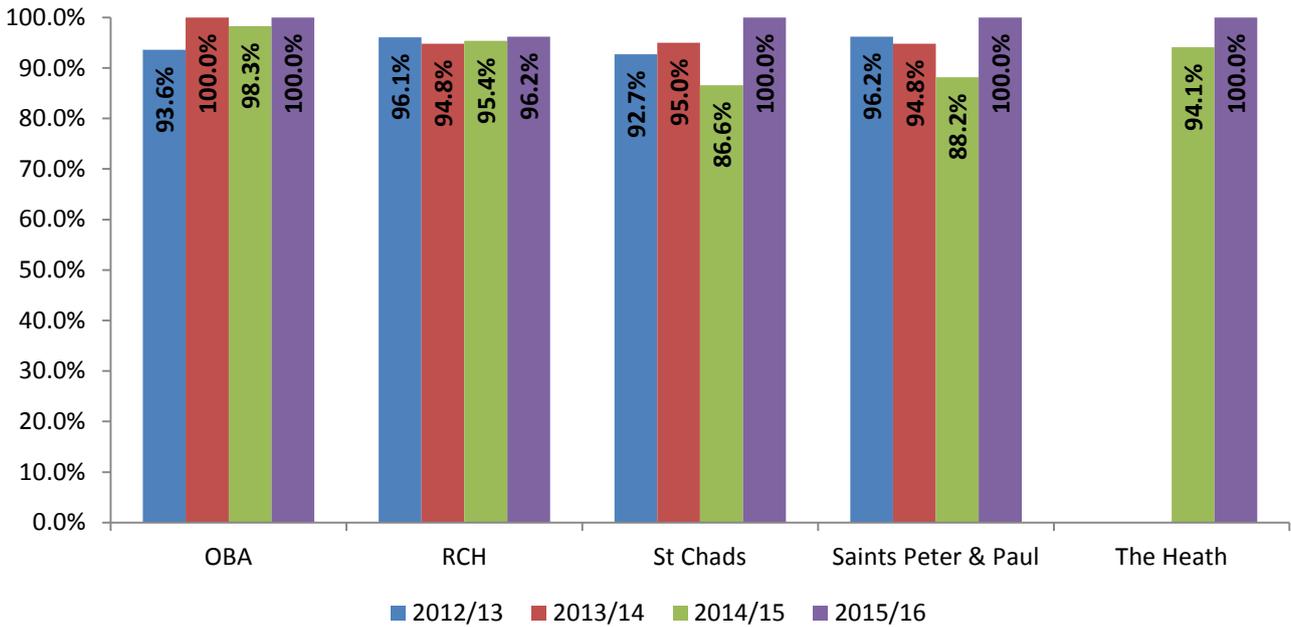
Source: <https://www.compare-school-performance.service.gov.uk/>

Halton performs well compared to Statistical Neighbours in vocational subjects where Halton is the highest performing Local Authority within its statistical neighbour group with Distinction+ as an average grade.



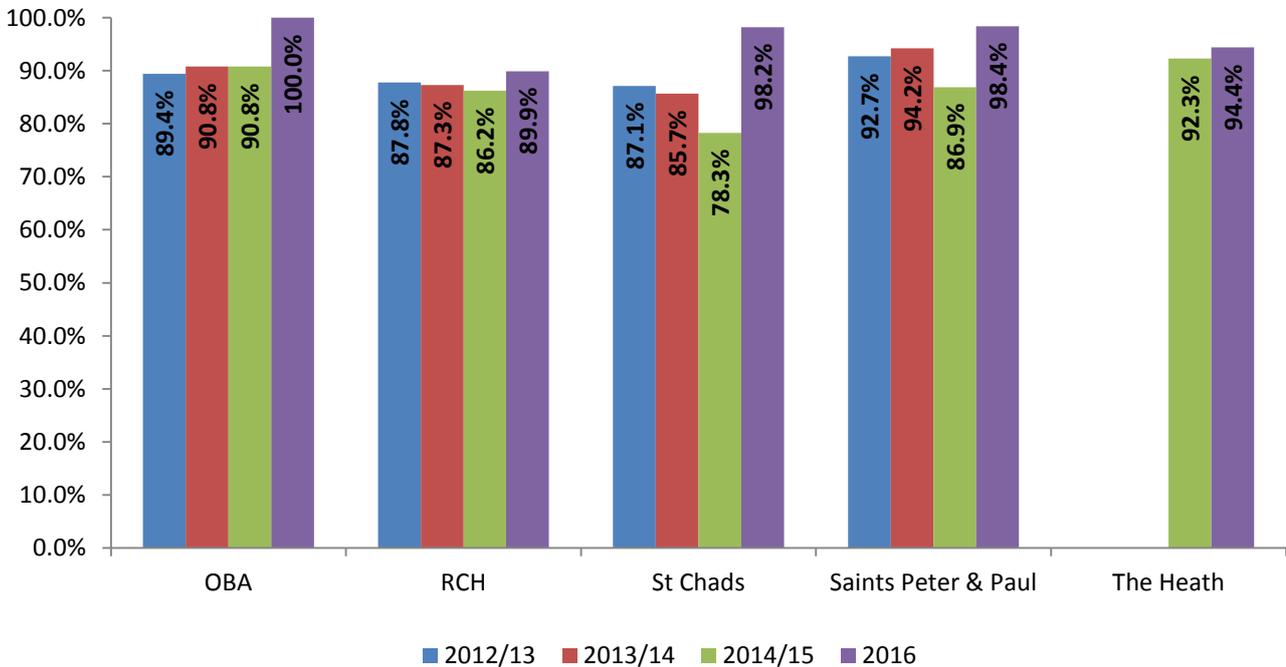
3.6 Retention rates measure the proportion of an institution's post-16 cohort who are continuing on their programme or are "retained" to their anticipated end date. Retention rates for Halton institutions over the last three years are shown in Chart 2 and Chart 3 on the next page.

Chart 2: Retention Rates - Academic Aims



Source: EFA Provider Reports, June 2016

Chart 3: Retention Rates - Vocational Aims



Source: EFA Provider Reports, June 2016

3.7 Table 13 below shows the retention rate for Halton residents over the last three years regardless of where they study their programme; therefore these figures will include institutions outside the borough where Halton residents are studying. Overall retention rates for Halton residents have increased slightly over three years.

	2012/13	2013/14	2014/15	2015/16
	Retention %	Retention %	Retention %	Retention %
Academic	95.5%	96.1%	94.3%	97.4%
Vocational	83.2%	87.5%	86.6%	91.2%
Halton LA	87.1%	90.3%	89.1%	93.1%

Table 13.

Source: EFA Halton residency Data & MI Report, December 2016

Overall retention rates for Halton residents have increased over the last three years, particularly for Vocational studies. In addition all Halton institutions have seen a rise in retention rates in 2015/16.



3.8 DfE produce statistics on Levels 1 and 2 English and Mathematics achievement Post 16 by students who didn't achieve A* to C by the end of Key Stage 4. Tables 14 and 15 below show the proportion of students in Halton institutions that left KS4 between 2011 and 2013 and their subsequent achievements in English and Mathematics whilst in Post-16 study.

3.9 Whilst figures for the proportion of students entered and achieving A*-C benchmark may appear low, not all students who left KS4 without A*-C were subsequently entered for the full A*-C qualification. The funding requirement to make English and Mathematics part of a Study Programme Post 16 came into effect in 2014.

	English		
Left KS4 without A*-C in:	2010/11	2011/12	2012/13
Number of students:	418	414	413
Of which by:	2012/13	2013/14	2014/15
Entered GCSE	72	110	170
	17.2%	26.6%	41.2%
Achieved GCSE	26	51	54
	6.2%	12.3%	15.1%

Table 14.

Source: <https://www.gov.uk/government/collections/statistics-attainment-at-19-years>, Level 1 and 2 attainment (last published data was 2014/15 data published August 2016)

	Mathematics		
Left KS4 without A*-C in:	2010/11	2011/12	2012/13
Number of students:	484	416	429
Of which by:	2012/13	2013/14	2014/15
Entered GCSE	74	74	129
	15.3%	17.8%	30.1%
Achieved GCSE	22	17	18
	4.5%	4.1%	4.2%

Table 15.

Source: <https://www.gov.uk/government/collections/statistics-attainment-at-19-years>, *Level 1 and 2 attainment* (last published data was 2014/15 data published August 2016)

In English, the proportion of the cohort achieving the full GCSE has increased since 2011, rising to 15.1% in 2014/15, which compares favourably to the national figure of 13.2%



In Mathematics, just under a third of students who left KS4 without A*-C were entered in the subject Post-16 by 2014/15, however the proportion of the cohort achieving the full GCSE remains low compared to the national figure of 7.1% in 2014/15. Of the 429 who left without an A*-C grade in 2012/13 163 of them had achieved a D grade when they left school.

SECTION 4: Apprenticeships & Traineeships

4.1 Chart 4 below shows the overall volumes of Apprenticeship starts by Halton residents Aged Under 19 since 2011/12.

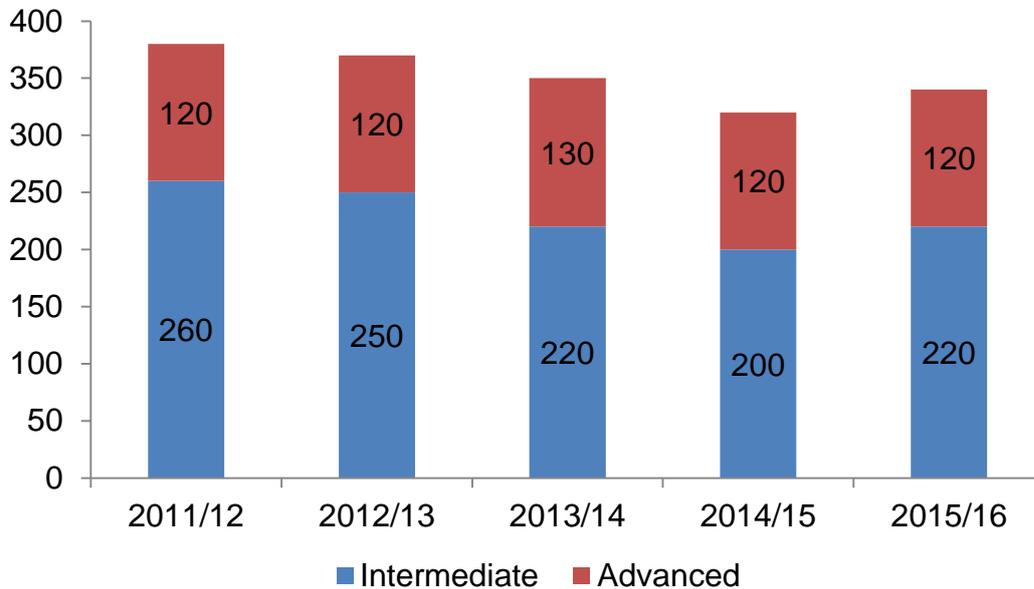


Chart 4: Halton resident Apprenticeship Starts

Source: FE Data Library; <https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships>

- 4.2 The overall decline in Halton Under 19 starts since 2011/12 is in line with both regional and national trends, however starts did begin to increase across the country in 2014/15 which wasn't seen in Halton until 2015/16.
- 4.3 There has been a strong emphasis from the Government to promote Apprenticeships and several commissioned services to highlight the benefits of Apprenticeships to school aged young people. Additionally since late 2016 the Liverpool City Region has an Apprenticeship Hub to increase and promote Apprenticeships in the region, which is being led by Halton Employment, Learning and Skills Division.

There is significant work in the borough and in the region to promote Apprenticeships in Halton and the 14-19 Programme Team receive regular information about Apprenticeship opportunities in and around the borough. It is anticipated this should result in an increase in Apprenticeship take up.

4.4 Table 16 below shows the Apprenticeship success rates split by apprenticeships level for Under 19 year old Halton residents. For 2015/16 the reported data comes from the National Achievement Rates Tables and demonstrates the Overall Achievement Rates for Apprenticeships, which means it uses a different methodology to the previous success rates.

	2012/13		2013/14		2014/15		2015/16 (Overall achievement rates)	
	Halton	National	Halton	National	Halton	National	Halton	National
Intermediate	73.4%	69.7%	72.8%	69.5%	77.6%	71.0%	63.2%	67.8%
Advanced	78.3%	75.9%	76.5%	75.0%	78.4%	77.3%	73.9%	72.9%

Table 16.

Source: <https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships#apprenticeship-success-rates>
<https://www.gov.uk/government/statistics/national-achievement-rates-tables-2015-to-2016>

Halton Apprenticeship Success Rates compared favourably with National performance up to 2014/15. Overall achievement rates at Advanced Level also compare favourably in 2015/16, although Intermediate level is lower than National in 2015/16.



4.5 Skills Funding Agency reported significant increases nationally in the volume of young people aged 16-24 starting a Traineeship programme; rising from 10,400 in 2013/14 to 19,400 in 2014/15. This is also true for Halton where starts have risen five-fold to 100 starts in 2014/15.

4.6 Halton Borough Council 14-19 Programme Team have recorded 47 young people aged 16-18 as engaging in Traineeship programmes since 2014. Table 17 below shows the progression (next destination) of young people engaged on Traineeship programmes.

From Traineeships young people progressed into:	Number	%
NEET – Active	16	34.0%
Apprenticeship	7	14.9%
EFA/SFA funded WBL	6	12.8%
Employment with Training	5	10.6%
Further Ed	5	10.6%
Employment without Training	3	6.4%
Other Training	2	4.3%
NEET – Inactive	1	2.1%
Traineeship	1	2.1%
School Sixth Form	1	2.1%
Total	47	100.0%

Table 17.

Source: IO system

There is no National data available to compare the experience in Halton with. The data above does highlight positives in that a percentage of young people are progressing to something else from a Traineeship but there is little progression onto an Apprenticeship. Anecdotal information suggests young people aren't fully prepared for an Apprenticeship by the end of their Traineeship and require further opportunity to study.

SECTION 5: Attainment of Level 2 and Level 3 by Age 19

- 5.1 The Government measures how many residents of each local authority progress to achieve a Level 2 (5+A*-C or equivalent) or Level 3 (2+ A-E grades or equivalent) by the age of 19. Table 18 below shows the proportion of Halton young people reaching the Level 2 threshold by age 19 over the last four years.

Level 2 by 19	2012/13	2013/14	2014/15	2015/16
Halton	86.3%	85.8%	86.9%	84.3%
Statistical Neighbour Average	83.1%	83.8%	84.1%	83.7%
North West Region	85.8%	86.2%	86.2%	85.0%
National	85.0%	85.6%	86.0%	85.3%

Table 18.

Source: <https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2015>

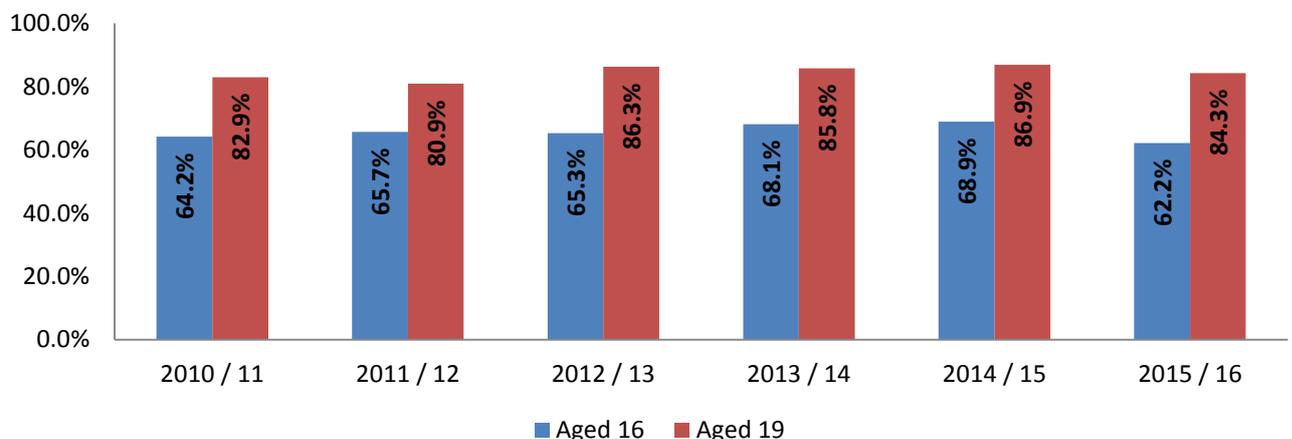
Despite a decline in 2015/16 (which was seen across the region and nationally) Halton's performance has consistently been better than our Statistical Neighbours.

Chart 5 below demonstrates the success of Post 16 provision for Halton learners, with more achieving Level 2 Post 16 than has been seen across Regional and National averages.



- 5.2 Chart 5 below shows the proportion of Halton cohorts reaching the Level 2 threshold both at age 16 and at age 19 over the last six years. On average, 18.8% more Level 2 qualifications were added by each academic cohort in post-16 education and training, which is higher than both regional (17.9%) and national (17.8%) comparisons.

Chart 5: Level 2 by Age 19 – Cohort Achievement by Age 16 & 19



Source:

<https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2016>

5.3 Table 19 below shows the proportion of Halton young people reaching the Level 3 threshold by age 19 over the last four years.

Level 3 by 19	2012/13	2013/14	2014/15	2015/16
Halton	52.7%	53.2%	56.5%	54.4%
Statistical Neighbour Average	50.4%	51.4%	51.2%	51.2%
North West Region	56.6%	57.3%	57.8%	57.0%
National	56.3%	57.0%	57.4%	57.1%

Table 19.

Source: <https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2015>

Despite a sharper decline than has been seen across the region and nationally in 2015/16 Halton's performance has been consistently better than our Statistical Neighbours.



SECTION 6: Progression to Higher Education

- 6.1 Data from the Higher Education Statistics Authority (HESA) shows the number of Halton residents aged 18-19 progressing to study at UK higher education institutions has been raising since 2014/15, although not yet up to numbers seen in 2011/12.

	Number of 18-19 Learners	Estimated % of 18-19 cohort
2007/08	740	23%
2008/09	730	23%
2009/10	755	24%
2010/11	885	28%
2011/12	950	31%
2012/13	800	27%
2013/14	775	25%
2014/15	815	27%
2015/16	880	28%

Table 20.

Source: HESA, HBC population estimates

- 6.2 Department for Education published Key Stage 5 Destination Measures data reveals an increasing proportion of Halton KS5 Sixth Form and College leavers progressing into Higher Education. 57% of leavers progressed into HE in 2014/15, which compares favourably with both North West (51%) and National (48%) position. Whilst the proportion of leavers progressing to Russell Group Universities also increased year on year, it remains below North West (13%) and national (11%) benchmarks in 2015. Table 21 shows the full breakdown.

	Total School & College learners	Top Third of HEIs	Other HEIs inc. FE Colleges	Total HE	Of which Russell Group
2013/14	640	8%	37%	45%	6%
2014/15	725	10%	47%	57%	9%

Table 21.

Source: DfE KS5 Destination Measures

Table 21 is data from Halton institutions so will include out of borough students, whereas Table 20 is based on Halton residents and therefore will include students studying at Post 16 institutions outside Halton. The progression from Halton institutions into Higher Education being 6% higher than the North West region and 9% higher than National is positive.



SECTION 7: Raising the Participation Age (RPA)

7.1 Raising the Participation Age is Government legislation, introduced in 2013 to encourage young people to stay in 'education and training' until they are 18 years old. The figures for RPA differ from figures for young people who are Not in Education, Employment or Training (NEET) as being 16 or 17 years old and in employment without training is recorded as not participating under the RPA definition but would be considered as in Education, Employment or Training under the NEET definition.

7.2 Table 22 below shows the proportion of Halton 16 & 17 year olds meeting the Government definition of participating in education and training.

	Mar-14	Mar-15	Mar-16	Mar-17
HALTON	91.0%	90.8%	91.4%	90.9%
STAT NEIGHBOURS	90.4%	91.5%	92.1%	91.2%
NORTH WEST	90.9%	90.8%	90.9%	91.3%
NATIONAL	90.3%	90.6%	91.5%	92.1%

Table 22.

Sources: <https://www.gov.uk/government/publications/participation-in-education-and-training-by-local-authority> and NCCIS Local Authority return for March 2017

7.3 Table 23 below shows the breakdown by participation route for Halton 16 & 17 year olds participating in education and training over the last three years.

	Full time Education/Training	Apprenticeships	Work Based Learning	Employment combined with training	Other	Total
Mar-14	84.0%	3.4%	2.5%	1.1%	0.0%	91.0%
Mar-15	80.7%	6.6%	2.9%	0.4%	0.2%	90.8%
Mar-16	79.8%	7.4%	3.3%	0.6%	0.2%	91.4%
Mar-17	80.2%	7.8%	2.4%	0.4%	0.1%	90.9%

Table 23.

Source: <https://www.gov.uk/government/publications/participation-in-education-and-training-by-local-authority>

7.4 Since 2014 the proportion of Halton young people participating through Full time education and training has declined, whilst an increase in the proportion of young people participating through an Apprenticeship route has been seen.

7.5 Of those who are not meeting the duty to participate in Halton the majority are entering employment without training, and this has increased from 1% in March 2016 to 1.7% in March 2017. This means that 22 more young people went into a job without training in 2017 than in 2016, where there were 30 young people in the borough who went into a job without training.

When comparing the information in Table 23 to the information in Chart 4 within Section 4 the data would suggest that while the overall number of Apprenticeship starts had been declining for Under 19 year olds at Intermediate level up to 2014/15 the number of 16 and 17 year olds accessing Apprenticeships is increasing.

The 14-19 Programme Team will look further into the circumstances of the young people to enter employment without training to understand why these young people may have made this decision, and what can be done to further promote full participation amongst 16 and 17 year olds.

7.6 Table 24 below shows the proportion of Year 11 school leavers with a firm offer of Post-16 learning (known as the September Guarantee) and the resultant proportion of young people progressing into education, employment or training (EET) provision by the November after leaving school (Activity Survey). The percentage of school leavers without a recorded offer and those identified as NEET or with Not Known activities is also shown.

		% Offer	% EET	No. with no offer	No. of NEET/Not Known
Halton	2014	97.3%	95.1%	35	72
	2015	97.8%	97.4%	30	38
	2016	98.9%	97.2%	7	40

Table 24.

Source: LA September Guarantee & Activity Survey NCCIS returns September and November

Whilst there has been a significant decrease in the number of young people with no offer of Post 16 learning in 2016 the number of young people who took up their offer/progressed into Post 16 learning has declined by a small amount.

The 14-19 Programme Team analyse the information in Table 24 at a school by school level and will meet with school colleagues each year to discuss who the young people without offers are and whether those who did not progress to a Post 16 learning destination were known to be at risk. This work needs to continue so we can support schools to turn the offers of learning into positive destinations Post 16.

Case Study: Facebook

School identified this young person in Year 11 as being at Risk of NEET. Despite referral to services for engagement and numerous attempts no contact was made by phone or through home visits. Through feedback from College in September it was also identified she had not enrolled on her intended course after leaving school.

Using Facebook to communicate the Young People Caseworker (YPCW) was able to identify that the young person did not want to go to College, was concerned around the outcome from her GCSE's and was feeling anxious about what to do next. Through direct messages the YPCW was able to share information about an upcoming course and make a referral to Career Connect for the young person to attend a course titled *Be the Change*, meet with a range of providers and explore her career aspirations.

The young person completed the *Be the Change* course and positively progressed onto a study programme with *Power in Partnership*.

7.7 Department for Education produce Destination Measure analysis by school, which differ from Activity Survey analysis in that they measure the proportion of a KS4 cohort who achieve a 'sustained destination' (i.e. students are still in a post-16 learning destination for at least a 3-month period). Figures for Halton Schools and Academies for the last 2 years are show below in Table 25.

7.8

		Number of Key Stage 4 pupils	Pupils Staying in education or employment for at least 2 terms after KS4	Pupils not staying in education or employment for at least 2 terms after KS4	Activity not captured in data
Grange Comprehensive School	2013	180	78%	16%	5%
	2014	149	91%	SUPP	SUPP
Ormiston Bolingbroke Academy	2013	120	92%	8%	0%
	2014	118	95%	5%	0%
Saints Peter and Paul Catholic College	2013	270	88%	8%	4%
	2014	274	92%	SUPP	SUPP
St Chads Catholic and CofE High School	2013	170	93%	7%	9%
	2014	191	94%	6%	0%
Ormiston Chadwick Academy	2013	150	92%	8%	0%
	2014	146	94%	6%	0%
The Heath School	2013	210	86%	9%	5%
	2014	214	94%	6%	0%

		Number of Key Stage 4 pupils	Pupils Staying in education or employment for at least 2 terms after KS4	Pupils not staying in education or employment for at least 2 terms after KS4	Activity not captured in data
Wade Deacon High School	2013	300	91%	7%	2%
	2014	323	95%	5%	0%
Ashley School	2013	20	89%	SUPP	SUPP
	2014	18	94%	SUPP	SUPP
Cavendish High School	2013	10	90%	0%	SUPP
	2014	10	SUPP	SUPP	SUPP
Chesnut Lodge Special School	2013	SUPP	SUPP	SUPP	SUPP
	2014	2	SUPP	SUPP	SUPP
Halton LA	2013	1430	89%	9%	3%
	2014	1445	94%	6%	0%

Table 25.

Source: <https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2013-to-2014>

x – DfE figures suppressed due to small cohort size

All schools have shown a positive increase in Year 11 school leavers sustaining their Post 16 destinations from the 2013 to the 2014 cohort. Ensuring young people make the right choices through Careers Education, as well as developing their resilience to manage the transition between Pre 16 and Post 16 education contributes towards this.



SECTION 8: Young people who are Not in Education, Employment or Training (NEET)

- 8.1 Whilst Raising the Participation Age covers young people in the first two years after they reach the school leaving age of 16 years old, up until September 2016 NEET data and work covered young people in the first 3 years after they reach the school leaving age, and for those with special educational needs and disabilities NEET data is up to when they are 25 years old.
- 8.2 In September 2016 the Department for Education (DfE) changed the publication of NEET data so that it only includes 16 and 17 year olds. Local Authorities still have a statutory duty to provide support to young people until the academic year in which they turn 19 years old, and for those with special educational needs and disabilities up to when they are 25 years old.
- 8.3 Annual NEET performance by local authorities is a measure of the average number of residents aged 16-18 years old identified as NEET during the November, December and January period of an academic year. In addition the proportion of 16-18 aged residents whose activity is Not Known to the authority is also published. This will be for 16-17 year olds from 2016/17 onwards.
- 8.4 The main reasons a young person would be recorded as someone whose activity is Not Known to the authority is if:
- a) Their current situation is Not Known – the young person’s destination is currently unknown and information has not yet been gained as to their current activity.
 - b) Cannot be Contacted – All reasonable attempts to contact the young person have been conducted over a period of time, usually 6-months from last contact date, without success.
- 8.5 Chart 6 over shows the proportion of Halton residents recorded as NEET and Not Known over the last three years compared to statistical neighbours and both regional and national comparisons.

NEET and Not Known % from 2013 - 2016

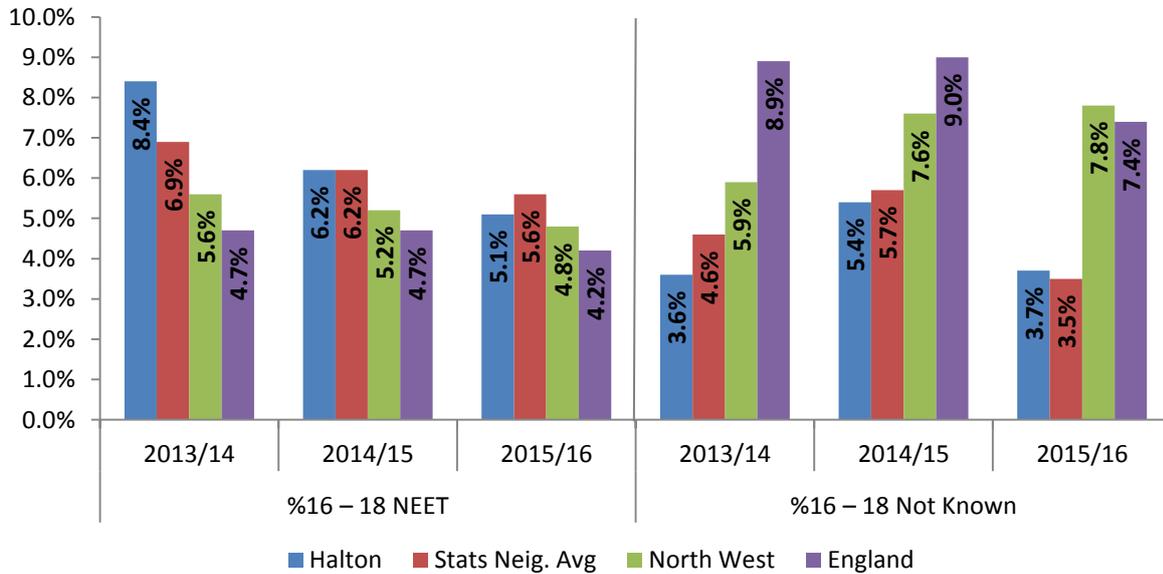


Chart 6

Source: NCCIS LA Tables, Nov/Dec/Jan 3-month average

The proportion of both NEET and Not Known figures for Halton has declined in recent years, with a combined total of 12.0% in 2013/14 compared to 8.8% in 2015/16, the positive impact of the introduction of the Halton Participation Strategy in 2014.

Whilst Halton's NEET figure in 2015/16 is higher than Regional and National the Not Known performance is much better and therefore Halton's overall combined performance is better than statistical neighbour comparisons in 2015/16 (9.1%) and regional (12.6%) and national performance (11.6%).



NEET/NK	2016/17 NEET / NOT KNOWN COMBINED % for 16 & 17 year olds
Darlington	4.3%
South Tyneside	4.5%
Hartlepool	4.8%
Halton	5.2%
North East Lincolnshire	5.9%
England	6.0%
St Helens	6.3%
Sunderland	6.4%
North West	6.7%
Barnsley	6.8%
Redcar & Cleveland	7.3%
Wakefield	7.5%
Tameside	8.1%

Table 26

Source: NCCIS LA Tables, Nov/Dec/Jan 3-month average

The table above demonstrates statistics for the first year DfE report only 16 and 17 year olds instead of 16-18 year olds. Halton performs well against National, regional and Statistical Neighbours, with only 3 Statistical Neighbours with a combined figure lower than Halton.



Case Study: Young People Caseworkers' coordination of services

A 16 year old was allocated to a Young People Caseworker (YPCW) upon finishing Year 11 in school and becoming NEET. Both the young person and Mum were reluctant to accept any support from services. The young person suffered with anxiety, had disengaged from CAMHS and both her and Mum were habitual drug users. The YPCW made staggered referrals to Unlocking Potential Mentor, Well Being Enterprises, Young Addaction and Career Connect Connexions.

This young lady is now 17 and accessing a full time College course. She is still receiving mentoring, benefiting from Mindfulness courses and both YP and parent are actively engaging with Substance Misuse services.

8.6 Table 27 below shows the volume of Halton NEET and Not Known by academic age as at the January census point from 2015 to 2017. The overall decline in NEET during this period has been seen across 17 and 18 year olds in particular. The cohort has been split by 'Available' and 'Not Available' NEET status, which differentiates the cohort between

those who are able to participate in EET and those who might have medical or social barriers which prevents them engaging.

	16 year olds			17 year olds			18 year olds	
	2015	2016	2017	2015	2016	2017	2015	2016
NEET Available	49	35	51	74	65	77	116	105
NEET Not Available	8	6	5	6	14	7	20	23
Not Known	3	17	8	79	28	13	129	67
Total	60	58	64	159	107	97	256	195

Table 27.

Source: NCCIS, January in relevant year

The progress that has been made to improve the tracking of young people so that their activity is known to us does mean that we have seen an increase in those recorded as NEET. As we do know their activity is NEET it allows us to offer support and therefore it's desirable to have as little young people whose activity is not known to us as possible.

- 8.7 Breaking down the NEET Available and Not Available cohorts further, there are increasing amounts of vulnerable flags(see 8.8 for a breakdown of vulnerable flags) recorded against the 16-18 NEET cohort in 2016 compared to 2015 even with the recorded decline in overall numbers of NEET young people.
- 8.8 In January 2015 there were a total of 98 vulnerable flags recorded against a 16-18 NEET cohort of 273, compared to 126 recorded in 2016 against fewer NEET young people (248).
- 8.9 Chart 7 over shows the proportion of vulnerable flags assigned to the 2016 NEET cohort. Note that this is not a count of individual NEET as 1 young person may have multiple vulnerable flags recorded against them (e.g. both Pregnant and Teenage Mother for current child).

Percentage of Vulnerable flags assigned to the 2016 NEET cohort

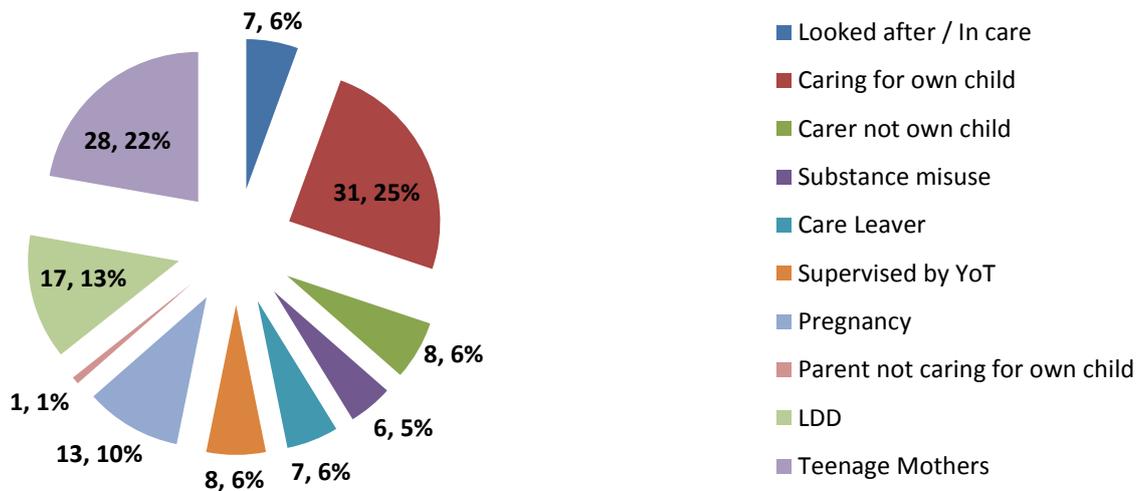


Chart 7

Source: 2016/17 NCCIS workbooks, January 2016

8.10 The total number of Halton young people aged 16-18 in NEET and Not Known activities in vulnerable groups varies depending on need. The cohort, particularly of Care leavers and Youth Offending Service clients, can also be quite fluid in terms of mobility with young people joining and leaving the residency based cohort at different times during the academic year making year on year comparisons difficult.

Case Study: Youth Offending Service (YOS)

A young man supervised by YOS on a Youth Rehabilitation Order was identified as NEET as he had stopped attending college, and was allocated to a Young People Caseworker. In collaboration with the YOS Education Officer and Career Connect Professional Adviser linked to YOS various options were discussed and a referral was made to one of the employability programmes with a local provider. The young man initially struggled with his attendance due to a variety of personal issues not least of which was his housing situation. Staff liaised with trainers and the young man to help him to discuss the issues he was facing and how these could be supported at which point he felt he could return to the training provider and successfully complete the programme. It was also agreed that additional support from a mentoring programme would help the young man to continue to engage.

The young man then felt empowered to look at his options after this programme which was supported by the Young People Case Worker. Subsequently, with support from the training provider he reapplied to college and started a course in the next academic year.

Case Study: Care Leaver

A young woman in care was identified via the Pupils Causing Concern Meeting as she had recently moved back to the borough and was allocated to a Young People Case Worker. Various options were discussed and it was agreed with the Social Worker that a referral to a local training provider would be made. After some initial issues because the young woman was anxious about going into a new environment, she did successfully start. Through regular updates and negotiation we were able to ensure the young woman gained the maximum from the programme.

After completing the 12 week employability course and trying various other options herself she faced a particularly difficult few months and was approaching her 18th birthday when she would progress to be a care leaver. In order to support her more appropriately during this period a referral was made to a short three week programme where she could take some time to consider her options and learn new skills. After successfully completing this programme the young woman returned to the original training provider to continue her learning and has since found employment.

In December 2016 the percentage of Teenage Mothers in Halton recorded as participating in education, training or employment was 42%, higher than the North West (33%) and England (30%), with only 3 statistical neighbours performing better than Halton.



Case Study: Teenage Parent

We were informed by Riverside College that the young person had withdrawn from her course; she was allocated to a Young People Caseworker (YPCW) who made contact and identified the reason for this was due to becoming pregnant. Working in collaboration with her Family Nurse the YPCW was able to refer the young person to Career Connect for information, advice and guidance to look at long term goals for the future. The young person was able to explore career options in animal care and wanted to consider this once her baby was born.

The YPCW maintained contact with the Family Nurse and when appropriate was able to re-engage with the young person. Using links with Riverside College the caseworker was able to arrange for specialist pastoral support and taster visits to enable a smooth transition for the young parent back into Further Education on a Level 2 Animal Care Course.

In December 2016 the percentage of young people recorded as having Special Educational Needs or Disabilities (SEND) who were participating in education, training or employment was 94.4%, higher than the North West (86%) and England (86.4%) with only one Statistical Neighbour performing better than Halton.



8.11 Table 28 below shows an analysis of the academic achievement of the 16-18 NEET group as at January 2016. 248 NEET young people were matched to historic Local Authority held KS4 results. Of these matched records;

- 21.0% had either only one or no Key Stage 4 passes
- 25.4% had achieved 5 or more A*-G grades (Level 1)
- 33.9% had achieved 5 or more A*-C grades (Level 2) or above
- 21.0% of the cohort had achieved 5 or more A*-C grades including English and Maths

	Age 16	Age 17	Age 18	Total
1+ KS4 Qualification	6	16	16	38
Level 1	9	23	31	63
Level 2	1	3	28	32
Level 2 inc. English & Maths	7	11	34	52
No KS4 passes	5	7	2	14
No results data for school	5	-	-	5
Unmatched	8	19	17	44
Total	41	79	128	248

Table 28.

Source: LA KS4 data matched to NEET cohort

This information is useful to Post 16 providers as it demonstrates that the NEET cohort does contain young people who have already achieved a Level 2 qualification and therefore provision designed to engage NEET young people shouldn't focus on Level 1 qualifications.

Previous analysis of NEET cohorts has shown similar results; a presumption that the NEET cohort would be mostly young people who have not attained at school is incorrect.

8.12 To support the prevention of NEET the 14-19 Programme Team manages a Vulnerable NEET Young People Support Group, which has representation from Schools, Post 16 Providers, Support Services, Youth Offending Service and the Care Leaving Team. The group meets every 4-6 weeks throughout the year to support Secondary Schools in developing plans for Year 11 students at risk of becoming NEET.

8.13 Figures showing the volume of referrals to the NEET Young People Support Group are shown below in Table 29. The resultant percentage of the cohort progressing into EET is also shown.

School Year	No. of Referrals	% EET
2012 / 2013	47	76%
2013 / 2014	96	81%
2014 / 2015	107	82%
2015 / 2016	137	87%

Table 29.

Source: 14-19 Team referrals

Case Study: NEET Vulnerable Group

This young person was identified by his Head teacher in Year 11 as significantly at risk of NEET post 16 due to a range of complex vulnerabilities and was referred to the NEET Vulnerable Group. Through a multi-agency discussion the group identified appropriate support via one to one coaching and explored a long transition to college. The allocated Young People Caseworker took responsibility in coordinating the referrals and supporting School in making links with the providers outside of the meeting.

The young person had a statement of educational needs and was allocated an Assessment Coordinator from the SEN team to obtain an Education, Health and Care plan. The caseworker ensured that the other professionals involved with the young person were aware of the referral to the group and of any current actions and working with the providers involved enabled taster visits to be facilitated.

School highlighted the summer period as a particular concern for this young person, Training Attention who provided the one to one coaching, was able to continue to work with him to bridge the gap to college. This highlighted new concerns around transport that the caseworker was able to work with College and HBC's transport team to resolve in advance of him starting college.

The young person successfully started at the Foundation Studies department of Riverside College on a Life Skills course and has engaged well, sustaining this destination.

8.14 Young people who have been electively home educated (EHE) have, historically, been at higher risk of progressing into NEET destinations. Since 2015 Halton Borough Council 14-19 Programme Team have forged strong links with internal services to ensure young people within this cohort have firm offers of learning and can progress to suitable post-16 provision.

8.15 A young person is identified as a NEET leaver if they were recorded in a NEET activity at the end of one month but not recorded NEET in the following month. Similarly, a young person who did not have a NEET activity code at the end of one month, but who did have a NEET activity code at the end of the next month is counted as a NEET joiner.

8.16 Table 30 below shows the number of Halton NEET Joiners and Leavers over the full 2014/15 academic year and 2015/16 (until July 2016).

		Sept 2014 – Aug 2015	Sept 2015 – July 2016
Joined NEET Cohort From	Education & Training	222	229
	Apprenticeship	33	18
	Employment	36	46
	Re-engagement Activities	12	20
	Other (NK, Custody)	226	121
	Total Joined	529	434
Leaving NEET Cohort To	Education & Training	153	108
	Apprenticeship	31	24
	Employment	164	119
	Re-engagement Activities	24	21
	Other (NK, Custody)	37	15
	Total Leaving	435	307

Table 30.

Source: NCCIS

Table 30 demonstrates a significant proportion of young people joining the NEET cohort come from Education and Training, whether this be Year 11 pupils not progressing to a Post 16 destination, Year 12 pupils not continuing their studies after the first year Post 16 or young people who leave their course/training opportunity part way through.

This emphasises the need to ensure young people do receive appropriate information, advice and guidance in order to make sure they do make a progression choice that is right for them to reduce the risk of becoming NEET.

Providing information, advice and guidance is a statutory duty for education establishments.

SECTION 9: Post 16 provision in Halton

9.1 The following table summarises headline information for education and training providers offering Post 16 provision within the borough of Halton. Included are most recent Ofsted inspection results and cohort sizes for young people on roll over the last three years. Please note Ofsted guidance has changed several times so there are slight variants to what is recorded by Ofsted depending on when the inspection took place. Where a Sixth Form Grade was given by Ofsted it has been noted below.

ORMISTON BOLINGBROKE ACADEMY <i>Academy Sixth Form</i>	16-19 Cohort Size
Date of Last full inspection: February 2012 Overall Effectiveness: GOOD Achievement of Pupils: GOOD Quality of Teaching: GOOD	2013/14 261 2014/15 266 2015/16 251 2016/17 215
RIVERSIDE COLLEGE <i>Further Education College</i>	16-19 Cohort Size
Date of Last full inspection: February 2010 Overall Effectiveness of provision: GOOD Outcomes for learners: GOOD Quality of Provision: GOOD	2013/14 2460 2014/15 2659 2015/16 2759
SAINTS PETER AND PAUL CATHOLIC COLLEGE <i>LA Maintained School Sixth Form</i>	16-19 Cohort Size
Date of Last full inspection: June 2017 Overall Effectiveness: GOOD Outcomes for Pupils: REQUIRES IMPROVEMENT Quality of Teaching: GOOD 16-19 Study programmes: GOOD	2013/14 165 2014/15 163 2015/16 167 2016/17 176
ST CHADS CATHOLIC AND CHURCH OF ENGLAND HIGH SCHOOL <i>LA Maintained School Sixth Form</i>	16-19 Cohort Size
Date of Last full inspection: June 2017 Overall Effectiveness: REQUIRES IMPROVEMENT Outcomes for Pupils: REQUIRES IMPROVEMENT Quality of Teaching: REQUIRES IMPROVEMENT 16-19 study programmes: REQUIRES IMPROVEMENT	2013/14 135 2014/15 157 2015/16 163 2016/17 153

THE HEATH SCHOOL Academy Sixth Form	16-19 Cohort Size
Date of Last full inspection: September 2017 Overall Effectiveness: GOOD Outcomes for Pupils: GOOD Quality of Teaching: GOOD 16-19 study programmes: REQUIRES IMPROVEMENT	2014/15 30 2015/16 37 2016/17 42
ASHLEY SCHOOL Special School LA Maintained Sixth Form	16-19 Cohort Size
Date of Last full inspection: March 2015 Overall Effectiveness: OUTSTANDING Quality of Teaching: OUTSTANDING Achievement of Pupils: OUTSTANDING Sixth Form Provision: GOOD	2014/15 11 2015/16 16 2016/17 20
CAVENDISH SCHOOL Special School Academy Sixth Form	16-19 Cohort Size
Date of Last full inspection: February 2011 Overall Effectiveness: OUTSTANDING Outcomes for individuals and groups of pupils: OUTSTANDING Quality of teaching: GOOD Overall Effectiveness of the Sixth Form : OUTSTANDING	2013/14 26 2014/15 28 2015/16 31 2016/17 36

Overall there is good quality provision within Halton Schools and the Further Education College for Halton residents.



9.2 In addition to the above provider list there are a number of additional training providers offering full time courses located within the borough, most of which are sub contracted training providers who do not have Ofsted ratings or a reportable 16-19 cohort size. These include:

- Power In Partnership
- Progress Sports
- Vikings Sports Foundation

Whilst there is additional provision on offer in Halton through training providers there is a limit to the range of subjects offered through this route. Young people will experience limitations to their choice of where to study specific subjects according to where they are offered.

9.3 There are also providers offering shorter term programmes to help young people re-engage and progress to full time courses, these include:

- Canal Boat Adventure Project
- National Citizen Service
- Prince's Trust Cheshire Fire and Rescue Service programme
- Training Attention
- Young Addaction
- Youth Federation NGage Mentoring, Talent March or Working Futures programmes

Case Study: Training Attention

A young man was identified as having left college and was allocated to a Young People Caseworker. He identified that he struggled with the social side of college and was experiencing some issues with his emotional well-being and mental health as well as some physical health issues. A referral was made to Training Attention to offer support with engagement. After initially considering a return to college for a fresh start, he decided to engage on one of Training Attention's short programmes which gave him further support around motivation and self-esteem/confidence. He successfully completed the programme and went on to continue to receive support from Training Attention. He also took part in the programme twice more and took on responsibilities as a mentor for other young people.

Regular updates and discussions took place with Training Attention and different options for progression were considered. Links were established with the Relationship Centre and Wellbeing Enterprises to support the young man to access their services. He went on to be a volunteer at the Relationship Centre and was also exploring volunteering options with NCS. Via Training Attention he also linked in with Talent Match staff and accessed the Ways to Work Programme.

9.4 In addition the Local Authority contracts annually with Further Education and Independent Specialist Providers outside the borough of Halton, those being institutions who can offer specialist provision to Post 16 students with Special Educational Needs and Disabilities, where their needs can't be met within the borough.

The 14-19 Programme Team maintains an overview of the specialist provision required Post 16 and whether opportunities could be developed within Halton to reduce the need to access provision outside the borough.

SECTION 10: Travel to Learn

10.1 Table 31 below summarises data and information provided by an external company called ALPS. Using information provided by the Department for Education ALPS is able to collate reports about the number of young people from Halton who study in institutions outside the borough. The table shows the average number of young people who were in the final year of Level 3 A-Level provision between 2013 and 2015.

Provider / Institution	Authority	Avg Student No.s 2013 – 2015	Ofsted Rating for Overall Effectiveness	Ofsted Inspection date
Priestley College	Warrington	80	Outstanding	12 Mar 2007
Carmel College	St Helens	70	Outstanding	3 Jul 2007
Sir John Deane	CWAC	36	Outstanding	27 Feb 2008
Bridgewater High School	Warrington	8	Outstanding	23 Nov 2011
The Bishop Blue Coat CofE	CWAC	5	Good	11 Mar 2015
Helsby High School	CWAC	4	Good	4 Feb 2014
St Nicolas Catholic High School	CWAC	3	Outstanding	6 Jul 2011
Liverpool College	Liverpool	3	Requires improvement	10 Nov 2015
St Edwards College	Liverpool	3	Outstanding	11 May 2009
The Blue Coat School	Liverpool	3	Outstanding	31 Oct 2012

Table 31.

Source: Alps

10.2 Overall volumes for residents studying A-Levels at institutions outside of Halton have declined slightly in recent years. In 2013, 233 Halton young people from a cohort of 427 were taught outside the LA compared to 204 Halton young people from a cohort of 432 in 2015.