

National Context

The Education and Skills Act 2008 increased the minimum age at which young people in England can leave learning, thus requiring them to continue in education or training to the age of 17 from 2013 and to 18 from 2015. This enforcement will be reviewed annually from 2014. As part of the Spending Review and the White Paper, The Importance of Teaching, the Government confirmed its commitment to raising the participation age (RPA) and in February 2011, the Minister wrote to Directors of Children's Services setting out the Government's continuing commitment to RPA.

Raising the participation age (RPA) does not mean young people must stay in school; they will be able to choose one of the following options: full time education, such as school, college or home education, work-based learning such as an Apprenticeship, part-time education or training if they are employed, self employed or volunteering for more than 20 hours a week. 'Participating' would mean working towards recognised qualifications

Raising the Participation Age (RPA) aims to achieve three key priorities:

1. Giving young people knowledge and skills that the economy need to prosper in the 21st century

The UK needs a more highly skilled workforce to enable it to compete in the global economy. By 2020, there will be three million fewer lower skilled jobs than there are today. By increasing the number of young people who gain a higher level qualification through Raising the Participation Age (RPA) young people will have a better chance of taking an active part in the increasingly competitive employment market, reaping economic benefits for the country and improving life chances of the young people and their future families.

2. Reduce inequality

Closing the achievement gap so that all have an opportunity to succeed irrespective of gender, race, disability of background. This is especially true for vulnerable young people from disadvantaged backgrounds who are disproportionately represented in the NEET cohort and for whom low skill means economic and social exclusion. RPA is about fairness, equity and cohesion.

3. Ensuring participation

As young people will need to participate in education and training until their 18th birthday there is a need for education and training opportunities that provide a mix, balance and breadth so that they can achieve potential.

Successfully achieving RPA will require a collaborative approach and local authorities have a key role to champion the needs of young people, working with local partners to achieve full participation

Wiltshire Background

Wiltshire is a large county rated the 9th most rural with a total population of 456,100. The number of young people in Wiltshire, per cohort averages 5,100. The population for 16-18 year olds is projected to decrease by 1,000 for the period 2011-15. This will reduce the requirement for post 16 places in education and training from 2014 until 2020, after which a gradual rise is anticipated. Since 2007 the number of young people entering into post 16 education and training has risen dramatically to 89.2% in 2009 compared with 64% in 2007.

The proportion of young people choosing to stay in full time education reflects this increase. Year 11 data from 2010 show that 2320 (53.5%) attended school sixth forms and 1409 (32.5%) in FE colleges. A total of 1,112 16-18 year olds accessed apprenticeships in 2009/10. Starts for 2010/11 to quarter 3 were 908 against a target of 1,258. Update for quarter 4 due end of November 2011. The participation figure for Wiltshire's 16-18 year olds in education, employment or training was 85% (November 2010) slightly higher than the national figure of 81%.

In September 2010, an offer of a suitable place in education or training (including 17 year olds continuing on 2 year courses) was made to 93.1% of Wiltshire's 9,780 16 and 17 year olds (93.9% England, 94.4 South West). Since 2008, the number of those Not in Education and Employment and Training (NEET) has remained fairly

static at around 6%. The current (September 2011) adjusted NEET figure for Wiltshire is 5.40% based on the new change in recording data introduced in April 2011 which is based on Wiltshire residency.

Of those who are NEET it is recognised that a high percentage can be identified as being vulnerable. NEET young people from black and minority ethnic groups are in line with the proportion of young people, whilst those with learning difficulties and/or disabilities (LLDD) are significantly higher; around 16% of the LLDD cohort are NEET (March 2011). There is a lack of provision for LLDD within the county and this impacts on participation rates. Similarly, 32.8% of the Care Leaver Cohort are NEET and 75.5% of the Teenage Mother Cohort are NEET.

Prior to the election of the new government in 2010, Wiltshire's RPA plans were measured through the 14-19 Reform Agenda by GOSW as good. Historically plans for RPA have been developed jointly with Connexions and Schools and Learning.

RPA is a key priority in Wiltshire's 16-19 Strategic Statement of Priorities. This plan further expands on section 3.1 and sets out the activities required in order that this legislation is fully implemented whilst meeting the need of the learners in Wiltshire. At this stage the plan is a working document which will be shaped with strategic partners through the RPA Strategic Board.

Strategic areas for development

1. Leadership, management and collaboration

Leadership and management of the RPA strategy within the 13-19 Education and Skills Team and across the LA in collaboration with key stakeholders: Director of Schools and Learning, Head of School Improvement, Head of Service Integrated Youth, Head of Performance Management, Performance and Information Manager, 13-19 Education and Skills, Job Centre Plus, Voluntary Sector, Employers, Schools, Colleges, Work Based Learning Providers, National Apprenticeship Service, Economic Regeneration, Area Partnership Directors

2. Data, tracking and analysis

The Council will ensure that sufficient resources and coherent systems for data collection, analysis and monitoring are in place to enable local priorities to be determined and all aspects of strategy and delivery to be achieved including new protocol arrangements for identifying vulnerable groups that build on existing relationships with schools and providers

3. Early identification

Develop new or build on existing NEET indicator tools utilised both within the LA and providers so that systems are in place for the early identification of potential NEET young people within the school setting, linking to key groups; EWO, PAs, IYS workers, partnership groups, individual leads identified in schools

4. IAG

Ensuring that providers are fully prepared to develop effective IAG systems to support 13-16 (to 25 for LLDD) year olds from September 2012 in making informed and successful transitions

5. Curriculum opportunities and breadth of post 16 provision

Support providers in working collaboratively to develop a coherent range of curriculum opportunities to meet the needs of all learners across Wiltshire including views of young people. It is especially important to ensure those who are vulnerable are engaged and, where required, re-engaged

6. Support for and management of transition

Identify and map current support available, highlight gaps and ensure that support is available for targeted groups to include collaborative arrangements with Job Centre Plus (JCP)

7. Work with employers/Workforce development

Working in partnership with Economic Regeneration and associated projects, identify skills gaps within Wiltshire, support workforce development and support Apprenticeships as a route of participation

8. Communications

Develop a comprehensive communication strategy aimed at raising awareness and profile of RPA to all target audiences focussing on promoting an understanding of the choices available

Key activities for RPA implementation

- Establish RPA Strategy Group
- Finalise RPA action plan including both short and long term goals
- Identify project lead
- Establish RPA data group
- Develop multi agency protocols to include data sharing, tracking and recording participation and support processes to ensure data is used within provider base
- Develop Risk of NEET indicator (RoNI) for early identification of vulnerable groups

- Produce a communication strategy to continue to disseminate information on RPA across the County including employers
- Define a range of services to support vulnerable learners in response to the LAs statutory responsibility to **‘encourage, enable and assist young people’**
- Develop key performance measures prior to confirmation of any national measures

Link with other strategies and groups

- 16-19 Strategic Priorities Statement
- 11-19 Commissioning Strategy
- Local Enterprise Partnership Board
- WSEP Employment Skills and Development Board
- WSEP Employment and Skills sub-group (NAS), apprenticeship action plan
- Provision for Vulnerable Young People Group
- FL/KS4 group and FL implementation plan
- LLDD Transitions Sub-Group
- Transition planning for LLDD/SEN (Green Paper DCA pathfinder)
- CEIAG network groups (North Federation, West Wilts Alliance, The Wessex Partnership)
- Children’s Services Group
- Looked After Children Improvement Board
- Teenage Pregnancy Board
- Safeguarding Vulnerable Groups Board?
- Voluntary Sector groups
- Gloucester, Wiltshire, Swindon Training Provider Group
- Wiltshire College (named groups)
- Area Partnership Groups (West Wilts Alliance; North Wilts Federation; The Wessex Partnership)

Trajectory

2008/09	Education Act legislates the Raising of the Participation Age linking to the 14-19 Reform Agenda.
2009/10	Government monitoring (RAG) LAs RPA developments against national targets including pilot phases 1 and 2. Wiltshire RPA draft action plan jointly with Connexions and 13-19 Education. Ongoing IAG work and raising awareness with all providers.
2011/12	Pilot phase 3 established with small number of new areas. Wiltshire ongoing development work to increase participation and develop the range and quality of available provision including ‘Your Choices’ campaign. Wiltshire RPA Strategy Group established with updated action plan to refine infrastructure.
2012/13	End of pilot phase, evaluations to be published. Peer to peer development work with pilot authorities to support all LAs in meeting the 2013/14 participation target. Ongoing implementation of Wiltshire RPA strategy and continue action planning.
2013/14	Learners required to participate until the age of 17 as raising of participation age (RPA). Unclear on LA performance targets or government measures. Wiltshire to implement key performance targets and continue with RPA strategy implementation.
2014/15	National Annual Review of RPA by the Department scheduled. Evaluation of Wiltshire RPA strategy measured against agreed performance targets.
2015/16	Learners required to participate to 18.

Collaborative partnerships

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| <ul style="list-style-type: none"> • The Wessex Partnership • West Wiltshire Alliance • The North Federation • Wiltshire & Gloucester Training Provider Network • National Apprenticeship Service • Voluntary Sector Groups | <ul style="list-style-type: none"> • Wiltshire College • Economic Regeneration including WSEP/LEP • Western Vocational Lifelong Learning Network • Integrated Youth Service • 13-19 Education and Skills • Targeted School and Learner Support |
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Key objectives:

- To understand the cohort through data collection and analysis
- To develop strategies to support priority groups and establish clear governance arrangements
- To ensure systems in place for managing transitions and tracking of 16-19 year olds are coherent across all providers
- Establish support mechanisms to ensure early identification of those at risk of being NEET including exploring the Participation Adviser role
- Identify provision that meets the needs of vulnerable groups including progression opportunities and commission intelligently
- Establish systems to communicate the RPA message across Wiltshire

1. Leadership, management and collaboration

Leadership and management of the RPA strategy within the 13-19 Education and Skills Team and across the LA in collaboration with key stakeholders

Activities	Key outcomes/Performance Indicators	Key people/teams	Dates
<ul style="list-style-type: none"> • Confirm service Director with overall strategic responsibility for actions and outcomes • Establish a strategy group to oversee the implementation of the plan, reporting to the 13-19 Strategic Board chaired by DCS • Identify a project lead that works across the LA and links with all providers and key stakeholders • Determine clear local priorities for increasing overall participation rates and identify those which will have most impact • Identify ways of linking strategic planning groups • Ensure partnerships and links with vulnerable groups (LLDD, YO, young carers, Teen Parents) • Develop work with Voluntary Sector • Work with other LAs to share good practice and experience in relation to trial work • Identify LA with similar characteristics i.e. rurality for peer-to-peer support • Establish partnership working protocols and processes with post 16 providers specifically • Agree definition of 'reasonable excuse' around RP 	<ul style="list-style-type: none"> • Coherent teams across DCE with clear targets • Commission intelligently using available data and knowledge • Establish key task and finish groups and link to existing groups (see appendix 1) 	<ul style="list-style-type: none"> • Stephanie Denovan (Schools & Learning) • Julie Cathcart (School Improvement) • Mal Munday (Integrated Support) • Mark Brotherton (Targeted School & Learner Support) • Lynda Cox (Performance Management and Coordination) • Tina Pagett (13-19 Education & Skills) 	Nov 2011

2. Data

Within the Council ensure that sufficient resources and coherent systems for data collection, analysis and monitoring are in place to enable local priorities to be determined and all aspects of strategy and delivery to be achieved

Activities	Key outcomes/Performance Indicators	Key people/teams	Dates
<ul style="list-style-type: none"> • Establish an RPA data team including data leads from other teams (Jayne Hartnell, David Hitch, Toby Elliot and school data representative to meet as a data team) identify priorities and allocate responsibilities 	<ul style="list-style-type: none"> • Projecting participation: tools for identifying participation for particular groups to inform planning (eg EBD) 	<ul style="list-style-type: none"> • Merfyn Williams (Transitions) 	Dec 2011

<ul style="list-style-type: none"> • Establish clear data sharing protocols with partners to include intended and actual destinations • Identify current and full participation using a trajectory with interim data points to monitor • Identify data sets, sources and process of analysis as part of data team meeting • Publish data on NEET at 16 & 17 and discuss with partners • Identify how many young people are likely to have a reasonable excuse at any one time (one area 1.5%) and circumstances that is likely to happen • Analyse and understand cohort and using data intelligently to plan for future need including projecting participation • Identify first point of tracking: Protocols for tracking young people from end of year 8 but do not fully utilise the data until year 11 • Identify those young people who are at risk by developing a Risk of NEET indicator (RoNI) at years 10 and 11 to allow for targeted support • Using data identify trends in non participation e.g. any providers who have larger proportions of at risk learners • Collate intelligence regarding drop out from leaver forms completed by providers 	<ul style="list-style-type: none"> • Trial RoNI tool for Wiltshire • Utilisation of KS2 data –Year 6 not attaining level 4 at KS2 as part of RoNI • Revise and agree protocols for partnership working 	<ul style="list-style-type: none"> • Martin Cooper (Target School and Learner support) • Lynda Cox (Performance Management and Coordination) • Jayne Hartnell (Self Evaluation & Pupil Tracking) • Tina Pagett (13-19 Education & Skills) • Identified RPA project lead 	
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3. Early identification of learners at risk of disengagement
 Develop new or existing NEET indicator tools so that systems are in place for the early identification of potential NEET young people within the school setting

Activities	Key outcomes/Performance Indicators	Key people/teams	Dates
<ul style="list-style-type: none"> • Define ways to support offer for young people and develop agreed and coherent intervention strategies for young people both within LA and wider groups/networks • Produce a coherent needs assessment document through the coordination of existing information and current consultation • Develop NEET indicator tool to be used to identify those at risk of NEET • Use learner survey to identify reasons for non participation at 16 and drop out at 17 • Use data to show how at risk pupils are distributed across secondary schools • Work with providers to develop a leavers form to be completed when a young person drops out and informed to LA 	<ul style="list-style-type: none"> • Data task and finish group established • Data sharing protocols revised and agreed • Link to targeted learner support strategy (CAF; EWO, Behaviour support) 	<ul style="list-style-type: none"> • Merfyn Williams (Transitions) • Toby Eliot (Data & Information) • Tina Pagett (13-19 Education & Skills) • Identified RPA project lead 	Feb 2012

4. IAG

Ensure that providers are fully prepared to develop effective IAG systems to support 13-16 (to 25 for LLDD) year olds from September 2012 in making informed transitions

Activities	Key outcomes/Performance Indicators	Key people/teams	Dates
<ul style="list-style-type: none"> Support schools in developing staff to enable them to deliver impartial CEIAG Use CEIAG networks to upskill IAG leads Support for yp in accessing appropriate pathways and progression information including further education, employment and training, apprenticeships, HE provision and the range of alternatives Support for staff (including youth workers, YOT, EWOs, behaviour support) in accessing appropriate information resources re.pathways and progression Use of Your Choices and social networking (facebook, twitter, blog) to raise awareness amongst young people Links with HE through Western Vocational Lifelong Learning Network to provide widening participation opportunities Provide strategic leadership for schools on widening participation of students into HE. Ensuring that schools fully exploit links with HEIs (Aimhigher successor strategies) Encourage and support schools to achieve a quality award for CEIAG 	<ul style="list-style-type: none"> Support arrangements for schools, college and all providers in delivering IAG responsibilities IAG and support for staff and yp in accessing appropriate HE provision and the access to the range of alternatives (including apprenticeships) 	<ul style="list-style-type: none"> Merfyn Williams (Transitions) Toby Eliot (Data & Information) Tina Pagett (13-19 Education & Skills) Maggie Dalton (13-19 Educations and Skills) Andy Midwinter (13-19 Education and Skills) Identified RPA project lead 	Ongoing – Sept 2012

5. Curriculum opportunities and breadth of post 16 provision

Support providers in working collaboratively to develop a coherent range of curriculum opportunities to meet the needs of all learners across Wiltshire, especially those who are vulnerable, which engages them and, where required, re-engages them.

Activities	Key outcomes/Performance Indicators	Key people/teams	Dates
<ul style="list-style-type: none"> Map existing provision and identify gaps using data and 16-19 Strategic Statement of Priorities Commissioning new providers if appropriate through working with the YPLA Commission provision intelligently to meet the needs of young people within the area including LLDD developments using data identified following activities carried out in point 2 of this plan Support collaborative working between providers to increase participation at level 2 and level 3 through the continued development of vocational and applied learning Support for providers/employers to increase apprenticeship opportunities attending and supporting for WSEP Support providers in developing pre-16 YA type packages Conduct learner surveys to identify learner needs Work with employers on conversion of Jobs without training (JWT) to apprenticeship or on training opportunities 	<ul style="list-style-type: none"> Identification of gaps and intelligent commissioning through knowledge and understanding of delivery in Wiltshire Raise profile of apprenticeship route with yp, teachers, employers by working with NAS and Economic Regeneration Support for pre and post 16 providers on developing a diverse curriculum offer to meet local needs Economic Regeneration, employment patterns, needs of community including awareness raising with employers Cross border working (peer-to-peer) to share best practice Analysis and intelligent use of data including intended and actual destinations 	<ul style="list-style-type: none"> Haylea Asadi (Economic Regeneration) Kevin Sweeney (Area Manager) Tina Pagett (13-19 Education & Skills) Andy Midwinter (13-19 Education & Skills) Maggie Dalton (13-19 Education & Skills/Connexions) Annabel Billet (13-19 Education and Skills Vulnerable) 	Ongoing

<ul style="list-style-type: none"> • Research into new pathways e.g UTC • Support the development of Foundation Learning (FL) across Wiltshire • Support voluntary and community organisations to deliver accredited learning in local areas through LA led networks • Develop volunteering strategy- volunteering can be considered as a viable option as part of the RPA curriculum with recognised qualification outcomes • Work with NAS and Economic Regeneration and Intelligence to promote Apprenticeship opportunities at Level 2 and Level 3 based on priority employment areas • Support collaborative working in identified localised areas to ensure provision is in place to meet learner needs and numbers • Take a strategic lead and encourage schools to engage with citizenship project • Continue to support post 16 forum with specialist schools, specialist college and mainstream college to inform and exchange practice • Continue to lead Transitions sub-group for LLDD • Further development of engagement activities through providers and voluntary sector 	<ul style="list-style-type: none"> • Work with all providers, up-to-date information/analysis on course applications/availability • Development of LLDD provision locally 	<ul style="list-style-type: none"> • Groups) • Identified RPA project lead 	
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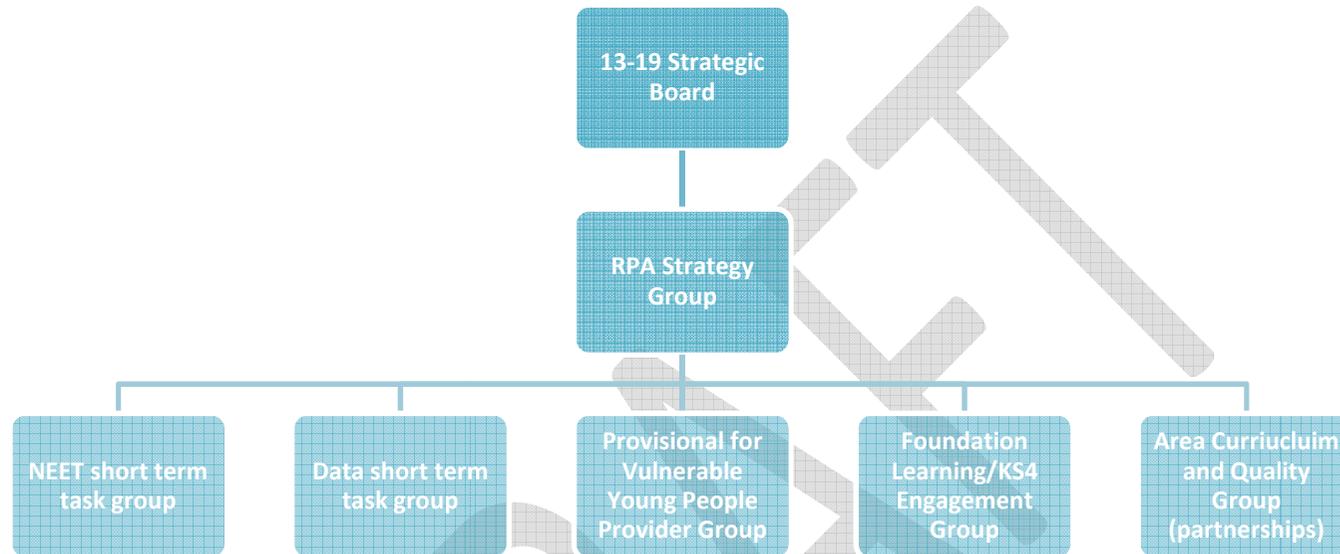
6. Support for and management of transition
Identify and map current support available, highlight gaps and ensure that support is available for targeted groups

Activities	Key outcomes/Performance Indicators	Key people/teams	Dates
<ul style="list-style-type: none"> • Ensure systems are in place for identifying young people at risk and ensure that this is clearly communicated and support packages put in place (RoNI) • Identify a transitions officer to lead on sharing outcomes of RoNI • Identify ways of supporting young people with multiple needs (gateway panel?) • Share and discuss criteria for 'reasonable excuse' with partners and establish a clear approach through the protocol arrangements • Use the national model to develop a local interpretation of the Participation Advisor role, working with providers and partners to identify leads that can target support for individuals • Support for accessible provision to meet the needs of current NEET/potential NEET young people • Establish communication protocols between key partners and establish reporting mechanisms • Identify and rationalise processes/groups involved in supporting young people in schools • Ensure that systems are robust and coherent with resources in place 	<ul style="list-style-type: none"> • Changes to PAs and support for vulnerable groups in Wiltshire • Participation Advisor role (Identified key/support worker or personal adviser/ college staff) • Early identification of at risk through RoNI and dissemination of information to providers • Utilise existing systems for intensive support • Tracking of identified yp on targeted support programmes (eg programmes 1 and 2 database of learners on KS4EP/FL, alternative programmes) • Systems established for effective delivery of CEIAG and FL programmes • Ongoing support for partnership working • Opportunities for 16-25 (LLDD), voluntary work, independent living programmes 	<ul style="list-style-type: none"> • Tina Pagett (13-19 Education & Skills) • Andy Midwinter (13-19 Education & Skills) • Maggie Dalton (13-19 Education & Skills/Connexions) • Annabel Billet (13-19 Education and Skills Vulnerable Groups) • Identified RPA project lead 	<p>Ongoing Feb 12</p>

<p>to maintain and develop them</p> <ul style="list-style-type: none"> • Conduct independent learner voice activity across Wiltshire • Investigate mentoring schemes to help increase retention 			
<p>7. Work with employers/Workforce development Working in partnership with Economic Regeneration and projects linking to them to identify skills gaps within Wiltshire, support workforce development and support Apprenticeships as a route of participation</p>			
Activities	Key outcomes/Performance Indicators	Key people/teams	Dates
<ul style="list-style-type: none"> • Working in partnership with Economic Regeneration and projects linking to them to identify skills gaps within Wiltshire, support workforce development and support Apprenticeships as a route of participation to address learner needs • Work with employers to develop ways of converting young people from JWT into Apprenticeship places or jobs with training • Link with data team and track progress of young people in JWT • Raise profile of apprenticeship route with yp, teachers, employers through comprehensive comms strategy • Continue work with NAS to target employers and schools • Support for providers/employers to increase apprenticeship opportunities through new and existing groups • Continue to work closely with NAS, YPLA/EFA, SFA and Economic Regeneration on national and regional policy 	<ul style="list-style-type: none"> • Link schools with NAS for Apprenticeship week • Intelligent use of data to identify learners in jobs with and without training, work with employers to convert to apprenticeships or JWT • Work with employers through existing boards such as WSEP to raise RPA profile 	<ul style="list-style-type: none"> • Haylea Asadi (Economic Regeneration) • Jackie Tuckett (Job Centre Plus) • Andy Midwinter (13-19 Education & Skills) • Maggie Dalton (13-19 Education & Skills/Connexions) • Identified RPA project lead 	<p>Feb 2012 Ongoing</p>
<p>8. Communications Develop a comprehensive communication strategy aimed at raising awareness of RPA to all target audiences focussing on promoting an understanding of the choices available</p>			
Activities	Key outcomes/Performance Indicators	Key people/teams	Dates
<ul style="list-style-type: none"> • Develop a comprehensive communications strategy building on current good practice, identifying and prioritising weak areas and a clear strategy for dissemination of information to key groups • Continue work with NAS in targeting employers and schools to raise awareness of apprenticeship routes • Develop a campaign to raise awareness of apprenticeships as an alternative post 16 progression opportunity within all schools, young people, teachers and employers • Identify routes that exist to deliver coherent message • Your Choices website, App, leaflet and theatre tour campaign, ongoing updating of website and link to Sparksite with focus on participation and opportunities • Support for post 16 through Ho6 networks for transition planning • Review material and resources to ensure that messages about RPA are clearly included • Raise awareness in the community through Wiltshire publications 	<ul style="list-style-type: none"> • Agree and consult on communications strategy • Ensure parents are systematically informed and consulted • Work across DCE through 13-19 strategy linking health, social services and integrated youth services • Communication to be targeted eg. LDD • Where available link to National campaigns • Explore options for including RPA message in letters confirming of secondary school place • Newsletter or publication to remind of RPA to Heads, principals, HoY, tutors, pastoral care staff, careers advisors, Voluntary sector, providers and staff 	<ul style="list-style-type: none"> • Tina Pagett (13-19 Education & Skills) • Andy Midwinter (13-19 Education & Skills) • Maggie Dalton (13-19 Education & Skills/Connexions) • Identified RPA project lead • Communications team 	<p>March 2011</p>

Appendix 1

Draft meeting structure (for development)



Education Act (2011 act refers back to 2008 act): 74 Duty to participate in education or training: commencement

In section 173 of ESA 2008 (commencement), for subsections (9) and (10) substitute “(9) An order under subsection (4) may provide for the following provisions to come into force with the substitution of “the first anniversary of the date on which the person ceased to be of compulsory school age” for “the age of 18” (a) section 1(b) (persons to whom Part 1 applies); (b) section 29(1)(b) (employer to enable participation in education or training: extension for persons reaching 18). (10) The Secretary of State must (a) exercise the powers conferred by subsections (4) and (9) so as to secure that sections 1 to 10 are in force with the substitution in section 1(b) mentioned in subsection (9) no later than the day after the day which is the school leaving date for 2013, and (b) exercise the power conferred by subsection (4) so as to secure that sections 1 to 10 are in force without that substitution no later than the day after the day which is the school leaving date for 2015, subject, in each case, to any provision made by virtue of subsection (8).”