

POST 16 PARTICIPATION, NEET AND UNKNOWN Academic Year 2021/2022

STATUTORY DUTIES

Local authorities have broad duties to encourage, enable and assist young people aged 16 and 17 (up to 25 for young people with an Education, Health and Care Plan) to participate in education or training.

These duties are:

- To secure sufficient suitable education and training provision for all young people in their area.
- To make available, support that will encourage, enable or assist them to participate in education or training.
- To promote the effective participation in education and training.
- To maintain a tracking system to identify young people who are not participating in education or training (NEET and Unknowns)

These duties are relevant to young people aged 16 and 17 who live within Southampton City Council authority area only. Any young person living in another authority will be tracked and supported by the LA they live in.

N.B. The Department for Work and Pensions have a duty to support all 18+ not in education, employment and training.

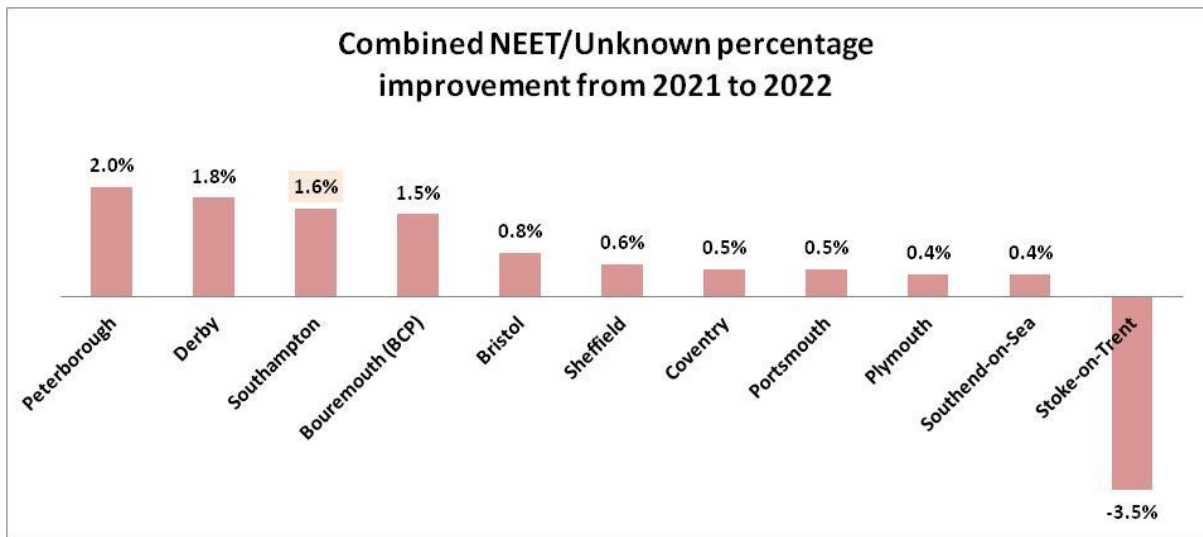
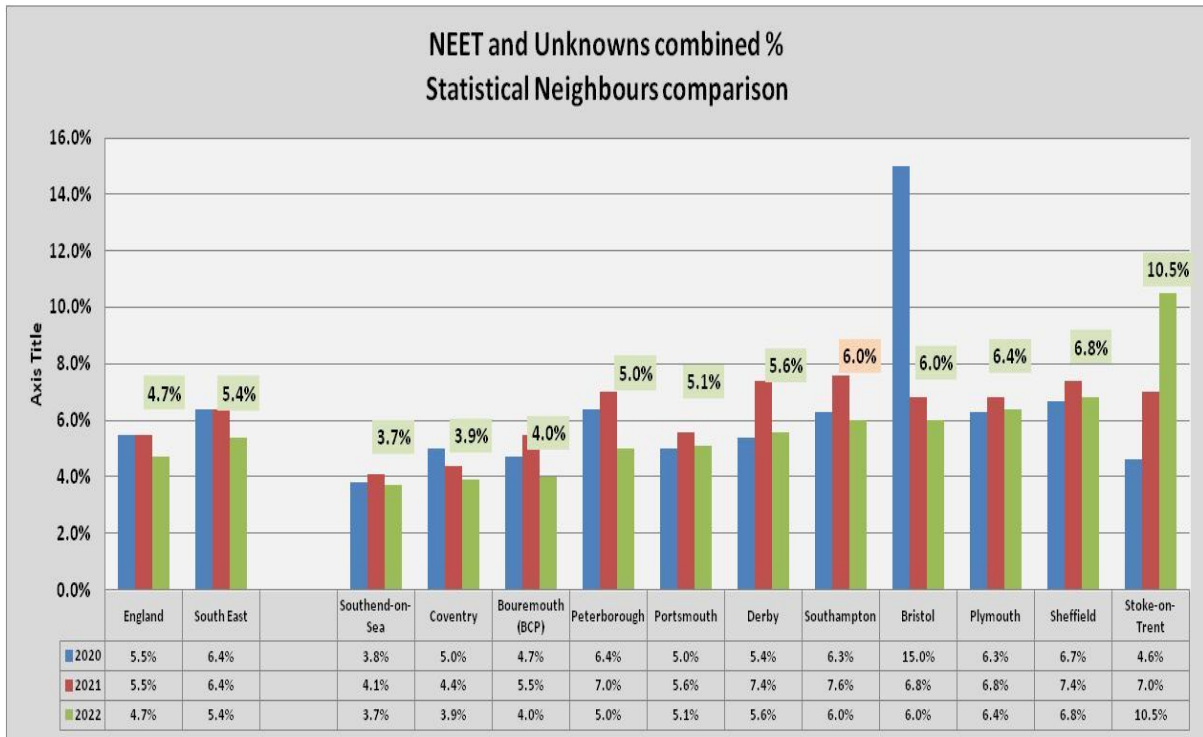
SOUTHAMPTON PARTICIPATION, NEET AND UNKNOWN DATA (DEC 21 – FEB 22)

The combined NEET and Unknown data is based on Southampton residents only in the academic year groups 12 and 13 (academic age 16 and 17).

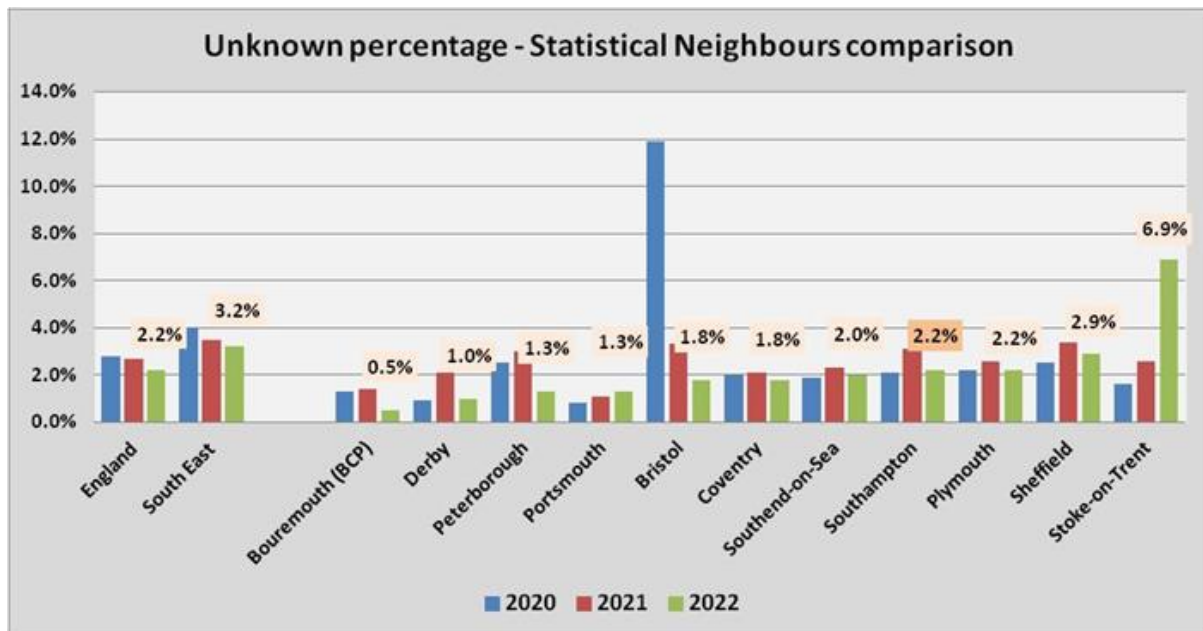
HEADLINES	Last year comparator 2020/21	Current year 2021/22	RAG trend
Cohort size	4500	4680	N/A
% of those participating in Education, Employment and Training	90% 4050	94% 4400	
Combined NEET and Unknown % (DfE published data as an average of the months Dec, Jan and Feb.	7.6%	6%	
% NEET	4.4%	3.75%	
% Unknown	3.2%	2.2%	

This year in Southampton we have:

- Increased the % of young people who progress into Education, Employment or Training
- Decreased % of NEET young people
- Decreased % of Unknown young people



- Southampton had a decrease of 1.6% compared to 2021 (this is a better % decrease compared to National which was 0.8%)
- The gap between Southampton and National is 1.3%.
- Southampton has closed the gap to National by 0.8% this year.
- 10 out of 11 statistical neighbours saw a decrease in their combined NEET/Unknown percentage this year
- Peterborough had the largest decrease at 2% and both Southend and Plymouth the smallest at 0.4%.
- Stoke on Trent saw an increase again in 2022, up by 3.5%



- In Southampton the percentage of Unknowns has dropped from 3.1% in 2021 to 2.2% in 2022. This is the same as National and 1% lower than South East.

ACTION TAKEN TO ADDRESS 16 AND 17 YEAR OLD NEETs THIS YEAR

- Moved the Post 16 Team into the Education Team.
- Employment of 3 FTE Engagement Officers who work directly with NEET young people to reengage them. (See attached Case Studies)
- Strengthened relationships with Post 16 providers via the Learning Hub (this is an online forum for all internal and external teams / providers who are working with young people. The Hub provides advice and guidance for practitioners and external providers can market their offer to engage young people).
- Southampton NEET / Participation is a standing agenda item on Southampton Education Forum (SEF).
- Schools and colleges supporting and holding each other to account.
- Development of Individual Pathways in mainstream secondary schools – funding for schools to develop bespoke pathways for students at risk of permanent exclusion.
- Windmills iCan Training (resilience tools available in schools and in SCC).
- Careers Education, Information, Advice and Guidance quality monitoring and support in secondary schools.
- Improved information sharing and Year 11 transition arrangements – taster days, open days, independent careers information, advice and guidance.
- Strengthened partnership working with outside agencies – National Citizenship Service, Itchen STEP, Saints Foundation etc.
- Employment of 0.5FTE Enterprise Coordinator - shared role with Solent LEP Careers Hub and SCC.
- Development of Flying Start website – information for young people moving from school to positive Post 16 destinations.
- Care Leavers Guarantee – SCC bolstering support for Care Leavers seeking employment at SCC.

YEAR 11 PROGRESSION INTO LEARNING

(Education, Training, Apprenticeships and Employment with accredited learning)

The Post-16 destinations of all Year 11 leavers from a Southampton School are tracked, recorded and submitted to the DfE in December each year.

% Percentage	2016	2017	2018	2019	2020	2021
FE College/Sixth Form College/School Sixth Form	88.65	90.0	88.18	89.03	90.98	90.11
Government Supported Training (Non Employed)	1.57	1.6	0.94	1.11	1.63	0.85
Employment with training (including apprenticeships)	4.18	3.6	3.32	3.67	2.40	2.97
Re-engagement	0.05	0.05	0.20	0.00	0.00	0.00
Employment without training	0.88	0.7	1.34	1.11	0.59	1.75

- There has been a 0.87% decrease in young people progressing into FE College / Sixth Form.
- There has been an increase for young people progressing into employment (with and without training).

YEAR 12 AND YEAR 13 NEET COMPARISON (this does not include unknowns – NEET only)

	Year 12	Year 13
2019	82 (44.6%)	102 (55.4%)
2020	78 (42.2%)	106 (57.6%)
2021	67 (34.2%)	129 (65.8%)
2022	78 (43.0%)	98 (57.0%)

Until academic year 2021/2022, Year 12 NEETs were reducing year on year. At the same time, Year 13 NEETs were increasing. We identified that targeted work with Year 12s moving into Year 13 was required to maintain engagement in education, training or employment. We can demonstrate that this has had a positive impact on Year 13s NEETs as they have reduced.

On the other hand, Year 12 NEETs have increased this year. In part, this is due to an increase in private supported housing providers placing young people from around the country, 16 on total. As these young people now live in Southampton, it is our duty to provide support to reengage. Other possible reasons for an increase in Year 12 NEETs are linked to the impact of the pandemic.

Possible reasons:

- Students struggle with college learning environment following lockdowns / periods of virtual learning
- Increased mental health needs (anxiety disorders in particular)

- Several moves between courses, students not settling
- Level 2 to Level 3 transition is a big jump academically
- Introduction of exam element in vocational courses
- Not meeting entry requirements to progress
- Lack of student engagement
- Low attention span
- Poor attendance in Maths and English courses
- Students suffering with poor mental health, low resilience
- Family pressures to be in employment (usually without training).

LONG TERM PLANS

- Establish a traded Careers Information Advice and Guidance service for schools and colleges.
- Target funding for vulnerable groups who are risk of NEET
- Fund and support the digital record of achievement platform Global Bridge
- Partner with the Careers enterprise company to increase work with Electively Home Educated, and Year 10 students who are risk of NEET
- Increase the Engagement Team to focus on vulnerable groups – in particular Youth Justice Service, Care Leavers and Care Experienced.

CASE STUDIES

Education - Post 16 Case study

Engagement Officer: LF

CS: LF CS4

Date: 12/09/2022

Names have been changed to preserve anonymity

<u>Presenting Issues:</u>
<p>Ben was referred to the Education Post-16 service by his Youth Justice Officer. Ben had committed the offence of Grievous Bodily Harm with Intent, and because of this, was being detained in a secure children’s unit out of the area. He was serving a 33-month custodial sentence at the secure unit for the serious offence he had committed. Because of the time of being sentenced, Ben also missed out on some crucial months at school which included part of his Year 11 exams.</p> <p>Since being sentenced, Ben had been taking productive steps towards bettering himself whilst in custody. He has taken up many courses available at the secure unit and was studying towards getting further GCSEs. However, with his release date upcoming, Ben wanted support around college options for him to do upon his return to Southampton. This led to him being referred into our service.</p>
<u>Supporting Actions:</u>

- I firstly spoke in detail with Ben's Youth Justice Officer about the nature of his offence and consequences this would have upon his release. A condition that would be set upon him, would be to avoid the Southampton City Centre area. This was to avoid potential conflict with those who his offence was committed against.
- From this conversation, it became clear that certain colleges and opportunities in the city centre area would not be available to Ben.
- I then arranged a Zoom call with both Ben and his support worker at the secure children's unit to discuss in more detail what he would like to do going forward, and what his goals for the future were.
- Ben said how he has always had the dream of working within the field of sport science. He especially liked the idea of working as a physiotherapist.
- With this, we discussed the colleges in and around the Southampton area that Ben would be able to attend, which did not clash with his restrictions.
- We identified Sports courses at Richard Taunton's, Totton College and Sparsholt College.
- We then agreed together that we would submit applications for all 3 colleges so that Ben could take his pick at a later date.
- I then supported Ben remotely to complete and submit applications, with the support of his Youth Justice Officer, to send further information around his past offence.
- Upon his GCSE results day, Ben was delighted to see that his hard work since being sentence had paid off. He received qualifications in GCSE English, Maths, Sports, and other subjects. As a result, it meant that Ben would be able to study Level 2 Sport.
- We then had a discussion around what college Ben would like to attend, and he decided upon Totton College.
- We also discussed Ben's passion for football. He has always been in a team, and this was something that he especially missed whilst serving his custodial sentence.
- On the back of this, we spoke about the Saints Foundation and Ben agreed to a referral upon release.
- Ben was then released from the secure unit and went to live back at his parent's home address.
- With Ben being back in Southampton, I was able to arrange a home visit to see him in person to discuss upcoming steps.
- We discussed getting to Totton college each day and planned out his journey to and from there by both bus and train. We also researched the cost of each means of transport.
- We then completed a referral to the Saints Foundation, so that Ben could get back into playing football on his days off college.
- I then also completed a CV with him, so that he could look for part-time jobs to base around his studies. Although Ben said that he wanted to firstly focus on settling into college.

Outcomes:

- Ben has now started studying towards his Level 2 qualification in Sport Studies at Totton College.

- He is only a few weeks in so far but said to me that he is really enjoying it and is learning a lot.
- We are currently waiting on him to start his football sessions with the Saints Foundation. Ben will be starting this in a few weeks' time.
- He is continuing to engage well with both myself and his YOS officer, and everyone is pleased with his progress and commitment.
- Ben has also set himself the goal of looking for part-time employment after the new year, but he wants to be fully settled into college first.
- Ben has shown real desire to push towards positive change and this is shown through what he has accomplished since his sentencing.
- He is now in full-time education through the support of the Education Post-16 Team and other services.
- I am still in contact with Ben to make sure that the start of his college life goes smoothly, and he is aware that I am here for him if any issues arise.

Education - Post 16 Case study

Engagement Officer: LF

CS: LF CS3

Date: 20/05/2022

Names have been changed to preserve anonymity

Presenting Issues:

Ryan is a looked after child by Hampshire social services who is currently living in a supported accommodation hostel here in Southampton. Upon meeting Ryan, he said to me that he didn't achieve any qualifications from his time at school and really struggled in a classroom setting. Ryan admitted being low in confidence and struggling with his mental health. He did not believe he could ever be successful with finding employment in the future.

Supporting Actions:

- The first step I took with Ryan was looking to try and lift his confidence and improve his mental health.
- We spoke a lot about the interests that Ryan has, to try and tie in an activity for him to do, which he is already passionate about.
- Ryan is a massive fan of football, and we have spent a lot of time talking about his favourite club Chelsea FC.
- On the back of this, we started talking about the Saints Foundation and the support they can offer towards improving employability skills and confidence through their Saints Works programme.
- This, combined with the fact that they play football once a week, was enough to persuade Ryan and we completed a referral for this programme.
- As the weeks went by, it was clear to see that his self-esteem and overall mental health was improving.

- I also made sure to send updates to Ryan's social worker throughout our work together, so that she could be kept informed of his progress.
- Whilst Ryan was doing the course, we discussed education options going forward.
- Where Ryan did not achieve his English and Maths at school, we agreed on the importance of getting a qualification in these areas.
- We discussed the previous issues Ryan had at school with large classroom sizes and not being able to focus. From this, we identified the Enham Trust as a great option for Ryan. They were able to offer him Functional Skills English and Maths qualifications, combined with smaller classroom size to help concentration.
- Ryan said that the Enham Trust sounded like a good fit for him, and we completed a referral together.
- I was able to speak with Enham and arranged for Ryan to start after he had completed his programme with the Saints Foundation. From doing so, Ryan would not have to wait long in-between transition which could have led to another decline in his mental health.
- I supported Ryan getting to Enham for his induction by picking him up and taking him to the centre. From doing so, we were able to plan Ryan's walking route to the centre going forward.
- I sat with Ryan and supported him with completing his induction paperwork.
- The following week, Ryan started his lessons with Enham.

Outcomes:

- Ryan now feels more confident and better prepared for finding employment opportunities in the future through the work he completed with the Saints Foundation.
- Ryan also received a certificate from the work he completed.
- He is still studying towards his Functional Skills English and Maths with the Enham Trust.
- We have spoken many times since he started. Ryan said that he is really enjoying his time with Enham and feels confident achieving his English and Maths.
- We have also agreed that when he has finished his course with Enham, we would sit down and explore employment options together.

Education - Post 16 Case study

Engagement Officer: OM

CS: OME CS2

Date: 06/06/2022

Names have been changed to preserve anonymity

Presenting Issues:

YP arrived in the UK in March 2022, he is an unaccompanied asylum seeker living in Southampton. He is living in supported accommodation with other young unaccompanied asylum seekers.

He is supported by Dorset Council's Virtual school Team and a social worker from Southampton City Council.

During our introductory session the following challenges were established:

- Language barrier – YP's understanding of English is poor
- Isolation – YP was feeling down being away from family and friends
- Resources – No access to IT equipment
- Boredom – nothing to do

Supporting Actions:

To address the presenting issues, I did the following:

- Use a phone app for translating
- Enrolled YP on ESOL (English to Speakers of Other Languages) course for September start
- YP enjoys football. I was able to connect him to St Mary Stadium first by acquiring tickets for him to watch a football game and by enrolling him on Saints Foundation programme after discussing his language skills and needs with the course Lead
- Contacted the Stronger Communities Team to connect YP with local community groups from his home country
- Contacted the Housing Team to loan iPads to be used for supporting English language acquisition
- Contacted Dorset Council's Virtual School Team with updates of interventions completed related to education.

Outcomes:

- YP has been enrolled on ESOL course at City College – September 22 start
- YP currently attends weekly English lessons run by volunteers at Southampton Central Library
- YP now attends a local Mosque for prayers and social events
- YP joined the Saints Foundation course
- YP is happier with having things to focus on and events to attend on the local community
- YP is looking forward to ESOL course in September.