

Young People's Education and Skills Board

Meeting to be held on 21 October 2021 at 10.00am

Councillor Nesil Caliskan, Leader of Enfield Council and
London Councils Lead on Skills and Employment in the Chair

Location: Online via Microsoft Teams

Contact Officer: Peter O'Brien

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Agenda

1. Welcome and introductions
2. Declarations of interest
3. Notes of last meeting and matters arising - For decision
4. Policy Update - For discussion
Paper – Peter O'Brien
5. Performance Report - For discussion
Paper – Peter O'Brien
6. New Deal for Young People Recovery Mission - For discussion / action
Presentation – Sarah Wilkins
7. London Economic Recovery Framework - For discussion / action
Presentation – Dianna Neal
8. Young People's Education and Skills Action Plan 2021 to 2022
Paper – Peter O'Brien - For decision / action
9. Any other business

Date of next meeting: Thursday, 27 January 2022 at 10.00am

Minutes

Young People's Education and Skills Board

Date 20 May 2021 **Venue** On-line via Microsoft Teams
Meeting Chair Councillor Clare Coghill
Contact Officer Peter O'Brien
Telephone 020 7934 9743 **Email** peter.obrien@londoncouncils.gov.uk

Attendance

Councillor Clare Coghill	Leader, London Borough of Waltham Forest and London Councils Lead on Skills and Employment
Anthony Haines	Senior Manager, FE Territorial Team – London and South-East Education & Skills Funding Agency
Brian McKeown	Department for Work and Pensions (DWP) London and Essex Group (representing Sarah Hernandez Group Partnership Manager)
Professor Graeme Atherton	Head, Centre for Levelling Up and Director, National Education Opportunities Network (NEON), University of West London
John Prior	Principal, Orchard Hill College, representing NATSPEC / Association of Colleges (AoC) – Special Colleges
Mary Vine-Morris (from item 5)	Area Director (London) and National Lead on Employment, AoC
Michael Heanue	Greater London Authority (GLA) / London Economic Action Partnership (LEAP)
Sam Parrett OBE	London South East Colleges Group, representing AoC – General Further Education Colleges

Sarah Wilkins	Head of Education and Youth, GLA, representing Joanne McCartney, Deputy Mayor of London for Education and Childcare
Yolande Burgess	Strategy Director, London Councils

Officers

Peter O'Brien	Manager, London Councils - Young People's Education and Skills Team
Tim Gallagher	Principal Policy Officer for Skills and Culture, London Councils - Enterprise, Economy and Skills Team

Presenters

Dianna Neal	Strategic Lead: Enterprise, Economy and Skills, London Councils
Eleanor Bernades	Director, Reconnect London

Apologies:

Ben Anderson	Landsec, employer representative on the LEAP
Councillor Elizabeth Campbell	Leader, Royal Borough of Kensington and Chelsea and London Councils Lead on Schools and Children's Services
Gail Tolley	Strategic Director for Children and Young People, London Borough of Brent) representing the Association of London Directors of Children's Services
Tim Shields	Chief Executive, Hackney Council (representing the Chief Executives London Committee [CELC])

1 Welcome and introductions

1.1 The Chair welcomed members to the meeting and received apologies for absence and lateness.

2 Declarations of Interest

2.1 No interests were declared.

3 Notes of the last meeting and matters arising

- 3.1 These were agreed.
- 3.2 Yolande Burgess provided an oral update on the establishment of the Pan London Supported Employment Board (PLSEB) and answered questions from those in attendance by confirming that the PLSEB would align its work with London's recovery missions, especially work with anchor institutions, and would build on local initiatives involving the NHS in, for example, supported internships. Yolande added that the PLSEB would seek fundamental change in the provision of supported employment, rather than develop short-term projects. The meeting welcomed this approach and asked for a further report at the next meeting.
- 3.3 Updates on the other actions agreed are covered by the agenda.

Action: Yolande Burgess to provide an update on the PLSEB to the next meeting.

4 Good Work for All Recovery Mission

- 4.1 Dianna Neal delivered a presentation to the Board in which the mission and the strands contributing to it were explained. Dianna paid reference to research undertaken by Volterra on behalf of London Councils and highlighted the main findings. Dianna said that further work in support of the mission included reviewing the effectiveness of provision that supported people into work (such as Kickstart and projects currently provided by the European Social Fund); developing projects to take forward a 'no wrong door' approach (through which Londoners can be more speedily referred to services that best meet their needs); establishing new London sector skills academies; and linking up provision with careers advice and guidance. Dianna concluded her presentation by saying that the GLA and London Councils would be working with anchor institutions to help create good work opportunities and London Councils is looking at how local authorities and their supply chains can do this as well.
- 4.2 In the subsequent discussion, Board members noted:

- The ‘Green’ employment sector included a considerable number of jobs requiring digital skills.
- The Prince’s Trust offers a range of programmes that appear to complement the mission.
- The Good Work for All mission, in its alignment with the New Deal for Young People mission, would increase its engagement with young people who need reassurance that new services will offer tangible benefits and realistic pathways into good work.
- There were tensions between the local, regional, sub-regional and national pressures on educational institutions - particularly colleges, where new structures and accountabilities would emerge shortly as a result of legislation. There is a danger that some needs may be overlooked because they do not necessarily fit into administrative boundaries. This would require strategic oversight.
- The main priority is to ensure that no one is left behind as London recovers.

4.3 In response to the debate, Dianna said that the Good Work for All mission would look to bring in youth organisations not currently within London’s skills and employment landscape to enrich opportunities for all young people. The mission board was alive to the need to use national initiatives and funding to better effect across many layers within specific sectors London-wide and at sub-regional and local levels. Dianna concluded by highlighting some of the unique needs of different parts of London, each of which would require specific responses.

4.4 The Chair thanked Dianna for her presentation and for the Board’s discussion.

5 Apprenticeships

5.1 Tim Gallagher introduced a paper on Apprenticeships, highlighting the work of the Apprenticeship Sub-Group, collection of data, reforming the Apprenticeship levy and the London Borough Apprenticeship Awards.

5.2 Tim drew the meeting’s attention to the paper’s coverage of the level of spend of the levy, which is showing year-on-year improvement in London and,

although there is still considerable progress still to be made, London's borough councils are creating more Apprenticeship opportunities each year.

5.3 In response to questions from Board members, Tim said that London Councils had approached councils about the new Portable Apprenticeships and has collected updated data on levy spend. He also confirmed that a letter to Ministers asking for additional flexibilities was being prepared for cross-party endorsement.

5.4 The Chair thanked Tim for his report and asked for an update to be provided at the next meeting.

Action: Tim Gallagher to send the Chair a letter to Ministers asking for additional flexibilities in Apprenticeships and provide an update to the next Board meeting.

6 Reconnect London

6.1 Eleanor Bernades, Director of Reconnect London, spoke to the Board about this initiative. Eleanor explained that Reconnect London is a collaborative network of secondary schools addressing attendance and engagement issues within disadvantaged and vulnerable groups. It is developing more nuanced analysis of data, surveying schools and engaging with young people, especially on catch-up learning. Although the catalyst has been the post-Covid response by secondary schools, the issues the network is confronting have existed for some time. The network is building its membership prior to a conference in June when it will be launched formally.

6.2 Board members were grateful for the presentation and the following points emerged in the ensuing discussion:

- Although Reconnect London was currently focused on secondary provision, it was hoped to be able to include primary schools and Further Education in due course. Colleges were, however, encouraged to share the invitation with Multi-Academy Trusts with which they are associated.
- There was some involvement of HE institutions in Reconnect London, but further engagement would be welcome.
- London's Directors of Children's Services had been engaged in the initiative.

- 6.3 The Chair thanked Eleanor for her contribution to the meeting and encouraged all members to promote the Reconnect London conference when invites are sent out.

Action: Board members to promote the work of Reconnect London through appropriate networks.

7 Policy Update

- 7.1 Peter O'Brien spoke to the Policy Update paper, which he said would form the basis of an update to be circulated at the end of May. He said that the Skills and Post-16 Education Bill had its first reading in the House of Lords on 18 May and was expected to have its second reading on 15 June. Further details will be circulated to the Board. Mary Vine-Morris added that there will be opportunities to strengthen the Bill through the legislative process. Yolande Burgess said that London Councils will consider briefing MPs through the All-Party Parliamentary Group for London.
- 7.2 The Chair thanked Peter for his report.

8 Performance Update

- 8.1 The meeting noted the Performance Update in the paper sent with the agenda, particularly the progress that had been made during the lockdown and welcomed the proposal made by Peter O'Brien that a more detailed written report will be circulated before the next meeting.

Action: Peter O'Brien to circulate a detailed Performance Update before the next meeting.

9 Annual Plan – Signposts to Action

- 9.1 Peter O'Brien introduced the paper, which was agreed by the Board.

10 Any Other Business

- 10.1 None.

The next meeting will be held at 10.00am on 21 October 2021

Young People's Education and Skills Board

Item 4. Policy Update -September 2021

Date: 14 October 2021

Contact: Peter O'Brien

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Summary This paper provides an update on young people's education and skills issues.

Recommendation Recipients are asked to note the content of this report and submit any comments to peter.obrien@londoncouncils.gov.uk.

1 Introduction

- 1.1 This is the latest in the briefings and updates we have produced since the start of the Covid-19 pandemic (please see our dedicated webpage¹ for earlier editions). Although primarily intended for the Young People's Education and Skills Board meeting on 21 October 2021, this update is being distributed to a wider audience including leading councillors in London, local authority officers and other partners and stakeholders. We are grateful for the feedback that readers of our updates have provided and told us how much they were valued at a time when meetings were not being held. Now that meetings are held more frequently, including face-to-face, we are reviewing the presentation and content of our updates and would welcome any views from colleagues who read and use the updates.

2 Context

- 2.1 This paper does not seek to summarise or further explain the government's general guidance on Covid-19 or the specific guidance from the Department

¹ <https://www.londoncouncils.gov.uk/node/37307>

for Education (DfE) but considers some of the main effects on different aspects of the education and skills sector in London. Annex 1 provides a list of sources of official guidance.

- 2.2 The London Recovery Board² has been convened to ensure that London moves smoothly out of the lockdown arrangements (you can sign up to [receive updates from the London Recovery Board](#)). The London Recovery Board aims to: reverse the pattern of rising unemployment and lost economic growth caused by the economic scarring of Covid-19; support our communities, including those most impacted by the virus; help young people to flourish with access to support and opportunities; narrow social, economic and health inequalities; accelerate delivery of a cleaner, greener London. The Board has committed to taking a missions-based approach to the Recovery Programme³.
- 2.3 The London Recovery Board has published a statement⁴ ahead of the Levelling Up White paper expected later this year. The statement supports the principle of levelling up and points out that there are areas and communities in London that should feature in the government's plans.

3 Data

- 3.1 The House of Commons Library⁵, though primarily aimed at Members of Parliament, produces briefing papers that bring together research, data and opinions about various aspects of the country's response to Covid-19, government policies and our future emergence from the lockdown.
- 3.2 Among the House of Commons Library briefing papers produced this month is an update on the requirements on schools, colleges and universities in

² <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/london-recovery-board>

³ <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis/recovery-context>

⁴ https://www.london.gov.uk/sites/default/files/london_recovery_board_-_levelling_up_statement_0.pdf

⁵ <https://www.parliament.uk/commons-library>

England to provide careers guidance, the quality of the advice provided, and also the organisations working to provide careers advice⁶.

- 3.3 The Local Authority Interactive Tool (LAIT)⁷ produced by the DfE, is an interactive spreadsheet comparing data about children and young people across all local authorities in England and has also been updated with the latest published data.
- 3.4 During the pandemic, the Office for National Statistics (ONS) has published a wide variety of data and analysis across various themes and topics on a dedicated Covid-19 web page. It has introduced new surveys, developed new insight, used new data sources and published new cross-cutting analysis in response to demands for high quality, trustworthy and up-to-date statistics throughout the pandemic, while maintaining and developing existing statistics to assess the impact of the coronavirus pandemic. It has launched a web page that brings together information on the pandemic by theme⁸, from which individual reports can be downloaded. Each theme provides an overall narrative on the subject matter based on what has been published to date and provides links to more detailed data and analysis along with the relevant contact points.
- 3.5 The Youth Futures Foundation has produced a data map⁹ containing 399 studies that evaluate the effectiveness of youth employment and skills interventions. Of these, 378 are impact evaluation studies and 21 are systematic review.
- 3.6 Data specific to London is published monthly by Greater London Authority (GLA) Economics¹⁰ and Intelligent London¹¹ is also updated frequently with

⁶ https://commonslibrary.parliament.uk/research-briefings/cbp-7236/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=3207d3997a-EMAIL_CAMPAIGN_2021_09_23_08_00&utm_medium=email&

⁷ <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

⁸ <https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/conditionsanddiseases/articles/coronaviruscovid19reviewdataandanalysismarchtooctober2020/2020-10-28>

⁹ <https://youthfuturesfoundation.org/wp-content/uploads/2021/09/Evidence-and-Gap-Map.html>

¹⁰ <https://data.london.gov.uk/gla-economics/>

¹¹ <http://www.intelligentlondon.org.uk/>

the latest available data. The GLA's City Intelligence Unit has been publishing a series of digests of external research that offer short summaries of major research reports and a deep dive into one or two topics¹².

3.7 The GLA's City Intelligence Unit published a new round of population and household projections. The *GLA 2020-based projections*¹³ reflect the most up-to-date understanding of the joint impacts of Covid-19 and Brexit on London's population and incorporate assumptions developed in consultation with an expert panel of academics and demographers. The 2020-based population projections provide users with outputs based on a number of alternative assumptions and methodologies intended to help them better understand the potential range of trajectories that London's future population may take.

3.8 The Association of Colleges (AoC) has produced its own projection of the number of 16- to 18-year-olds in England who will need to be funded in colleges¹⁴. The AoC predicts an estimated 90,000 extra students nationally by 2030.

Note: The September Guarantee figures for London this year are expected to show that the 16-year-old cohort will be less than the 17-year-old. This indicates a drop in 16-year-old population from 2020 to 2021 (nationally, an increase is expected).

3.9 This paper is in three parts: Part One covers current issues, Part Two provides a short general policy update and Part Three includes a brief performance update (the government uses the term "education settings" to describe any institution in which learning takes place - for consistency, we use the same term in this paper).

¹² <https://data.gov.uk/dataset/bc4f5f36-95a2-4a02-b13d-ef8e18ab0ffb/summaries-of-external-research-on-covid-19>

¹³ https://data.london.gov.uk/demography/population-and-household-projections/?utm_campaign=2020-based%20population%20projections%20-%20Sept%202021&utm_source=emailCampaign&utm_content=&utm_medium=email

¹⁴ <https://www.aoc.co.uk/system/files/AoC%2016%20-%2019%20projections%20to%202030%20August%2021.pdf>

4 Summary: the key issues for the recovery of Young People's Education and Skills in London

- 4.1 As the sector welcomes a new ministerial team in the DfE, we are all hoping that this will provide an opportunity to reconsider some of their predecessors' decisions such as the unpopular move to withdraw funding from BTECs and to modify some of the proposals in the Skills and Post-16 Education Bill.
- 4.2 Given the possibility of core funding supporting local authority's work in education transferring to the Department for Levelling-Up, Housing and Communities (as mentioned in the consultation on reforming the National Funding Formula for schools), we are also looking keenly at that new department's relationship with local government and its approach to devolution in England.
- 4.3 The start of the new academic year saw further increases in enrolments in all post-16 settings adding pressure on already stretched budgets. Partners have been preparing submissions to the Spending Review to address many of the longstanding financial tensions in education and training in London. We have focused attention on several studies that highlight these tensions: continued concern over young people's mental health, worries about the effects of discontinuing the temporary uplift of Universal Credit (which, when coupled with an end to the moratorium on evictions has brought homelessness into sharp focus) and the still fragile basis of economic and employment recovery.

Part One: Current Issues

5 Government Announcements

5.1 As a result of a government reshuffle, the DfE has a new Ministerial team:

- Rt Hon Nadhim Zahawi MP, previously Vaccines Minister, takes over as the new Education Secretary.
- Michelle Donelan MP remains Minister for Further and Higher Education, covering post-16 as a whole and will also now attend Cabinet.
- Robin Walker MP, previously Northern Ireland Minister, takes over as Minister for School Standards.
- Will Quince MP, previously DWP Minister, takes over as Minister for Children and Families.
- Alex Burghart MP comes in from the backbenches to take over as Minister for Apprenticeships and Skills.
- Baroness Barran MBE has been appointed Parliamentary Under Secretary of State (Minister for the School System) and leads for the DfE in the Lords. Baroness Barran was previously Parliamentary Under Secretary of State at the Department for Digital, Culture, Media and Sport (DCMS).

5.2 Also in the reshuffle, Michael Gove MP was appointed as Secretary of State for Housing Communities and Local Government. The Department has subsequently been renamed the Department for Levelling Up, Housing and Communities to better reflect its new range of responsibilities.

5.3 The Prime Minister announced a health and social care levy that will be raised by increasing national insurance contributions from April 2023¹⁵. Although assistance will be provided to schools and other public sector employers, this help will not be available to colleges and independent providers.

¹⁵ <https://www.gov.uk/government/publications/health-and-social-care-levy/health-and-social-care-levy>

- 5.4 On 7 September, the Chancellor of the Exchequer launched Spending Review 2021¹⁶, which will conclude on 27 October 2021 alongside an Autumn Budget setting out the government's spending priorities for the rest of this Parliament. The Chancellor set out the expectations for the multi-year review in a letter to Secretaries of State¹⁷. Representations from stakeholder organisations were sought by 30 September¹⁸. Young People's Education and Skills provided a contribution to the submission from London Councils, in which priority was given to special educational needs and disabilities and high needs funding (see below).
- 5.5 London Councils has produced a summary of London local government's key priorities for the forthcoming Spending Review¹⁹, which are:
- Priority 1: A new deal for young people.
 - Priority 2: Supporting a green recovery.
 - Priority 3: Unlock housing and growth through infrastructure.
 - Priority 4: Global London.
 - Priority 5: Strong local public services.

¹⁶ https://www.gov.uk/government/news/chancellor-launches-vision-for-future-public-spending?utm_medium=email&utm_campaign=govuk-notifications&utm_source=6d0cdd66-4311-4955-9ed5-e056acbbb51d&utm_content=daily

¹⁷ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015748/CX_LETTER_TO_ALL_SECRETARIES_OF_STATE_070921.pdf

¹⁸ https://www.gov.uk/government/publications/autumn-budget-and-spending-review-2021-representations?utm_medium=email&utm_campaign=govuk-notifications&utm_source=62a0d0b0-bbf8-473b-897d-63a81fb62d38&utm_content=daily

¹⁹ https://i.emlfiles4.com/cmpdoc/2/1/4/8/5/files/846783_spending-review-2021.pdf?utm_campaign=12670674_Key%20Issues%2022%20Sept%202021&utm_medium=email&utm_source=London%20Councils&dm_i=192K,7JKR6,UJF53H,U P3O3,1

6 Parliament/Education Select Committee

Legislation

- 6.1 The Report Stage of the Skills and Post-16 Education Bill will commence in the House of Lords on 12 October 2021.
- 6.2 On 16 June 2021, Mark Jenkinson MP presented a Private Member's Bill in the Commons - the Education (Careers Guidance in Schools) Bill²⁰, which proposes to extend the duty for schools to provide careers guidance. In his announcement of the Bill, Mr Jenkinson said it would extend the current requirements to provide careers guidance to include children in year 7 and implement the proposals in the Skills for Jobs White Paper, which the Government published in January 2021. The House of Commons Library provided a background paper²¹.

House of Commons

- 6.3 On Monday 6 September, the House of Commons asked questions of the then education ministerial team²².
- 6.4 A Backbench debate on the implementation of the recommendations of the Timpson Review of School Exclusions, led by Andy Carter MP (Con, Warrington South) and Edward Timpson MP (Con, Eddisbury), was held in Westminster Hall on 16 September 2021²³. Vicky Ford MP (then Parliamentary Under-Secretary of State for Education) spoke for the government.

²⁰ <https://bills.parliament.uk/bills/2895>

²¹ https://commonslibrary.parliament.uk/research-briefings/cbp-9306/?utm_source=HOC+Library+-+Research+alerts&utm_campaign=2fe639620b-EMAIL_CAMPAIGN_2021_09_04_08_00&utm_medium=email&utm_term=0_a9da1c9b17-2fe639620b-102517489&mc_cid=2fe639620b&mc_eid=d34cbf25d7

²² <https://hansard.parliament.uk/commons/2021-09-06#undefined>

²³ <https://hansard.parliament.uk/Commons/2021-09-16/debates/E709F125-60C0-454E-A2A0-1757409567F7/TimpsonReviewOfSchoolExclusion>

Education (Select) Committee

- 6.5 The Education Committee held a formal accountability hearing on 14 September with evidence from Dame Christina Ryan, Chair of Ofsted²⁴.
- 6.6 The Education Committee held an evidence session on summer results 2021 and arrangements for 2022²⁵. Rt Hon Nick Gibb MP (then Minister of State for School Standards), Simon Lebus (Interim Chief Regulator at Ofqual), Ian Bauckham (Interim Chair at Ofqual) and Susan Acland-Hood (Permanent Secretary, DfE) gave evidence.

Other Parliamentary Committees

- 6.7 The House of Lords Youth Unemployment Committee heard evidence from Darren Morgan, ONS in its final public evidence session on 14 September²⁶.
- 6.8 The All-Party Parliamentary Group (APPG) for London heard about the funding challenge facing London's boroughs at a meeting held on 22 September²⁷. London boroughs expect to face a £1.2bn financial hit from increased demand and inflation over the next spending review period, while also dealing with a "a further £0.5-£1bn in Covid related pressures" over the same three years. More immediately, in the first half of 2021-22, London boroughs will see the largest per-capita drop loss of income relating from Covid of all council types.

7 Participation and the risk of young people being not in education, employment or training (NEET)

- 7.1 The DfE commissioned the International Public Policy Observatory²⁸ to produce four rapid evidence reviews to synthesise existing research on the harms caused by the disruption to children and young people's education

²⁴ <https://committees.parliament.uk/event/5509/formal-meeting-oral-evidence-session/>

²⁵ <https://committees.parliament.uk/work/1457/summer-results-2021-and-arrangements-for-2022/>

²⁶ <https://committees.parliament.uk/event/5463/formal-meeting-oral-evidence-session/>

²⁷ <https://www.londoncouncils.gov.uk/who-runs-london/appg-london>

²⁸ <https://covidandsociety.com/same-storm-not-same-boat-lessons-for-future-further-education-rapid-evidence-review/>

when UK educational settings were closed during the Covid-19 pandemic.

The reviews cover:

- Primary and secondary schools (Reception to Year 11).
- Two separate reviews for children and parents/carers.
- Further education colleges and sixth form.
- Universities.

7.2 The harms include:

- Effects on mental and physical health and wellbeing.
- Increased risk of violence in the home.
- Interruption to vocational courses in both further and higher education.
- Disruption to initiatives aimed at widening participation in universities.
- Effects of existing inequalities, such as to access to technology for online learning and lack of access to childcare for parents.

7.3 In the FE and sixth-form sector and its students, the review pinpoints concerns over:

- Impact on the uptake and completion of apprenticeships.
- Impact on the pursuit of vocational qualifications.
- Impact on particularly vulnerable cohorts of FE students.
- Impact on the mental health and wellbeing of FE students.

7.4 The London Youth Assembly (LYA) has published the results of its survey²⁹, conducted in May 2021, on the effects of Covid-19 and lockdowns on education in London. The report sets out a series of findings and suggested recommendations for the Mayor of London, which have been shared with local authorities and youth services.

²⁹ https://www.london.gov.uk/sites/default/files/the_impact_of_covid-19_on_education_opportunities_for_young_people_in_london_-_london_youth_assembly_august_2021.pdf

- 7.5 Research by the National Foundation for Educational Research (NFER) and funded by the Nuffield Foundation³⁰ finds that schools in disadvantaged areas are adapting their curriculum to help pupils recover from the Covid-19 pandemic as they return to school. Changes include narrowing the curriculum to prioritise literacy and numeracy over arts and languages, as well as focusing on core content within subjects. Some schools have adopted a blended approach, incorporating numeracy and literacy through other subjects, while others are giving pupils more time to cover content. The curriculum changes have been carried out by “most schools”, says the NFER. The research also found that pupils moving up into primary and secondary schools as well as Further Education are at particular at risk of falling behind. The study shows that pupils are less emotionally and academically prepared to make this transition. This has been “exacerbated by disruption to normal transition events”, the report said.
- 7.6 The report adds that “most school leaders reported more wellbeing and mental health problems than usual, especially increased anxiety, as a result of the pandemic”. The risk of “severe mental health issues, including self-harm” among pupils has been raised by a “substantial minority” of school leaders.
- 7.7 The Centre for Policy Studies³¹ asked parents their view on the most effective ways of supporting children to catch up on the learning their children missed during the pandemic. It posed four options:
- Tutoring (1:1 or small group support for particular children).
 - Longer school days with an academic focus.
 - Longer school days with an enrichment focus.
 - Longer school terms/a change to the school year.

³⁰ https://www.nfer.ac.uk/media/4614/recovery_during_a_pandemic_the_ongoing_impacts_of_covid_19_on_schools_serving_deprived_communities.pdf

³¹ <https://www.cps.org.uk/files/reports/original/210602205302-CPSLOSTLEARNINGREPORT7.pdf?platform=hootsuite>

- 7.8 The survey found support for an academic focus on catch-up and for the adoption of methods that are proven to “work best”, particularly tutoring.
- 7.9 The main findings of a new report by researchers at the Institute for Fiscal Studies (IFS), funded by the Nuffield Foundation, into *Home learning experiences through the COVID-19 pandemic*³² show that the quality of home learning in England improved substantially over the first year of the pandemic, with particularly big improvements for poorer children. The report welcomes this improvement but says that, on their own, more equal experiences going forward won’t be enough to overcome the large inequalities that the first lockdown has baked in. Limited support and unequal provision for self-isolating students during Autumn 2020 also worked against efforts to address lost learning during that term. The resources provided to self-isolating students in the Autumn 2020 term were far worse even than during the first lockdown. And, with a quarter of parents believing that it will take their child at least a year to catch up, schools and teachers will be facing big challenges this year.
- 7.10 The Centre for Social Justice³³ has put forward arguments for extending the school day so that disadvantaged pupils can access a range of extra-curricular activities. It explains that the challenges that disadvantaged face have worsened during the pandemic and better access to extra-curricular activities would ameliorate some of these challenges. It refers to an earlier pilot programme that had promising results and to examples of recent initiatives that have boosted enrichment in disadvantaged areas. It says that parents support enrichment activities outside the school day and that approximately one in five pupils currently do no enrichment activities. It proposes mandatory obligations on schools and pupils; developing an enrichment offer; developing an enrichment provider base and addressing resource implications.

³² <https://ifs.org.uk/publications/15592>

³³ <https://www.centreforsocialjustice.org.uk/library/a-level-playing-field>

- 7.11 The Institute for Public Policy Research (IPPR), in its paper *Prosperity and justice after the pandemic*³⁴, has identified four key power shifts that it believes policy makers should implement to address many of the long-standing challenges facing the UK economy and that Covid-19 has exacerbated. It sees these shift as essential if policy makers use recovery from the pandemic as an opportunity to 'build back better'.
- Power needs to be shifted to employees and workers, from employers and shareholders.
 - Power needs to be shifted to companies that work in the interest of society from those that extract from society.
 - Power needs to shift to those who are locked out of wealth from a system that has locked up wealth.
 - Power needs to be shifted to the nations, regions, and towns of the UK from Whitehall.

8 Apprenticeships

- 8.1 The winners of 2021 London Borough Apprenticeship Awards³⁵, announced on social media in September, were:
- Best contribution by a new apprentice: Sydney Frankland, Westminster.
 - Best progression by an apprentice: Robert Watts, Westminster.
 - Best apprentice working in the supply chain or schools: Lorraine O'Keefe, Islington.
 - The Andy Scott award for best manager or mentor: Evie Lodge, Islington.
 - Best work with the supply chain and local businesses to create new apprenticeships: London Borough of Camden.
 - Apprentice of the Year: La'Jay Taylor, Croydon.

³⁴ <https://www.ippr.org/research/publications/prosperity-and-justice-after-the-pandemic>

³⁵ <https://www.londoncouncils.gov.uk/node/38898>

- 8.2 The University of Warwick produced a report³⁶ for the Edge Foundation and Gatsby Foundation that assesses employer intentions on Apprenticeships before and after the 2017 reforms and the introduction of the Apprenticeship Levy. Although the report that some of the effects it found are transitional while the system beds in, there was an impact on the preparedness of employers to offer Apprenticeship opportunities and fewer employers are recruiting apprentices after the reforms came into effect.

9 Quality and Standards

- 9.1 Ofsted has launched reviews into tutoring and teacher development³⁷. The first review will consider the overall quality of tutoring offered by schools and 16 to 19 providers, irrespective of whether it is provided directly or through National Tutoring Programme (NTP) tuition partners. The evaluation will also consider how well schools and 16 to 19 providers are integrating tutoring into their curriculum planning and delivery, its effect on the overall quality of education, and the likelihood that it will help children catch up. The second review will look at the quality of training and development received by all teachers, with a particular focus on the early career framework (ECF) and national professional qualifications (NPQs). Ofsted will be collecting evidence throughout academic years 2021/22 and 2022/23 to establish the main features of effective teacher development in schools. This data will also help to determine whether the reforms are having an impact on education recovery priorities.
- 9.2 The DfE published the findings of a survey investigating the use and effectiveness of technology in educational delivery (EdTech)³⁸ – this was based on the vision, first articulated by the DfE in 2019, that EdTech should

³⁶ https://www.edge.co.uk/documents/249/AWBOH_Final_report_Long_IER_Final_v2.pdf

³⁷ https://www.gov.uk/government/news/ofsted-to-review-two-education-catch-up-reforms?utm_medium=email&utm_campaign=govuk-notifications&utm_source=a2059473-4661-4b7f-b35d-ff769d4c67db&utm_content=immediately

³⁸ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/996470/Education_Technology_EdTech_Survey_2020-21_1.pdf?platform=hootsuite

be developed and introduced to improve student outcomes and reduce teacher workload. The report records that the vast majority of teachers and headteachers felt that increased EdTech would have a positive impact on attainment. It also comments on how, as demonstrated during the pandemic, the effectiveness of EdTech is affected by the quality of internet provision in pupils' homes and the suitability of software and hardware. It identifies supporting pupils with Special Educational Needs and / or Disabilities (SEND) and encouraging greater use of EdTech in primary schools as priorities for future investment.

Curriculum

9.3 A paper by the Education Policy Institute³⁹ provides a cautionary note about the effects of the narrowing of A Level subjects chosen by students. The paper says:

- The proportion of students with qualifications spanning three or more of the five main subject groups (sciences, maths, languages, humanities, vocational) has halved since 2010.
- This appears to be driven by reforms to A levels, including the decoupling of AS levels.
- Real terms funding cuts have also contributed to the narrowing of A levels.
- Greater subject diversity leads to higher earnings for students during their mid-twenties.
- The narrowing of A levels could leave students poorly equipped for the workplace.
- Certain pupils are more likely to take a narrower set of A levels.
- The government should undertake a wholesale review of 16-19 funding, including reducing funding cuts and ensuring that the 16-19 funding formula does not discourage the take up of smaller qualifications.

³⁹ <https://epi.org.uk/publications-and-research/a-narrowing-path-to-success-16-19-curriculum-breadth-and-employment-outcomes/>

Online learning and pedagogy

- 9.4 The ONS published an analysis of remote learning over the coronavirus pandemic period⁴⁰. It says that remote learning was, at best, a partial substitute for in-class teaching during the pandemic, as pupils covered substantially less material when working from home than their peers in the classroom. The analysis suggests that the difference between the materials covered by remote and in-class pupils was larger for primary schools than for secondary schools. It says that the proportion of instruction dependent on parents was much higher for primary schools than for secondary schools, and much higher for pupils in Key Stage 1 than pupils in Key Stage 2. It finds that the difference between remote and in-class learning was particularly acute at schools with a higher proportion of pupils eligible for free school meals - teachers at schools with lower proportions of pupils eligible for FSM also reported pupils' learning being less dependent on parental instruction than teachers at schools with a higher proportion of FSM pupils. The analysis also says that teachers reported a larger reduction in materials covered by remote learners relative to in-school learners for arts, including design and technology than for other subjects. The data show little evidence of large differences in materials covered or dependence on parental instruction in different English regions.

⁴⁰ <https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/articles/remoteschoolingthroughthecoronaviruscovid19pandemicengland/april2020tojune2021>

10 Achievement

10.1 The DfE and Ofqual have produced a series of policies relating to changes to the assessment of GCSEs, AS / A levels and vocational qualifications in autumn 2021 and summer 2022:

- Proposed changes to the assessment of GCSEs, AS and A levels in 2022 (giving the results of a consultation)⁴¹.
- Ofqual's approach to grading exams and assessments in summer 2022 and autumn 2021⁴².
- Contingency arrangements: GCSE, AS, A level, Project and Advanced Extension Award (AEA) – this is a consultation ⁴³.
- Guidance on vocational contingencies⁴⁴.

11 Progressions - the Labour Market

11.1 A government progress report on its Plan for Jobs⁴⁵ shows that the target to triple the number of Traineeships was missed by more than a half (14,900 achieved out of a target of 36,700) and the number of new Apprenticeships fell 15,000 short of the 100,000 target. The report also says that over 63,000

⁴¹ https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcse-as-and-a-levels-in-2022?utm_medium=email&utm_campaign=govuk-notifications&utm_source=7f73a803-b135-4e8a-8202-3049c0a889ae&utm_content=daily

⁴² https://www.gov.uk/government/speeches/ofquals-approach-to-grading-exams-and-assessments-in-summer-2022-and-autumn-2021?utm_medium=email&utm_campaign=govuk-notifications&utm_source=b55a209b-bf39-42ef-866b-4721b4affd77&utm_content=daily

⁴³ https://www.gov.uk/government/consultations/contingency-arrangements-gcse-as-a-level-project-and-aea?utm_medium=email&utm_campaign=govuk-notifications&utm_source=685d5eb9-f633-40c7-91ce-51cc460938e6&utm_content=daily

⁴⁴ https://www.gov.uk/government/news/dfe-guidance-on-vocational-contingencies-published?utm_medium=email&utm_campaign=govuk-notifications&utm_source=35478df0-b384-47ce-a82b-f7b9dbe1c10e&utm_content=daily

⁴⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1016764/Plan_for_Jobs_FINAL.pdf

people started a Kickstart job and 65,000 enrol on a Sector-Based Work Academy placement in 2020-21.

- 11.2 An answer to a Parliamentary Question on 6 September 2021⁴⁶ (based on data correct up to 31 August 2021) showed that 36,000 jobs have been made available in London through the Kickstart Scheme, which has resulted in 13,970 jobs started.
- 11.3 Public Health England's *Covid19 and worklessness: support for London local authorities*⁴⁷, written primarily for Public Health colleagues working with or looking to work with or engage with their employment or unemployment, skills and worklessness colleagues (and vice versa) to facilitate the principle of health in all policies approach, provides information on worklessness and support available to local authorities to mitigate worklessness at a local authority level.
- 11.4 Analysis by the Health Foundation⁴⁸ shows that 16 of the 30 local authorities in England with the largest percentages of young people who do not go on to education, employment or training following their 16 to 18 studies, have not been classed as top-tier priorities for the government's Levelling Up Fund (Hackney and Haringey are mentioned in this respect).
- 11.5 The Institute for Fiscal Studies (IFS) reported⁴⁹ that while attention is focused on staff shortages in road haulage, employers are struggling to recruit into low-paid jobs and vacancies in other areas are significantly below pre-pandemic levels. It says that employment opportunities are 30 per cent below their usual level across almost three-quarters of the workforce.
- 11.6 The Chartered Institute of Personnel and Development (CIPD)⁵⁰ reported that, as vacancies surge past one million, approximately two in five employers hire ad hoc and are failing to plan for future staff needs.

⁴⁶ <https://questions-statements.parliament.uk/written-questions/detail/2021-07-20/36791>

⁴⁷ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021510/Worklessness_and_COVID_29_Sept_2021.pdf

⁴⁸ <https://health.org.uk/news-and-comment/news/young-people-not-in-education-or-employment-risk-missing-out>

⁴⁹ <https://ifs.org.uk/publications/15628>

⁵⁰ <https://www.cipd.co.uk/about/media/press/210921employers-hire-ad-hoc>

- 11.7 A team of hospitality industry experts has been assembled to help England's pubs, restaurants and cafes to thrive. Leading experts, businesses and entrepreneurs have assembled a Hospitality Sector Council⁵¹ to help deliver the government's Hospitality Strategy, the strategy is helping hospitality firms to reopen, recover and become more resilient following the pandemic. This includes making it easier for pubs, restaurants and cafes to offer al fresco dining by making pavement licenses permanent and extending takeaway drinks in England and Wales until September 2022 to further boost sales. The strategy also sets out ways to help the sector grow and boost its creativity, including through exploring options for vocational skills and training such as apprenticeships, bootcamps and other qualifications such as T Levels.
- 11.8 A study from the Co-op⁵², looking at the attitudes, life chances and aspirations of young people has revealed that children as young as 10 years old think the pandemic will affect their chances for the rest of their life. Findings show:
- Almost two-thirds (60 per cent) of young people feel their generation will be permanently disadvantaged by the pandemic.
 - Around two-thirds (65 per cent) believe competition to get a job has increased so much it feels impossible.
 - Nearly a third (29 per cent) of young people say the pandemic has made them less likely to continue with further education.
 - Over half (58 per cent) of young people feel that government has failed them in its handling of the pandemic.
 - The Co-op calls on government to ensure young people are actively considered in decision-making, with suggestion of the development of a Youth Strategy and introduction of a Youth Minister in cabinet with cross departmental responsibility.

⁵¹ <https://www.gov.uk/government/news/new-hospitality-council-to-guide-the-sectors-recovery>

⁵² https://assets.ctfassets.net/5ywmq66472jr/4J2lwkFP92RIyBojJglrbM/0b7265ebfef21cf0f122b9318797317e/Covid_the_shadow_on_a_young_generation.pdf

- 11.9 The accountancy and business advisory firm BDO reported⁵³ that the appeal of hybrid working is greater for young people from disadvantaged backgrounds and suggested an increase in employers offering flexible working could help improve social mobility in the UK.

12 Progression to Further and Higher Education

- 12.1 The Higher Education Policy Institute⁵⁴ has proposed that A-level pupils should be required to study a humanities subject, mathematics and a foreign language to tackle a decline in humanities enrolments at universities.
- 12.2 UCAS reported⁵⁵ that a record level of young people had been accepted into university this year, with 272,500 UK students aged 18 having been accepted into university or college - a 7 per cent increase on 2020. This means 37.9 per cent of the entire UK 18-year-old population is due to start a full-time undergraduate course, also a new high and surpassing last year's equivalent figure of 36.4 per cent. The number of 18-year-olds accepted from the most disadvantaged backgrounds in the UK (Participation Of Local Areas (POLAR) 4 quintile 1⁵⁶) has exceeded 30,000 (30,260) for the first time, equivalent to 23.5 per cent of that population. This is an increase from 22.6 per cent (and 28,200 accepted students) in 2020. In total, 507,610 students (of all ages and all domiciles) have been accepted, down less than 2 per cent% from last year, with 47,020 (down 33 per cent) of those using Clearing. UCAS also reported that it's CareerFinder, which helps students find jobs and degree/higher apprenticeships, saw a record 2.13 million searches in the last 12 months, up 32 per cent from last year. These searches have resulted in 243,000 job applications, an increase from 171,000 last year (+42 per cent).

⁵³ <https://www.bdo.co.uk/en-gb/news/2021/research-indicates-hybrid-working-could-boost-social-mobility-in-the-uk>

⁵⁴ <https://www.hepi.ac.uk/2021/09/23/improving-the-fortunes-of-the-humanities-means-thinking-about-post-16-qualifications/>

⁵⁵ <https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/statistical-releases-daily-clearing-analysis-2021>

⁵⁶ <https://www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/>

- 12.3 The IFS published reports on the tuition fee system⁵⁷ and graduate earning and geographical mobility⁵⁸. The first of the two reports, funded by the DfE, finds that it would be “essentially impossible” for the Treasury to save money on university tuition fees in England without hurting graduates on average earnings in favour of their wealthy peers.
- 12.4 Researchers at the IFS have also constructed a calculator, in partnership with the Nuffield Foundation, showing the options and costs available to the Treasury, ahead of the response to Augar and the Spending Reviews. Former prime minister Tony Blair said more students from disadvantaged backgrounds would be encouraged to attend university by restoring maintenance grants in place of loans. The second report, in partnership with DfE, finds that higher education enables graduates to move to places with better career prospects, but that this also leads to ‘brain drain’ from the North and coastal areas.
- 12.5 The IFS’ report *London calling? Higher education, geographical mobility and early-career earnings*⁵⁹ shows the link between HE, geographical mobility and outcomes for individuals and regions.

13 Careers Guidance

- 13.1 The Education and Skills Funding Agency (ESFA) has updated the guidance it provides to educational settings on the matrix standard (the international quality standard for organisations that deliver careers education, information, advice and/or guidance to clients either as their sole purpose or as part of their wider service offer)⁶⁰.

⁵⁷ <https://ifs.org.uk/publications/15623>

⁵⁸ <https://ifs.org.uk/publications/15621>

⁵⁹ <https://ifs.org.uk/publications/15622>

⁶⁰ <https://www.gov.uk/government/publications/the-matrix-standard/the-matrix-standard-guidance-notes>

14 SEND

- 14.1 A study published by the University of Exeter⁶¹ has shown that the number of people diagnosed with autism has jumped by 787 per cent in the past two decades. It attributes this increase to increasing recognition of autism. The exponential increase - between 1998 and 2018 - was greater for females than males, with the greatest rises among adults.

15 Funding

- 15.1 The DfE is providing additional funding for targeted support for vulnerable young people in “serious violence hotspots”, including Croydon, Brent, Enfield, Hackney, Haringey, Lambeth, Newham, Southwark and Tower Hamlets⁶². Drawing on £15 million from the Treasury’s Shared Outcomes Fund, the two-year programme is aimed at young people at risk of being drawn into crime or gangs to help them stay engaged with their education (that is, in Alternative Provision) and out of harm.
- 15.2 The DfE has published details of the Recovery Premium⁶³ it will allocate to schools to help disadvantaged children recover learning lost during the pandemic. Setting a ‘floor’ of £2,000 for primary schools and £6,000 for secondary schools, the scheme will give £145 for each eligible pupil in a mainstream setting and £290 for each eligible pupil in a special unit. The eligibility criteria for pupils are the same as for the pupil premium:
- pupils who are eligible for free schools’ meals.
 - pupils who have been eligible for free school meals at any point in the last 6 years.

⁶¹ <https://www.exeter.ac.uk/research/news/articles/numberdiagnosedwithautism.html>

⁶² https://www.gov.uk/government/news/targeted-support-for-vulnerable-young-people-in-serious-violence-hotspots?utm_medium=email&utm_campaign=govuk-notifications&utm_source=6791b7b7-00dd-43c9-89e4-34f6eeb9bb77&utm_content=daily

⁶³ <https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding>

- children looked after by local authorities and referred to as looked-after children.
- post-looked after children.

15.3 Research⁶⁴ by the IFS - and funded by the Nuffield Foundation – finds that despite the government allocating over £7 billion extra for schools in England in the 2019 Spending Round, core spending per pupil in 2022 to 2023 will still be about 1 to 2 per cent lower in real terms than in 2009 to 2010. School spending per pupil fell in England by 9 per cent in real terms between 2009 to 2010 and 2019 to 2020. The recent extra spending will reverse most, but not all, of this cut. Schools serving the most disadvantaged pupils have seen the biggest cuts over the last decade. Having been introduced in 2018, the National Funding Formula for schools has ensured extra funding flows to areas that have become more disadvantaged over time. However, as a whole, the formula has provided a bigger funding boost to more affluent areas than to disadvantaged areas.

15.4 The National Association of Headteachers (NAHT) has analysed independent research that has shown there has been an effective 13-year real-terms freeze in school funding⁶⁵. It has highlighted, using its own survey of its members:

- One in four school leaders predict a deficit budget in 2021/22 (based on current funding levels).
- 31 per cent said they made cuts to balance their budget in 2020/21; 35 per cent expect to have to in 2021/22.
- 97 per cent said SEND funding is insufficient.
- 95 per cent said top-up funding for pupils with EHC plans is insufficient.
- 79 per cent said they had to buy in additional services that weren't available, or accessible, from health and social care.

⁶⁴ <https://ifs.org.uk/publications/15588>

⁶⁵ [https://www.naht.org.uk/Portals/0/PDF's/Funding/NAHT%20Funding%20report%20\(A%20Failure%20to%20Invest\)_WEB.pdf?ver=2021-09-07-173735-743](https://www.naht.org.uk/Portals/0/PDF's/Funding/NAHT%20Funding%20report%20(A%20Failure%20to%20Invest)_WEB.pdf?ver=2021-09-07-173735-743)

- 83 per cent say they don't have sufficient capital funding to maintain their existing buildings and facilities.

16 Mental Health and Anxiety

- 16.1 The DfE has introduced training grants⁶⁶ for up to 7,800 eligible schools and colleges, which can be used to enable senior leaders to gain the knowledge and skills they need to roll out an effective 'whole school or college approach' to mental health and wellbeing, embedding it into their culture and making it a priority alongside academic recovery.
- 16.2 The Children's Society has published the tenth in a series of annual reports on the well-being of children in the UK⁶⁷. The report draws on data from a number of sources including the Children's Society Household survey, Understanding Society and the Millennium Cohort study to inform the research. It includes an overview of the latest trends in children's well-being including how they feel about their appearance, schoolwork, friends, family and life as a whole. The report finds that children are particularly unhappy about school and their appearance and notes that overall children's happiness has declined since the survey began in 2009. The report also explores how children's well-being during earlier adolescence relates to outcomes for these children at age 17, and analyses children's experiences of Covid-19. It finds that young people with lower life satisfaction scores at age 14 were more likely to have negative scores on mental health indicators at age 17. The report says that most children and their parents had coped well during the pandemic, but that some required further support. It suggests that regular monitoring of children's life satisfaction could help identify those in need of support using a simple measure.

⁶⁶ <https://www.gov.uk/government/news/training-launched-for-mental-health-leads-in-schools-and-colleges>

⁶⁷ <https://www.childrensociety.org.uk/information/professionals/resources/good-childhood-report-2021>

- 16.3 The Mindapples⁶⁸ charity, which specialises on improving mental health has invited educational settings to contact them. Mindapples would like to help educational settings improve the mental health of their students.

17 Housing/homelessness

- 17.1 The official statistics on Statutory Homelessness in England for Financial Year 2020 to 2021⁶⁹ were published on 9 September. These show that, out of a total of 51,770 people who were owed a prevention or relief duty in London, 290 (0.6 per cent of the total) were young people aged 16 or 17 and 10,060 (19.4 per cent of the total) were aged 18 to 24.
- 17.2 The Kerslake Commission on Homelessness and Rough Sleeping published its final report: *A new way of working: ending rough sleeping together*⁷⁰, calling for a whole government approach and close collaboration between different levels of government and other agencies. London has the highest rates of rough sleeping and homelessness in the country.
- 17.3 Centrepont and End Youth Homelessness wrote to the Chancellor⁷¹ as part of a campaign urging the government not to remove the Universal Credit uplift. The uplift came to an end on 30 September, but the letter gives an indication of the possible consequences that local authorities in particular may need to address.
- 17.4 The YMCA has reported⁷² that ending the £20 uplift in Universal Credit, introduced by the government last year during the height of the pandemic, will disproportionately affect young people aged 16 to 24.

⁶⁸ <https://mindapples.org/>

⁶⁹ https://www.gov.uk/government/statistics/statutory-homelessness-in-england-financial-year-2020-21?utm_medium=email&utm_campaign=govuk-notifications&utm_source=1c9c9abb-35c9-44ae-b77d-2e2ba4c2ac6c&utm_content=daily

⁷⁰ <https://www.commissiononroughsleeping.org/wp-content/uploads/2021/09/KRSC-Final-Report-2021.pdf>

⁷¹ <https://centrepont.org.uk/about-us/blog/sacrificing-their-food-and-their-future-keeping-the-universal-credit-uplift-for-young-people/>

⁷² <https://www.ymca.org.uk/latest-news/ending-universal-credit-uplift-will-disproportionately-affect-918000-young-people-in-their-housing-working-and-living-experiences>

18 Youth Work

- 18.1 Anne Longfield, the former children's commissioner for England, has launched her independent commission to prevent children becoming involved in gangs and crime⁷³.
- 18.2 More than £700,000 has been awarded by the Youth Endowment Fund to support research into keeping children safe from violence⁷⁴. The money will be used to evaluate projects working with children and young people run by smaller organisations that often do not get to test their work using some of the most robust types of research such as randomised control trials (RCTs) because such evaluations only work when there is a large number of children and young people taking part in a project.
- 18.3 The Partnership for Young London is carrying out a survey of young people aged 14 to 25 that focuses on their perspectives on detached youth work. It should take no longer than 10 minutes to complete. All respondents can win a £50 voucher. The survey will be live until Sunday 10 October⁷⁵.
- 18.4 Partnership for Young London is also funding a literature review focused on detached youth work, which will review both academic literature and 'grey literature' (e.g., evaluation or research reports published by youth organisations) from the past ten years. If there are any articles or reports that you think should be included in this review, or if you have any questions, please send them to bradshawwalsh.research@gmail.com.

19 Engaging Young People

- 19.1 DCMS has released the latest results from the Community Life Survey⁷⁶ - a nationally representative annual survey of adults (16+) in England that tracks the latest trends and developments across social action and involvement in decision making. Data was collected between April 2020 to March 2021 and

⁷³ <https://thecommissiononyounglives.co.uk/>

⁷⁴ <https://youthendowmentfund.org.uk/news/youth-endowment-fund-to-support-grassroots-organisations-to-take-part-in-research-to-find-out-what-works-to-keep-children-safe-from-violence/>

⁷⁵ <https://www.surveymonkey.co.uk/r/detachedyouthwork>

⁷⁶ <https://www.gov.uk/government/statistics/community-life-survey-202021>

it's therefore likely that Covid-19 pandemic impacted respondents' behaviours and responses. The survey found that young people's engagement in democratic processes apart from voting, such as signing a petition or attending a public rally, has risen sharply in the past year. In 20/21, 48 per cent of 16- to 24-year-olds has engaged at least once in the last 12 months compared to 37 per cent in the previous year. In contrast, rates of formal volunteering at least once a year- giving unpaid help through clubs or organisations – dropped significantly for the same age group from 40 per cent last year to 31 per cent this year. Rates of social action - being involved with issues affecting the local area – for 16- to 24-year-olds stayed broadly stable. 13 per cent have been involved in the last 12 months compared to 14 per cent in 2019/20.

19.2 The key findings of the youth voice survey carried out earlier this year by Youth Employment UK⁷⁷ pinpoint the main concerns of young people:

- mental health.
- accessing quality work.
- catching up on lost education.
- a lack of spaces for young people (space to air their views and space to study).

20 London

20.1 The Local Government Association (LGA) has provided case studies⁷⁸, including the London Boroughs of Hounslow and Waltham Forest, of how local authorities responded to the employment and skills challenges presented by the pandemic and how this experience has helped in planning for the future.

20.2 Lewisham College and Millwall Community Trust launched an initiative to support young people in Lewisham and the surrounding area to break into

⁷⁷ <https://www.youthemployment.org.uk/youth-voice-census/>

⁷⁸ <https://www.local.gov.uk/publications/learning-employment-and-skills-responses-covid-19>

media, sports journalism and marketing⁷⁹. The new Media, Sports Journalism and PR/Marketing courses are designed to offer young people with the opportunity to build their skills and explore, develop and test their creativity, as well as providing them with the knowledge and understanding of the operational aspects of media in the sports sector.

⁷⁹ <https://www.lewisham.ac.uk/news/772-new-partnership-to-support-young-people-break-into-media-sports-journalism-and-marketing-launches-in-lewisham>

Part Two: General Policy and Research Update

This part of the Briefing Note covers policies and reports that have been received in September 2021.

21 Skills for Jobs White Paper Implementation

- 21.1 Please see paragraph 6.1 for information about the Skills and Post-16 Education Bill.
- 21.2 Consortiums of colleges, businesses and employer representative bodies that failed to win “skills accelerator” funding earlier this year can now bid for an alternative pilot project⁸⁰ (there were no successful skills accelerator bids from London). Up to £50,000 is available per group that unsuccessfully applied for the two accelerator initiatives – local skills improvement plans (LSIPs) and the strategic development fund (SDF). Only one bid per pilot area will be successful in this new project, which has been named the “skills accelerator progression fund”. A briefing document* published by the DfE states that the new fund is for consortiums to “maintain and further develop collaboration between providers, local employers and representative bodies to better meet local skills priorities”. Bids for the fund opened last week and will close on 31 October. Applications should be submitted to Skills.ACCELERATOR@education.gov.uk.
- 21.3 Noting that the outcome of the Government’s consultation on the Review of Post-16 Qualifications announced in July recorded that 86 per cent of respondents opposed the proposal to defund most level 3 qualifications apart from A Levels and T Levels from 2023, a campaign has been launched by the Sixth-Form Colleges Association to reverse the government’s decision to proceed with the proposal. The campaign, *Protect Student Choice*⁸¹ has launched a petition to Parliament⁸² calling on the government to “reverse the plan to withdraw funding for most applied general qualifications such as

⁸⁰ <https://www.aoc-services.co.uk/wp-content/uploads/2021/06/Skills-Accelerator-Progression-Fund-webinar-slides-140921-FINAL-USE.pdf>

⁸¹ <https://www.protectstudentchoice.org/>

⁸² <https://petition.parliament.uk/petitions/592642>

BTECs and guarantee they will continue to play a major role in the qualifications landscape”.

22 Organisation for Economic Cooperation and Development (OECD)

22.1 Education at a Glance 2021⁸³ Text reads: The headline from this year’s report from the OECD is its recommendation that governments boost investment in education to tackle inequality of opportunity. The report provides global benchmarks across a wide range of performance indicators and allows comparisons to be made on the strengths and weaknesses of education systems.

22.2 The OECD has also produced two other publications:

- How schools can help students in the competition for employment after education⁸⁴.
- Getting the most out of employer engagement in career guidance⁸⁵.

23 National Artificial Intelligence Strategy⁸⁶

23.1 The government published its national Artificial Intelligence (AI) Strategy. The strategy builds on the UK’s strengths but also represents the start of a step-change for AI in the UK, recognising the power of AI to increase resilience, productivity, growth and innovation across the private and public sectors. Although the strategy demonstrates how AI will feature in Skills Bootcamps, it does not, as yet, clarify how it will appear in the pre-19 curriculum in the medium- to long-term.

⁸³ <https://www.oecd.org/coronavirus/en/education-equity>

⁸⁴ https://www.oecd-ilibrary.org/education/getting-a-job_9ac1ab37-en

⁸⁵ https://www.oecd-ilibrary.org/education/getting-the-most-out-of-employer-engagement-in-career-guidance_fb8c3788-en

⁸⁶ https://www.gov.uk/government/publications/national-ai-strategy?utm_medium=email&utm_campaign=govuk-notifications&utm_source=d5d1f14b-b826-4931-92a2-706e1e5ee6de&utm_content=daily

24 Future of Assessment

- 24.1 The Independent Assessment Commission (IAC) has published its Interim Report⁸⁷ considering the future of exams in England. The IAC has concluded that there is a case for changing the current system of assessment and that planning the process should now begin.

25 Colleges Week 2021

- 25.1 The AoC's Colleges Week is taking place from 18 to 22 October 2021⁸⁸.

⁸⁷ <https://www.edge.co.uk/news-and-events/campaigns/current-exam-system-not-fit-for-the-future-says-expert-report/>

⁸⁸ <https://loveourcolleges.co.uk/colleges-week-2021>

Part Three: Performance Update

This part of the Briefing Note includes the latest data on performance. The DfE is trialling a new service to enable its statistical data to be viewed and used⁸⁹.

26 Participation

Attendance

- 26.1 The figures on schools and colleges attendance published fortnightly by DfE⁹⁰ show that on 16 September 2021 99.9 per cent of educational settings were open (including inset) and 91.9 per cent of students were in attendance.

27 Intelligent London⁹¹

- 27.1 Intelligent London makes the very best of data analysis and visualisation techniques so that those with an interest in supporting and promoting the interests of young people can easily access reliable and up-to-date data.
- 27.2 A workshop explaining how to make the most of Intelligent London was held on 15 September. The slides and a YouTube clip of the presentation are available⁹².

28 Recommendation

- 28.1 Recipients are asked to note the content of this report and submit any comments by email: peter.obrien@londoncouncils.gov.uk

⁸⁹ <https://explore-education-statistics.service.gov.uk/find-statistics/neet-statistics-annual-brief>

⁹⁰ <https://www.gov.uk/government/collections/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak>

⁹¹ <http://www.intelligentlondon.org.uk/>

⁹² <https://www.londoncouncils.gov.uk/node/25878>

Annex: Sources of Official Guidance

The general guidance on Covid-19 and the government's response⁹³

Specific guidance on education⁹⁴

The Office for National Statistics (ONS), which supports government at all levels with relevant data and intelligence⁹⁵

NHS information on coronavirus⁹⁶

Q&A from PHE on coronavirus⁹⁷

Please note: The National Institute for Health Protection (NIHP) has been set up to bring together PHE, NHS Test and Trace and the analytical capability of the Joint Biosecurity Centre (JBC) under a single leadership team. This is the first step towards becoming a single organisation focused on tackling Covid-19 and protecting the nation's health.

⁹³ <https://www.gov.uk/coronavirus>

⁹⁴ <https://www.gov.uk/government/collections/coronavirus-Covid-19-guidance-for-schools-and-other-educational-settings>

⁹⁵ <https://www.gov.uk/search/research-and-statistics>

⁹⁶ <https://www.nhs.uk/conditions/coronavirus-covid-19/>

⁹⁷ <https://publichealthmatters.blog.gov.uk/2020/01/23/wuhan-novel-coronavirus-what-you-need-to-know/>

Young People's Education and Skills Board / Operational Sub-Group

Performance Report, October 2021

Item 5

Date: 21 October 2021

Contact: Peter O'Brien

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Email: peter.obrien@londoncouncils.gov.uk

Summary	This paper provides an up-to-date overview of the education and training system for 16 to 18 year-olds in London referenced against their effective participation in learning, their achievements and their progression to positive destinations.
Recommendation	The Young People's Education and Skills Board is asked to discuss the Performance Report, comment on any of the issues it raises and decide on appropriate action that should be taken forward.

1 Background

- 1.1 During discussions on the preparation of the Young People's Education and Skills Annual Plan, reference was made to analysing the performance of the education and training system in London against the priorities set out by the Young People's Education and Skills Board: effective participation, achievements and progression.
- 1.2 Although we rely on [Intelligent London](#) as our primary means of analysing data, we also provide the Board with regular updates on each of these priorities. During the period when the Board was not meeting, we included a section on performance in our monthly policy updates. While these gave headline data, they did not provide the depth of detail that would normally have been expected.

- 1.3 We have therefore brought together in a single report the analysis of performance that contributed to the identification of the issues to address in 16 to 18 education and skills in London.

2 Purpose

- 2.1 The purpose of this paper is to provide the Young People's Education and Skills Board with an up-to-date analysis of the performance of the education and training system for 16 to 18 year-olds in London.

3 Content of the Performance Report

- 3.1 The Performance Report (attached) identifies the strengths within the system and the performance gaps that exist. These were identified in the Summary of the Evidence Base and Signposts to Action documents that the Board previously approved.
- 3.2 Although the paper has been brought up-to-date with the very latest available data, the main conclusions of the analysis examined earlier in the planning process remain valid.
- 3.3 In support of our principle of transparency, we propose to make our analysis of data derived from, for example Intelligent London, the Department for Education, Office for National Statistics and the Greater London Authority publicly available in the future and we will highlight new or emerging trends and issues as they arise.

4 Recommendation

- 4.1 The Young People's Education and Skills Board is asked to discuss the Performance Report, comment on any of the issues it raises and decide on appropriate action that should be taken forward.

Young People's Education and Skills

**Performance Report:
Participation,
Achievement and
Progression**

October 2021

Introduction

- 1 This report provides an overview of the main indicators of the performance of the post-16 education and training system in London. It collates data covering:
 - The effective participation of young people in London in education and training between the ages of 16 to 19 (or up to 25 for young people with special educational needs and disabilities (SEND)).
 - The achievement of young people at Key Stages 4 and 5 and by the age of 19.
 - The destinations of young people after Key Stages 4 and 5 and their longer-term education and employment outcomes.
- 2 The data primarily used in this report are published by the Office for National Statistics (ONS)¹ and/or the Department for Education (DfE)². The report includes data at national and regional levels. The sources of other data cited in this report are identified clearly.
- 3 The data presented in this paper are incorporated in *Intelligent London*³, [which also includes reports at borough level](#).

Purpose

- 4 This paper provides the data that are analysed for the Young People's Education and Skills Board so that it can make informed decisions on priorities for action. It sits alongside the Summary of the Evidence Base (the document that brings together the body of research we review each month in our Policy Updates) to underpin the development and appraisal of the Board's Signposts to Action and agreed Action Plan.

¹ <https://www.ons.gov.uk/>

² <https://explore-education-statistics.service.gov.uk/>

³ <http://www.intelligentlondon.org.uk/>

Main findings

- 5 London's diversity is very evident when looking at any aspect of the education and training of 16 to 18 year-olds: participation, achievements and progression vary significantly between boroughs, neighbourhoods and according to individual characteristics. While it is true that most pupils, students, apprentices and trainees are likely to need additional help post-Covid, the Summary of the Evidence Base and the research we conducted before the Covid-19 crisis suggest that those children and young people who fared less well in education before the emergence of Covid-19 are most likely to need extra support during the recovery. For example:
- White British young people aged 16 to 18 have the lowest rate of participation in learning of all of London's ethnic groups. White British young people may therefore need greater encouragement to return to and stay in their education setting.
 - Studies have shown that, of White people, there is a specific issue of lower participation, achievement and progression from "working class" and lower income families.
 - Gypsy, Roma and Traveller (GRT) and Black Caribbean children and young people have high rates of permanent exclusion and there is a strong correlation between exclusion and both low attainment and poor progression outcomes, short-term and long-term. This could mean that considering the most suitable provision for GRT and Black Caribbean young people may be essential if all young people are to return to and remain in their education setting.
 - Children and young people from low income families and those in large family groups are likely to have found it more difficult than most to participate in on-line and distance learning and may be in greater need of support on their return to learning.
 - Attainment by young people with SEND, those entitled to free school meals (FSM) and those in care or who have left care, though much improved in recent years, is still lower than average. Moreover, the progression rates for young people with these characteristics are still much lower than those without them.

- 6 Whereas the London average in all three of the indicators of 16 to 18 education and training prioritised by the Young People's Education and Skills Board (that is, participation, achievement and progression) is often leading the way for the rest of the country, this tends to mask the disparities based on where people live, their family background or their personal circumstances.
- 7 While the headline figures for participation and key stage 4 attainment appear good in comparison with the rest of the country, this is not the experience of every young Londoner; and indeed, in some cases, even being the best in the country means that London still falls short in some international comparisons. London's reputation as one of the leading world-class cities depends on continuous improvement in all aspects of educational performance.
- 8 Achievements at key stage 5 and by age 19 are improving and have been for some time, but the long-term outcomes of young people who do not go to university remains an issue.
- 9 This paper provides the data that illustrates this picture of 16 to 18 education and skills in London more vividly.

Context

- 10 The Covid-19 pandemic affected participation, achievement and progression in different ways. While we can, with great confidence, report on historic performance up to 2019, we are taking on board the government's advice and express caution over some of the figures for 2020 and 2021. The main issues to consider are:
 - *Participation*: More young people continued in learning after key stage 4
 - (1) As is typical during periods of uncertainty in the labour market, young people who may in other times have entered a job (including an apprenticeship) - and their families - judged it better to continue in learning and improve their qualifications rather than find work.
 - (2) More young people achieved the grades at key stage 4 than enabled them to take up a place on a level 3 course.
 - (3) It is unclear whether young people who continued in learning after key stage 4 and who may in other years have left their courses early, or

whose attendance may not have been regular, participated effectively in their courses.

- *Achievement:* The differences between the methods for awarding grades in 2020 and 2021 from other years makes comparisons between years difficult, though the proportion of young Londoners attaining top grades in both GCSEs and A levels increased considerably.
- *Progression:* Because of the grades awarded in 2020, more young people than would usually have been expected progressed from key stage 4 into level 3 courses and from key stage 5 into university.

Overall Conclusion

- 11 Taken as whole, the performance of the education and skills system in London shows that many thousands of young people are very well served by a high quality curriculum delivered by first class teachers and tutors in well run institutions. It is a mature sector, exceptionally self-aware, conscious of its duties to young people and the wider community and with a track record of rising to the challenges placed before it. The challenges that the sector is facing now are:
 - Addressing disparities in performance based on the ethnicity, family income and background of students.
 - Ensuring young people can complete their studies and catch up on any learning they missed during the pandemic.
 - Resourcing an increase in participation.
- 12 London should be very proud of its 16 to 18 education and training system and be grateful for what it does for young people, businesses, communities and the future prosperity of London as a world-class city.
- 13 In addition to being well-placed to capitalise on pending changes to Post-16 Technical Education, the sector also has the capacity to deliver excellent academic and theoretical education and to provide to the country – and the world – the research and development capability it needs to respond to both the pandemic (and any future similar emergencies) and climate change.

- 14 Moreover, the sector continues to provide opportunities to young people who have emerged from compulsory education without the basic skills and qualifications they need to get work and get on in work. In the era of levelling-up, it is important that this section of London's population does not get left behind.
- 15 In short, London's 16 to 18 education and skills system is conscious of the areas in which it needs to improve and, with the right funding and incentives, will be able to address them with greater pace.

Definitions

- 16 Abbreviations and terms used in this paper are defined in Annex 1.

Contextual Information

Story of London

- 17 London is a young city – it is going to remain a young city and it is going to get relatively even younger, in the near future. Its population is growing, and this is going to put even more strain on its basic infrastructure than at present.
- 18 London is the only UK city in the international major league; it has long been a magnet for young people from other parts of the UK, Europe and the world and there is no sign that this is going to change soon.
- 19 London is a crowded city; it will be necessary for planning authorities to work together to accommodate growth in the population and economy within its available space, so that London becomes more widely accepted as a healthy and safe place for young people to live, work, study and enjoy.
- 20 London is one of the greenest cities in Europe – if not the world. Its public spaces and waterways are precious assets that need sensitive planning and regulation, so that it remains a great place in which to take part in a wide range of cultural, recreational, volunteering and employment activities.
- 21 London is extraordinarily diverse. Its atmosphere is one of tolerance, but there are challenges of inequalities between neighbourhoods that militate against ambitions for cohesion and social integration. Too many young people are not being equipped to take advantage of the many opportunities available in London, too many are not developing to their full potential, and many are entering adult life believing that they do not have a valuable contribution to make to society. There are still too many families that have been entrenched in disadvantage for several generations and there is a perception that privilege is being protected by a relatively small section of the population, who have enjoyed its benefits across several generations.
- 22 It's expensive to live and move around London – as pay goes up, the cost of living goes up with it.
- 23 Because of its reputation for high pay, there's a greater premium placed on productivity in London than (perhaps) elsewhere in England.
- 24 London's economy is growing, though its growth – like that of the UK economy as a whole – has stalled during the pandemic. The UK's economic performance has a complex dependency on the performance of London's economy.

- 25 As the economy moves into recovery, new patterns of working are emerging. London's longer-term success will depend on its ability to adapt to the new demands of a greener economy, hybrid working and the emergence of new technologies that will have an impact on increasing numbers of jobs. It is important that the education and skills system in London adapts to these changes so that individuals, their families, London's businesses and society at large continue to prosper in the future.

London's Population

- 26 There are two reliable sources of information on population changes:
- The ONS Population Projections⁴ say that London is projected to be the largest-growing region in England in absolute terms; its population is projected to increase by 434,000 people by mid-2028. However, although it was the region with the fastest-growing population in the 2016-based projections, it has dropped to fifth place in the 2018-based projections. The ONS attributes this change to two factors. Their 2016-based projections used internal migration trend data that included some years with lower levels of net internal out-migration from London, years that are no longer used in the 2018-based projections. There have also been higher levels of internal out-migration from London to the rest of England since 2016.
 - The GLA's London Datastore⁵ provides regular updates on changes in population and household data, predicting similar patterns of growth as the ONS but providing more granular analysis at local level and by age group.

Pupil projections

- 27 There is strong evidence to suggest that a drop in birth rate and reduced immigration into London is beginning to have an effect on primary school enrolments. In time, this will filter through to secondary schools and to 16 to 18 provision. However, pupil numbers in secondary schools are still predicted to increase to a peak expected to occur in 2024. Demand for places in 16 to 18 education and skills is therefore expected to continue to increase for the next three to five years and will remain above current levels for a further two to three

⁴ <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationprojections>

⁵ <https://data.london.gov.uk/demography/>

years afterwards. This is borne out by both the DfE's National Pupil Projections (July 2021)⁶ and the GLA's population projections.

Schools, pupils and their characteristics⁷

- 28 The latest publication from the DfE (June 2021, based on data relating to January 2021) shows an increase in the national headcount covering all schools, but with increases in the proportion eligible for FSM and those whose first language is not English.
- 29 Additional official information relating to FSM in the autumn term⁸, estimates that between January and October 2020 the percentage of pupils entitled to FSM increased from 17.3 per cent to 19.7 per cent nationally and that all regions of England witnessed an increase.

SEND and High needs population

- 30 The DfE's statistics on SEND⁹ show year-on-year growth in the number of pupils in all types of educational settings in England with an Education Health and care Plan (EHCP) and in the number of pupils with SEND but without an EHCP. London's boroughs report both these increases and have also commented on the increased complexity of the needs being identified and the depth of support required.

⁶ <https://explore-education-statistics.service.gov.uk/find-statistics/national-pupil-projections>

⁷ <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

⁸ <https://explore-education-statistics.service.gov.uk/find-statistics/free-school-meals-autumn-term/2020-21-autumn-term>

⁹ <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Participation

Headlines

- 31 The overall rate of 16 and 17 year-olds participating in education and training in London is higher than the national average and has been for some time. This is mainly due to a far higher rate of participating in full-time education and training, though the proportion of 16 and 17 year-olds participating in Apprenticeships is below the national average.
- 32 Some of the historic gaps in participation rates are closing (for example, between 16-year-olds and 17-year-olds and between young people with SEND and those without SEND and are closing at a faster pace than nationally).
- 33 London is also performing well in the measure that combines the proportion of young people who are not in education, employment or training (NEET) and those whose status is 'not known' to their local authority, where NEET is much lower than the national average (see Table 1). The proportion of young people whose status is 'not known' was in decline even before Covid-19 and has reduced still further during the lockdowns in the past year
- 34 In all measures used in judging “effective” participation, there is significant variance in the position of individual boroughs and neighbourhoods within boroughs. People from more affluent areas do much better than those from other areas across several indicators. Moreover, exclusions are well above average for GRT young people – who also feature prominently in unauthorised absence statistics.
- 35 To demonstrate these differences, this paper reports on performance based on students’ characteristics, such as: age, gender, ethnicity and disability. Where data on young people’s eligibility for FSM is available, we have used this as a proxy for determining levels of family income and deprivation. We have referred to borough classifications using the income deprivation affecting children index (IDACI) to define areas of relative deprivation in London.
- 36 The official national statistics show that the major gaps in participation rates are between:
 - males and females (females traditionally have a higher participation rate than males)

- White young people and those from other ethnic groups (White young people, particularly from more deprived areas of London, have the lowest participation rate of all ethnic groups)
- there are also gaps between the participation rates of young people aged 16 and those who are 17 and between those who have SEND and those who do not. These gaps, though still noticeable, have been in gradual decline for some time at a pan-London level, though the gaps may be more significant when judging participation at a borough level.

	Total number of 16 and 17 year-olds	Participation		NEET		Status 'not known' to the local authority	
		Number	%	Number	%	Number	%
England	1,182,880	1,105,240	93.2	33,120	2.8	31,930	2.7
London	182,710	175,400	96.0	3,290	1.8	4,020	2.2

Table 1: From, “NEET and participation: local authority figures: 16–17-year-olds recorded in education and training and NEET by local authority, 2021”¹⁰, DfE, March 2021

¹⁰ <https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures>

September Guarantee

- 37 The source of the data analysed in this section is Participation in Education, Training and Employment by 16- to 18-year-olds in England¹¹, March 2021- updated July 2021 (DfE/ONS).
- 38 Local authorities have a duty to encourage, enable or assist young people's participation in education and training. Local authorities are required to collect information to identify young people who are not participating, or who at risk of not doing so and to target resources on those who need them most. The September Guarantee (see definition in Annex 1) is a key performance measure used by DfE.
- 39 The figures, published by the DfE, show the proportion of young people receiving an offer of education or training in each local authority area in September 2020. An offer was made to 95.9 per cent of young people in London, compared with 94.3 per cent nationally.
- 40 Updated figures for 2021 are expected in January 2022.

¹¹ <https://explore-education-statistics.service.gov.uk/find-statistics/participation-in-education-and-training-and-employment/2020>

Participation in Education and Training by Londoners aged 16 and 17

- 41 The source of data analysed in this section is “Participation in Education, Training and Employment by 16 to 18 year-olds in England”, March 2021 (DfE/ONS).
- 42 The participation rates in London and nationally in March 2021 were higher than March 2020.

	Mar 2017	Mar 2018	Mar 2019	Mar 2020	Mar 2021	Change in Year in percentage points (March to March)	
England	92.1%	92.0%	92.5%	92.6%	93.2%	0.6	▶
London	94.4%	94.4%	94.9%	95.5%	96.0%	0.5	▶

Table 2: From “Participation time series: proportion of 16 to 17 year-olds recorded in education and training in March 2021 (extracted from “16 to 17 year-olds recorded in education and training and NEET by each local authority 2021)”, March 2021 (DfE / ONS)

- 43 Participation of both 16 year-olds and 17 year-olds in London are above the national averages and are both above 90 per cent. The gap between the two ages is now down to three percentage points.
- 44 Female participation remains higher than male in both age groups nationally and regionally.

	Number of 16 year olds known to LA	% 16 year olds recorded as participating in education or training			Number of 17 year olds known to LA	% 17 year olds recorded as participating in education or training		
		Female	Male	Total		Female	Male	Total ²
England	596,630	96.7%	94.9%	95.8%	586,250	92.7%	88.9%	90.6%
London	91,720	98.2%	96.8%	97.5%	90,990	95.7%	93.3%	94.5%

Table 3: From: “Participation by age and gender: proportion of 16- to 17-year-olds recorded in education and training in March 2021 (extracted from “16 to 17 year-olds recorded in education and training and NEET by each local authority 2021)”, March 2021 (DfE/ONS)

- 45 Participation in full-time education and training is far higher in London than the national average, but participation in Apprenticeships is much lower. This pattern of participation has existed for several years.

Transition from Key Stage 4 to Key Stage 5.

- 46 Although we have noted that the participation rate of 17 year-olds has improved in recent years, there is still a gap between participation rates of 16 and 17 year-olds. This shows that early leaving from education and training is still an issue. The report from the London Post-16 Education Trajectories Review¹² demonstrates this gap.

	Number of 16-17 year olds known to the LA	Proportion (%) of 16 and 17 year olds recorded as participating in:					
		Full time education and training	App' Ship	Work based learning	Part time education	Employment combined with study	Other
England	1,182,880	87.4	3.8	1.1	0.1	0.6	1.2
London	182,710	93.4	1.4	0.7	0.1	0.6	0.2

Table 4: From: "Participation by type of learning proportion of 16 to 17 year-olds recorded in education and training in March 2021 (extracted from 16 to 17 year-olds recorded in education and training and NEET by each local authority 2021)", March 2021, (DfE / ONS)"

- 47 The summary of participation by different ethnic groups shows a lower than average rate of participation by young people who are white or of mixed race (Table 5).

	White	Mixed race	Black or black British	Asian or Asian British	Chinese	Other	Total
England	92.5%	93.7%	96.6%	97.0%	98.3%	94.8%	93.2%
London	94.8%	95.6%	97.0%	98.1%	98.5%	96.1%	96.0%

Table 5: "Participation by ethnicity: proportion of 16 to 17 year-olds recorded in education and training in March 2021 (extracted from "16 to 17 year-olds recorded in education and training and NEET by each local authority 2021", March 2021, (DfE / ONS)"

¹² https://www.london.gov.uk/sites/default/files/londons_post-16_trajectories_0.pdf

- 48 The participation rate of young people with SEND is far higher in London than the national average. In London 12.9 per cent of young people known to their local authority have SEND, comprising 4.1 per cent with an Education Health and Care Plan (EHCP) or Statement of SEN and 8.9 per cent with SEN Support. The comparative figures for England are 11.8 per cent, 4.1 per cent and 7.6 per cent.

	with SEND (EHCP or Statement)		without SEND		Total	
	Number known to LA	% recorded as participating in education or training	Number known to LA	% recorded as participating in education or training	Number of 16-17 year olds known to the LA*	% recorded as participating in education or training
England	49,450	89.2%	1,043,240	93.9%	1,182,880	93.2%
London	7,490	93.7%	159,050	96.5%	187,710	96.0%

*Includes young people on SEN Support

Table 6: Participation – SEND status (extracted from 16- to 17-year-olds recorded in education and training and NEET by each local authority 2021), March 2021, (DfE/ONS)", March 2021(DfE/ONS)

- 49 The statistics show that a greater proportion than the national average participate in full-time education and training in London and fewer in Apprenticeships. Although there are proportionally fewer young people than nationally in employment combined with study (which meets the duty to participate) and employment with non-regulated qualifications (which does not meet the duty), focusing on these young people and their employers offers opportunities to increase Apprenticeship places in London.

	Meeting the Duty				Not meeting the Duty		
	Full-Time Ed. and Training	App's	Emp. Combined with Study	Working towards participation	Part-Time Ed.	Emp. with Non-regulated quals	Temp. break from learning
ENG	88.7%	3.8%	0.6%	0.2%	0.1%	1.7%	0.4%
LON	94.2%	1.4%	0.3%	0.2%	0.1%	0.5%	0.2%

Table 7: From Proportion of 16 – 17 year-olds meeting the duty to participate (extracted from 16 to 17 year-olds recorded in education and training and NEET by each local authority 2021), March 2021, DfE / ONS

Londoners aged 16 and 17 not participating in education, employment and training (NEET)

- 50 The source of data analysed in this section is 16 to 17 year-olds recorded in education and training and NEET by local authority 2021, March 2021 (DfE/ONS).
- 51 Analysis of the combined NEET and status 'not known' figures (published in March 2021 as part of the Participation and NEET dataset) show that a higher proportion of males than females in both age groups are either NEET or 'not known'.

Average Dec 2020 to Feb 2021]	Ages 16 and 17 combined					
	Total known to the local authority			NEET Proportion (inc. not known) percentage		
	All	Males	Females	All	Male	Female
England	1,181,090	585,630	556,610	5.5	6.3	4.6
London	181,790	92,340	89,080	4.0	4.8	3.2

Table 8: NEET and status 'not known', ages 16 and 17 combined (extracted from 16- to 17-year-olds recorded in education and training and NEET by each local authority 2021) (DfE/ NS)

- 52 The position of young people recorded as NEET or not known for each ethnic group and by SEND status is similar to that of participation.

Average Dec 2020 to Feb 2021	White	Mixed race	Black or black British	Asian or Asian British	Chinese	Other	All
England	5.8%	5.6%	3.7%	2.7%	1.9%	5.0%	5.5%
London	4.7%	4.5%	3.5%	1.9%	1.7%	4.2%	4.0%

Table 9: NEET and not known by ethnicity (extracted from 16 to 17 year-olds recorded in education and training and NEET by each local authority 2021), March 2021, DfE / ONS

Average Dec [YEAR]. to Feb [YEAR]	with SEND		without SEND		Total	
	Number known to LA	% recorded as NEET or not known	Number known to LA	% recorded as NEET or not known	Number known to the LA	% recorded as NEET or not known
England	48,960	9.3%	1,042,620	4.9%	1,181,090	5.5%
London	7,310	6.0%	158,240	3.5%	181,790	4.0%

Table 10: NEET by SEND Status (DfE/ONS), (extracted from 16 to 17 year-olds recorded in education and training and NEET by each local authority 2021), March 2021, DfE/ONS

NEET National Statistics

- 53 The source of data analysed in the paragraph is the NEET Annual Brief for 2020 produced by the DfE / ONS on 11 March 2021¹³.
- 54 These statistics use a different methodology to the participation statistics and consequently the two sets are not directly comparable. The NEET statistics are mainly aimed at Ministers and national bodies and therefore provide limited analysis at regional level, and no coverage of individual local authorities.

National Statistics – England as a whole	Age							
	16	17	18	16-17	16-18	16-24	18-24	19-24
Q4 (Oct to Dec) 2020	3.8%	2.0%	12.6%	2.9%	6.1%	11.5%	13.8%	14.0%
Q4 2021	4.3%	4.7%	13.1%	4.5%	7.5%	11.3%	13.0	13.0%

Table 11: Age breakdown of people aged 16 to 24 NEET (NEET Annual Brief 2020), March 2021, DfE/ONS

- 55 A breakdown of the labour market status of people aged 16 to 24 who were NEET in Quarter 4 2021 is given in Table 12. This is a useful reminder that the terms ‘NEET’ and ‘unemployed’ are not synonymous and that, in seeking to address the level of NEET, almost a quarter of 16 and 17 year-olds who are NEET do not want a job and fewer than half are not unemployed.

ILO unemployed less than 6 months	29.4%		Inactive - Looking after family/home	Inactive - Long-term/temporary sick	Inactive - Other
ILO Unemployed more than 6 months	17.5%				
Inactive, wants a job	30.0%	53.0%	9.5%	20.7%	22.8%
Inactive, does not want a job	23.0%				

Table 12: Labour market status of people aged 16 to 24 NEET, NEET Annual Brief 2020), March 2021, (DfE/ONS)

- 56 The NEET rate of people aged 16 to 24 with a health condition is 45.1 per cent and for those without a health condition is 23.2 per cent. Approximately 36 per

¹³ <https://www.gov.uk/government/statistics/neet-statistics-annual-brief-2020>

cent of the people aged 16 to 24 who are NEET have a health condition and the proportion of the 16 to 24 population with mental health condition has increased from 7.7 per cent in 2012 to 20.8 per cent in 2020. Increases of this nature have also been felt in the people in that age group who are NEET. There has been an increase in the proportion of young people who are NEET and have a mental health condition (mental health now comprises approximately half of all the people who are NEET because of a medical condition /long-term or temporary sick).

- 57 At a London level, the proportion of people aged 16 to 24 who were NEET (see Table 13) was 11.5 per cent – the same as the national figure.

Region	Quarter 4 (October to October)							
	2017		2018		2019		2020	
	Volume	%	Volume	%	Volume	%	Volume	%
England	644,944	11.0%	650,795	11.3%	641,152	11.3%	662,270	11.5%
London	93,293	10.3%	120,818	13.3%	98,199	10.7%	104,575	11.5%

Table 13: Timeseries by age of NEET (age 16 to 24) estimates from the Labour Force Survey (DfE) (NEET Annual Brief 2020), March 2021, (DfE/ONS)

Other factors affecting effective participation

Pupil absences 2020

58 The latest figures from the DfE were published on 27 May 2021 (updated 1 July 2021)¹⁴ and are at a national level only. The overall absence rate was 40.7 per cent in all State-funded Secondary Schools, with 7.0 per cent of sessions recorded as not attending due to Covid circumstances. In Pupil Referral Units (PRUs), the rates were 31.0 per cent overall, of which 17.3 per cent were authorised and 13.7 per cent were unauthorised.

Pupil absences 2020 (England)	Overall absence	Authorised absence	Unauthorised absence
All State-funded Secondary schools	5.7%	3.9%	1.8
Persistent Absences			
Year 11			6.9%
Year 12 and above			5.5%

Table 14: Pupil absence in schools in England: autumn 2020, July 2021, (DfE/ONS)

Exclusions¹⁵

59 Although permanent exclusions and temporary exclusions (suspensions) were possible throughout the 2019 to 2020 academic year, lockdown arrangements and school closures had a significant effect on the numbers recorded.

Nationally, the rate of permanent exclusions from all State-funded schools fell from 0.10 per cent to 0.06 per cent in 2019 to 2020. The suspension rate fell from 5.36 per cent to 3.76 per cent over the same period. In state-funded secondary schools the reductions were from 0.20 per cent to 0.13 per cent in the case of exclusions and 10.75 per cent to 7.43 per cent in suspensions.

60 In the case of 16 to 18 year-olds, the figures are disaggregated for Inner and Outer London and the position, shown in Table 15 indicates that is that there were marginally more 16 year-olds excluded and suspended in Outer London than Inner London; marginally more 17 year-olds suspended in Outer London than Inner London and more 18 year-olds suspended in Inner London than Outer London, though in each case the differences are fractional.

¹⁴ <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-autumn-term-2020>

¹⁵ <https://www.gov.uk/government/statistics/permanent-exclusions-and-suspensions-in-england-2019-to-2020>

Permanent exclusions and suspension rates 2019/2020	Inner London		Outer London	
	Exclusions	Suspensions	Exclusions	Suspensions
Age 16	0.01%	0.99%	0.03%	1.13%
Age 17	0.00%	0.67%	0.00%	0.71%
Age 18	0.04%	3.05%	0.04%	2.41%

Table 15: Permanent exclusions and suspensions by characteristic, July 2021, updated September 2021, (DfE/ONS)

61 Nationally and as a total for all age groups, boys continue to have a higher permanent exclusion rate than girls (0.09 per cent against 0.02 per cent).and suspension rates (5.30 per cent against 2.16 per cent). The rates are higher for pupils eligible for FSM (0.16 per cent against 0.04 per cent in the case of exclusions and 9.34 per cent against 2.58 per cent for suspensions) and those with SEND (0.10 per cent of those with an EHCP against 0.04 per cent of those without SEN in exclusions and 11.70 per cent to 2.43 per cent in the case of suspensions). Gypsy / Roma pupils have the highest rates of exclusions (0.24 per cent) and suspensions (15.28 per cent). Pupils of mixed white and black Caribbean ethnicity have the second highest rate of permanent exclusion.

Off-rolling

- 62 Although there is no official definition of off-rolling, Her Majesty's Chief Inspector, in their annual report in 2018, defined it as "the practice of removing a pupil from the school without a formal permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."
- 63 The report explained that Ofsted found that 19,000 pupils in England did not progress from Year 10 in 2017 to Year 11 in 2018 (4 per cent of Year 10 pupils), of whom the destination of 9,700 was unclear because they had not reappeared in another state-funded school. Of those who moved, Ofsted reported that 30 per cent had SEND (compared with 13 per cent of pupils without SEND) and 54 per cent were eligible for FSM (compared with 28 per cent of all pupils)
- 64 No regional or local breakdowns of these figures were provided, and no update of Ofsted's analysis has been published.

Achievement

Headlines

- 65 London's overall performance at Key Stage 4 is the best in the country, but this advantage is not being built on at Key Stage 5 – although the position at age 19 is much better than at Key Stage 5. There are persistent performance gaps based on where students live and their personal characteristics.
- 66 However, the position in London at Key Stage 5 has been improving steadily over the past three years and the performance gap has closed considerably.
- 67 There are some limitations in the data that are published for 2019 to 2020. This is because of the different way in which grades were awarded. Consequently, some data that would have been available at a regional and local level were not published.
- 68 Overall, London's APS per entry in all level 3 qualifications at Key Stage 5 was 37.5 points in 2020 to 2021, while the equivalent for England was 36.8 points.
- 69 At age 19, 71.4 per cent of Londoners achieved level 2 (68.3 nationally) and 66.8 per cent achieved level 3 (57.4 per cent nationally).

Background

- 70 The overall performance of London at Key Stage 4 (when GCSE and other level 2 qualifications are usually taken) has completely turned around in the last 20 years. Previously, London was the worst performing region in England and now it is the best. A significant body of research has attributed this turnaround to various factors, but most commonly the investment and collaboration brought through London Challenge – a package of measures implemented between 2003 and 2011 to transform the performance of London’s secondary schools - and a concerted focus on teaching and learning are cited to explain this phenomenon (though there is evidence to suggest that improvement was under way before London Challenge was introduced and improvement has certainly continued at a pace in the ten years since London Challenge came to an end).
- 71 However, this improvement has not filtered through into Key Stage 5 (GCE A levels and other level 3 qualifications), where London is experiencing only incremental improvement and still has some way to go to establishing the same position as it does at Key Stage 4.
- 72 Despite this, London’s overall performance by the age of 19 improves considerably. This implies that many of those who do not achieve well at Key Stage 4 need more time at Key Stage 5 to achieve Level 3 qualifications, because they are ‘catching-up’ in their first year of post-16 learning. This inherent need for ‘catch-up’ has been exacerbated during the Covid-19 pandemic and its long periods of closing educational settings. While these educational settings made valiant attempts to replace face-to-face teaching with online learning, our Summary of the Evidence Base (which is based on reviews of the considerable body of research into the effects of lockdowns and closures on young people’s education and training) shows that many young people have fallen behind where they would normally expect to be. The need for ‘catch-up’ was identified before the Covid-19 pandemic arrived and it is likely that those young people who would ordinarily have benefited from a longer period of study at level 3 (whether in theoretical/academic subjects or vocational/technical pedagogies) will have been particularly badly hit by disruption to learning during Covid-19.

- 73 The main issue in London therefore is one of performance gaps. The most apparent is location, where young people from more prosperous neighbourhoods tend to get much better results than those from more disadvantaged areas (this is clear when comparing different boroughs, but closer analysis of wards – or even lower super output areas within boroughs – also exhibit this feature). Eligibility for FSM is a useful proxy measure for deprivation. The connection between location and deprivation against a broad set of indicators relating to children and young people (such as the IDACI) is well-established.
- 74 There are also performance gaps based on student characteristics: students with SEND have lower rates of attainment than other students.

Achievement at Key Stage 4 (GCSE, GCE A level and other level 2 and 3 qualifications)¹⁶

Background

75 The latest national statistics on GCSE, GCE, Applied GCE A-level and other equivalent results for 2019 / 2020 produced by the DfE were released on 26 November 2020 and updated on 15 February 2021.

76 The headline accountability measures are:

- Attainment 8
- Progress 8
- Attainment in English and maths at grade 5 or above
- English Baccalaureate (EBacc) entry
- Average point score per pupil
- Pupil destinations after key stage 4.

Please see annex 1 for definitions of these terms and the following section of this report for details of pupil destinations.

77 Due to the Covid-19 pandemic and the decision to change the basis of awarding grades in 2020, the government decided not to publish the full range of performance data for individual educational settings, and this has meant that we are unable to report on some of the analyses that would usually be available. Progress 8 statistics have also not been published for 2020

¹⁶ <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2019-20>

GCSE Performance in London – academic year 2019 / 2020

Attainment 8

- 78 The average Attainment 8 score for state-funded schools in London in 2020 was 53.2 This represents an increase of 3.5 points compared with the data for 2019. The national average Attainment 8 score for state-funded school pupils in 2020 was 50.2 (3.4 points higher than 2019).

Attainment in English and mathematics at grades 4/5 or above

- 79 The headline attainment measure requires pupils to achieve a grade 5 or above in either English Language or Literature (with no requirement to take both) and to achieve a grade 5 or above in EBacc maths
- 80 In 2020 the percentage of London pupils who achieved a grade 9 to 4 pass in English and maths GCSEs was 75 per cent. In the previous year the percentage of pupils who achieved these grades was 69 per cent.
- 81 The national percentage of pupils in the state-funded sector who achieved a grade 9 to 4 pass in English and maths GCSEs in academic year 2019/2020 was 71 per cent (an increase from the 65 per cent recorded for the previous year).
- 82 In 2019/2020 in London, the percentage of pupils who achieved a grade 9 to 5 pass in English and maths GCSEs in state-funded schools was 55 per cent (49 per cent in the previous year).
- 83 The national percentage of pupils in the state-funded sector who achieved a grade 9 to 5 pass in English and maths GCSEs in 2019/2020 was 50 per cent (43 per cent the previous year).

English Baccalaureate (EBacc)

- 84 In London, for 2019/2020, the percentage of pupils in state-funded schools at the end of key stage 4 entered for the EBacc was 55 per cent (54 per cent in the previous year). In England (state-funded), the percentage in both 2018/2019 and 2019/2020 was 40 per cent.
- 85 The average point score in EBacc in London in 2019/2020 was 4.8 in London and 4.4 in England.

Achievement at Key Stage 5 (A Level and other level 3 results) 2019 to 2020

Background

86 As a result of the government's measures to contain the spread of Covid-19, educational settings were required to close in two periods (March to June 2020 and December 2020 to March 2021). Public examinations – covering theoretical and vocational subjects – were replaced by a centred-assessed method of awarding grades. This different methodology led to the government agreeing not to publish some of the statistics that would normally be expected.

87 The headline measures are:

- **Progress:** The progress of students is the focus of the new accountability system. This measure is a value added progress measure for academic and Applied General qualifications, and a combined completion and attainment measure for Tech Level and level 2 vocational qualifications. These figures are not available for 2019 to 2020.
- **Attainment:** The attainment measure shows the APS per entry, expressed as a grade and average points. Separate grades are shown for level 3 academic (including a separate grade for A level), Applied General, Tech Level and level 2 vocational qualifications, including a separate grade for Tech Certificate qualifications.
- **English and maths progress** (for those students who have not achieved a standard pass at GCSE at the end of key stage 4 – from 2017 a grade 4 or above): This measure shows the average change in grade separately for English and maths, for those students who did not achieve a pass at GCSE. The methodology for the measure is closely aligned with the condition of funding rules, which means that students that do not achieve a standard pass are required to continue to study English and/or maths at post-16.
- **Retention:** As the participation age has increased to 18 it is important that all young people access suitable education and training opportunities that they see through to completion. The retention measure therefore shows the proportion of students who are retained to the end of their main programme of study.

- **Destinations:** This measure is based on activity in the year after the young person took their A Level or other level 3 qualifications. Destinations are covered in the next section of this report.
- **Vocational qualifications:** This covers the proportion of students entering levels 2 and 3 vocational qualifications and their achievement.

A Level and Other Level 3 Performance¹⁷

88 The 2019 to 2020 headline performance for the state-funded sector in London for students aged 16 to 18 in schools and colleges entered for approved level 3 qualifications is that London's APS per entry was 37.5 points (more than five points higher than the previous year. The national figure for 2019 to 2020 was 36.8 points). A breakdown appears in Table 16:

	APS per entry	
	London	England
All level 3 students	37.5	36.8
A level students	38.9	38.4
Tech level students	31.5	29.8
Applied General students	31.1	31.2

Table 16: From "A level and other 16 to 18 results", (updated 23 September 2021), DfE/ONS

	APS per entry (England)	
	Female	Male
A level students	40.22	38.63
Tech level students	29.89	29.60
Applied General students	32.84	29.44

Table 17: From "A level and other 16 to 18 results", (updated 23 September 2021), DfE/ONS

89 In London, 21 per cent of students achieved three A* to A grades or better at A level, compared to 20 per cent nationally. The positions in 2018 to 19 were 12 per cent and 11 per cent respectively.

¹⁷ <https://explore-education-statistics.service.gov.uk/find-statistics/a-level-and-other-16-to-18-results/2019-20>

Value-added/distance travelled between Key Stages 4 and 5

- 90 There are no longer any regional or reliable national means of judging added-value or distance travelled between Key Stages 4 and 5, though there is some coverage of progress by the age of 25 based on GCSE attainment using the Longitudinal Education Outcomes Study.

Indicative Results for 2020 to 21

- 91 A limited initial analysis of the results of grades awarded in 2021 has been provided by Ofqual¹⁸, showing that the proportion of entrants being awarded A* to C grades was 88.2 per cent in 2021. This year, for all students in England, overall A level outcomes are higher at the top grades (A* to B) compared to 2020, and relatively stable at the lower grades (C to E). The DfE stated that the overall increase in outcomes this year compared to previous years may partly reflect the change in assessment arrangements, for example, teachers will have considered the multiple opportunities many students had to show what they had learned.
- 92 London region results moved up the regional rankings with the percentage of pupils being awarded A* to C grade increasing from 74.8 per cent in 2019 to 88.9 per cent in 2021.

¹⁸ <https://www.gov.uk/government/publications/analysis-of-results-a-levels-and-gcses-summer-2021>

Achievement at age 19¹⁹

Headlines

93. In 2019/2020, 85.2 per cent of the London population had attained a level 2 qualification by the age of 19 (this includes 75.1 per cent attainment by those who had been eligible for FSM while in school and 87.3 per cent attainment by those who had not been eligible for FSM while in school). In comparison, the figures for England were 81.3 per cent, 62.2 per cent and 84.2 per cent. The figures for English and maths are shown in Table 18.

Level 2 – including English and maths – attainment at 19 in 2020			
	FSM eligible	Not FSM eligible	Total
London	56.7%	74.6%	71.4%
England	44.0%	72.0%	68.3%

Table 18: From “Level 2 and Level 3 attainment in England at age 19 in 2020” (updated 9 June 2021), DfE/ONS

- 94 London had the highest attainment of the English regions of level 3 at age 19 (London exceeds the national average by over 9 percentage points) and the proportion of young people who have attained level 3 by the age of 19 having been eligible for FSM while in education is almost 18 percentage points higher in London than the national average (Table 19).

Level 3 – attainment at 19 in 2020			
	FSM eligible	Not FSM eligible	Total
London	53.6%	69.6%	66.8%
England	35.9%	60.7%	57.4%

Table 19: From “Level 2 and Level 3 attainment in England at age 19 in 2020” (updated 9 June 2021), DfE/ONS

¹⁹ <https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2020>

Apprenticeships²⁰

Headlines

- 95 The statistics for Apprenticeship starts and achievements used in this report were published by the DfE on 7 October 2021. The latest statistics (Table 20) for 2020 to 2021 show that the total number of 16 to 18 Apprenticeship starts represent approximately 1.4 per cent of the cohort.
- 96 There has been a steady decline in Apprenticeship starts by 16- to 18-year-olds in London for several years (Table 20 shows the trend over the last three years). Although the government provided additional support to apprentices and employers to ensure continuity of learning during the pandemic, there was a dramatic reduction in starts towards the end of 2019 to 2020 academic year (which necessitated exceptional funding support to maintain the fabric of the provider base).
- 97 The early signs for 2021 to 2022 are that, despite the opening-up of various sectors of the economy, Apprenticeship starts are showing a relatively sluggish recovery with some employers/sectors returning to pre-pandemic levels of recruitment while others have yet to reach these levels.

²⁰ <https://www.gov.uk/government/statistics/apprenticeships-and-traineeships-october-2021>

Apprenticeship Starts aged 16 to 18 (London)						
	Total starts 2018/19	Total starts 2019/20	Total starts 2020/21	Achievements 2015/16	Achievements 2016/17	Achievements 2017/18
Intermediate Apprenticeship	3,050	2,010	1,180	1,930	1,190	670
Advanced Apprenticeship	3,060	2,310	1,590	1,790	1,160	690
Higher Apprenticeship	480	480	420	420	120	120
Total	6,590	4,800	3,120	3,840	2,470	1,480

Table 20: From “Apprenticeships and Traineeships” (updated 7 October 2021)
DfE/ONS.

Quality of Provision

98 Even under normal circumstances it is difficult to derive inspection results for 16 to 18 provision alone. With the programme of inspections having been suspended during the first lockdown (and only gradually restarting as schools colleges and training providers physically reopened), it is not possible to provide an accurate current picture on the state of quality in London's education and training provision. Ofsted's Dataview²¹ indicates that London's schools inspection results have been improving year-on-year over five years (at least) and that its grade profile is the best in England. In FE and skills, there is no consistent trend of improvement and the grade profile is comparable with the national average.

²¹ <https://public.tableau.com/app/profile/ofsted/viz/Dataview/Viewregionalperformancevertime>

Progression

Destination measures

Headlines

99. For some time, a larger proportion of young Londoners have progressed through the education system into Higher Education (HE) than the average for England. As there is a time-lag in the calculation of positive destinations, the latest available data relates to those who completed their studies in 2019 (the figures for 2020, when more young people than expected achieved grades at level 3 – mainly A levels – that enabled them to enter HE are expected to be released in November 2021). In 2019 the gap between London and the national average was 9.5 percentage points, only a marginal reduction on the 2018 figures.
100. However, in overall terms, London has a lower proportion of young people achieving a sustained positive destination at the end of Key Stage 5. This suggests that while London's education system excels at providing HE students, it is less successful in securing positive outcomes for those young people who either do not wish to go to university or did not achieve the required grades.

Background

101. The national statistics on Destinations of key stage 4 and 5 students: 2019 were updated on 20 May 2021 and show the percentage of young people progressing to specified destinations in 2020. These are young people who completed key stage 4 (KS4) and key stage 5 (KS5) in 2019.
- The KS4 measure is based on activity the year after the young person finished compulsory schooling.
 - The KS5 measure is based on activity in the year after the young person took their A Level or other level 3 qualifications.
102. Destination measures show the percentage of pupils or students going to or remaining in an education and/or employment destination in the academic year after completing their KS4 or KS5 studies.
103. To be counted in a destination, young people have to be recorded as having sustained participation for a 6-month period in the destination year. This means attending for all of the first two terms of the academic year (October 2018 to

March 2019) at one or more education providers; spending five of the six months in employment or a combination of the two.

Destinations from state-funded mainstream schools in the year after taking KS4 (YEAR)

- 104 94.5 per cent of young people were recorded as being in a sustained education or employment/training destination in the year after KS4, which is fractionally above the national figure (this has remained static both regionally and nationally for the last two years).
- 105 89.5 per cent of young Londoners were recorded as being in a sustained education destination, which compares to 84.8 per cent nationally.
- 106 School Sixth Form remains the most popular destination for young Londoners with 55.4 per cent moving to this destination. This also remains the most popular destination nationally, although the national figure of 36.8 per cent has been significantly lower than London for several years.
- 107 The next most popular destination was further education college at 23.0 per cent, compared to 34.8 per cent nationally.
- 108 11.1 per cent of young people in London were studying in a sixth form college, compared to 13.2 per cent nationally.
- 109 1.4 per cent were taking an Apprenticeship, compared to 4.1 per cent nationally.
- 110 4.1 per cent of young people regionally (5.0 per cent nationally) did not remain in education or employment/training for the required two terms and 1.3 per cent of young people regionally and 0.9 per cent nationally were not captured in the destination data.

Destinations from state-funded mainstream schools and colleges in the year after taking A Level or other Level 3 qualifications (2015/16)

- 111 87.2 per cent of young people in London were recorded as being in a sustained education or employment/training destination in the year after they took their A Level or other level 3 qualification, which compares to 88.2 per cent nationally.
- 112 4.3 per cent of young Londoners were studying in a further education college (4.8 per cent nationally).
- 113 3.6 per cent were taking an Apprenticeship, compared to 6.8 per cent nationally.
- 114 60.5 per cent of young Londoners went to a Higher Education (HE) Institution, compared with 51.0 per cent nationally and 21.6 per cent of young Londoners studied at the top third of HE Institutions, compared with 16.7 per cent nationally. The Russell Group of Universities (including Oxford and Cambridge) accounted for 18.4 per cent of young Londoners and 14.7 per cent nationally.
- 115 15.4 per cent of young people were recorded as being in sustained employment and/or training in London, compared with 23.3 per cent nationally.
- 116 8.0 per cent of young people regionally (8.1 per cent nationally), did not remain in education or employment/training for the required two terms (both unchanged).
- 117 4.8 per cent of young people in London were not captured in the destination data, compared to 3.7 per cent nationally.

Other Destinations Data

Higher Education Journey of Young London Residents 2020²²

118 London Councils and Continuum - University of East London have been collaborating over the past several years to examine the higher education journey of young London residents. The report for 2020 explores and discusses not only various aspects of achievement in HE but also provides a commentary on graduate employment in London.

Graduate outcomes (Longitudinal Education Outcomes (LEO))²³

119 LEO is published by the DfE as Official Statistics and provides details about graduate outcomes including employment and earnings, based on educational setting, subject studied and graduate characteristics. It provides information in each Tax Year one, three, five and ten years after students leave HE and includes details of their prior attainment in the education and training system.

²² <https://www.londoncouncils.gov.uk/node/38402>

²³ <https://explore-education-statistics.service.gov.uk/find-statistics/graduate-outcomes-leo/2018-19>

Annex 1 Definitions and Abbreviations

Definitions

Term	Definition
Attainment 8	Attainment 8 measures the average achievement of a pupil across 8 subjects including maths (double weighted), English (double weighted if the combined English qualification, or both language and literature are taken), three further qualifications that count in the EBacc and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
Claimant count	The Claimant Count measures the number of people claiming unemployment related benefits. There is a large degree of overlap between the Claimant Count and unemployment, although the latter figures are generally much higher. People who are not claimants can appear among the unemployed if they are not entitled to unemployment-related benefits (for example: people who are only looking for part-time work; young people under 18 who are not eligible for unemployment-related benefits; students looking for vacation work; people who left their job voluntarily). Some people recorded in the Claimant Count would not be counted as unemployed (for example: in certain circumstances people can claim Jobseeker's Allowance or Universal Credit while they have relatively low earnings from part-time work – these people would not be unemployed).
Education and training	A person is considered to be in education or training if any of the following apply: <ul style="list-style-type: none">– they are enrolled on an education course and are still attending or waiting for term to (re)start– they are doing an apprenticeship– they are on a government supported employment or training programme– they are working or studying towards a qualification

	<ul style="list-style-type: none"> – they have had job-related training or education in the last four weeks.
Employment	<p>“In employment” includes all people in some form of paid work, including working part-time. People not in employment are classed as either unemployed or economically inactive.</p> <p>Unemployed people are those who have been looking for work in the past four weeks and who are available to start work within the next two weeks. Economically inactive people are those who have not been looking for work and / or who are not available to start work (for example, because they are students or because they are looking after dependents at home).</p>
Not Known (in the context of ‘participation’)	<p>Young people who are known to have left an educational establishment in the area but whose current activity is not known. This is because of one of the following:</p> <ul style="list-style-type: none"> - the current situation of the young person is not known with certainty - the young person cannot be contacted (the government provides local authorities with guidance they need to follow to enable them to classify a young person in this way) - the local authority has contacted the young person who has refused to disclose their current activity.
Progress 8	<p>Progress 8 captures the progress a pupil makes from the end of key stage 2 to the end of key stage 4. Progress 8 is calculated for individual pupils only to calculate a school’s Progress 8 score. A Progress 8 score of 1.0 means pupils in the group make on average a grade more progress than the national average; a score of -0.5 mean they make on average approximately half a grade less progress than average.</p>
September Guarantee	<p>The September Guarantee, which ensures that all 16- and 17-year-olds are offered, by the end of September, a suitable place in education or training, helps local authorities fulfil their duty to provide education and training to young people and find them a suitable place. It also helps them to work with their partners, particularly schools and colleges, and to agree how the process</p>

	<p>will work in their area. The offer should be appropriate to the young person's needs and can include:</p> <ul style="list-style-type: none"> - full-time education in school sixth-forms or colleges - an apprenticeship or traineeship - employment combined with part-time education or training.
Statutory duties (Raising the Participation)	<p>In essence, local authorities must “encourage, enable and assist young people to participate in education or training” (Statutory Guidance). The relevant duties set out in legislation are:</p> <ul style="list-style-type: none"> - To secure sufficient suitable education and training provision for all young people in their area who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care (EHC) plan is maintained. (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). - To make available to all young people aged 13 to 19 and to those aged between 20 and 25 with Special Educational Needs Disabilities (SEND) support that will encourage, enable or assist them to participate in education or training (Section 68 of the Education and Skills Act 2008, as updated by Section 20 of the Children and Families Act 2014). - To 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 of the Education and Skills Act 2008). - To identify 16- and 17-year-olds who are not participating in education or training (Section 12 of the Education and Skills Act 2010).
Statutory participation in education and training	<p>(This is a simplified expression of the definition of ‘participation’ as a result of the Education and Skills Act 2008, which raised the participation age in education and training to 18 years old.)</p> <p>Raising the participation age does not mean staying in school,</p>

	<p>young people have a choice about how they continue in education or training post-16. The three primary ways for a young person to participate are:</p> <ul style="list-style-type: none"> - full-time study in a school, college or with a training provider - full-time work or volunteering (20 hours or more) combined with part-time education or training leading to relevant regulated qualifications; or - an apprenticeship, traineeship or supported internship. <p>Where young people, who would normally be under a duty to continue to participate post-16, have already attained level 3 qualifications of sufficient size, for example two A levels, they are no longer required to participate but may benefit from support to continue their education or training or get a job.</p>
Unemployment	<p>Unemployed people are:</p> <ul style="list-style-type: none"> - without a job, have been actively seeking work in the past four weeks and are available to start work in the next two weeks - out of work, have found a job and are waiting to start it in the next two weeks.
Young people	<p>Young people are defined as those aged between 16 to 24 years old. Statistics of this group are divided as follows: 16 year-olds, 17 year-olds, 18 year-olds and 19 to 24 year-olds. These divisions reflect the different statutory duties of local authorities and other institutions providing services to these people.</p> <p>Statistics of young people with Special Educational Needs and / or Disabilities (SEND) are reported separately. Reports are also broken down by gender and ethnicity.</p>

Abbreviations

Abbreviation	Definition
DfE	Department for Education
EBacc	English Baccalaureate
EHCP	Education, Health and Care Plan
FE	Further Education
FSM	Free School Meals
GLA	Greater London Authority
GRT	Gypsy, Roma, Traveller
HE	Higher Education
IDACI	Indices of Deprivation Affecting Children Index
KS5	Key Stage 5
KS4	Key Stage 4
NEET	Not in Education, Employment or Training
ONS	Office for National Statistics
PRU	Pupil Referral Unit
SEND	Special Educational Needs and / or Disabilities

Young People's Education and Skills Board

Action Plan 2021/2022

Item: 8

Date: 21 October 2021

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Summary This paper introduces and seeks the Board's approval of the Young People's Education and Skills Action Plan 2021/22. The Action Plan completes the process through which the Board has discussed the analysis of the evidence base and data about young Londoners' education and skills, subsequently agreeing the policies, priorities and actions.

Recommendation The Board is asked to discuss the draft Action Plan, propose amendments as necessary and agree to adopt the Action Plan.

1 Background

- 1.1 Over the year, the Board has been provided with an analysis of the evidence about the key issues impacting on education and training of 16- to 18-year-olds in London. At its last meeting, the Board agreed to the actions that should be taken forward in the year ahead. This paper provides a draft action plan that, if agreed, will provide the Young People's Education and Skills team in London Councils with the framework for its actions next year.

2 Purpose

- 2.1 The purpose of this paper is to provide the Board with a draft action plan, which it is invited to consider, amend as necessary, and adopt so that the team in London Councils can have the necessary direction in planning its activities in 2021 to 2022.

3 Action Plan for 2021 to 2022

- 3.1 A draft Action Plan, based on the Signposts to Action paper agreed at the last Board meeting, is attached for discussion, amendment and adoption by the Board. If agreed, it provide the team at London Councils with a framework for its work in 2021 to 2022 and for reporting progress to the Board. It will enable the team to engage with the Operational Sub-Group and steer its work and with partners and stakeholders on the activities that will have the greatest impact from the resources available.
- 3.2 The draft Action Plan has three parts:
- It provides a clear line of sight between each stage of its development: analyses of the evidence base and performance, consultation on the Options for Change, agreement on the Signposts to Action.
 - Compilation of the policy lines and actions agreed by the Board as a single point of reference.
 - The Action Plan that is intended to drive forward the agreed policies and actions, setting out the products / outputs of the Young People's Education and Skills team at London Councils and the collective impact of the work sponsored by the Board.

4 Recommendation

- 4.1 The Board is asked to discuss the draft Action Plan, propose amendments as necessary and agree to adopt the Action Plan.

Young People's Education and Skills Action Plan 2021 to 2022

October 2021

London Councils
59½ Southwark Street
London SE1 0AL

About Young People's Education and Skills

Young People's Education and Skills is a partnership body supporting local authorities to deliver their responsibilities for young people's participation, achievement and progression; and working with other partners who also have responsibilities for education, skills and employment of young people.

Sitting within London Councils, the cross-party organisation that works on behalf of London's 32 boroughs and the City of London, *Young People's Education and Skills* is the only forum in London where London government (Local Authorities and the Mayor/Greater London Authority (GLA)), representatives of educational settings¹ and business representatives come together strategically to review the crucial 14 to 19 stage of learning and consider the impact of education and skills on London's labour market and economy.

¹ We use the term "educational settings" to cover schools, academies, colleges, independent training providers and Apprenticeship/Traineeship providers in the public, public and third sectors.

Summary

In this document, we explain the process through which we have developed our action plan for 2021 to 22. We have brought together, in a single reference document, the policy lines and actions that we have developed through our planning process.

The process reaffirmed our purpose, principles and priorities.

This document concludes with the action plan that the Young People's Education and Skills Team at London Councils will take forward in 2021 to 2022.

Introduction

This is the culmination of a suite of documents in which we have reviewed and analysed the current state of the education and training ecosystem in London thoroughly and systematically.

This process of review and analysis, contextualised during the Covid-19 pandemic, has comprised:

- Gathering together each month the massive body of research into young people's education and skills and producing briefings and policy updates for councillors, London government officers, partners, educational settings and other stakeholders.
- Providing a thematic summary of the evidence base in which we distilled the monthly updates into a succinct analysis of the implications for London's education and skills system, identifying and sharing our understanding of the trends that were developing before the pandemic and how experience during Covid-19 has affected these trends. Taken together with research carried out before the pandemic, the summary of the evidence base suggested how we could move forward within the context of London's overall recovery programme.
- Reviewing London's performance in young people's effective participation in education and training in London, their achievements and progression into positive destinations (employment and further / higher education) to highlight disparities in performance based on students' characteristics and location, with particular emphasis on key transition points in the system.
- Consulting with partners and stakeholders on options for change.
- Summarising the feedback we received from this consultation and identifying policy options and signposts to action for different elements of the education and skills system in London, including the team in London Councils that supports the Young People's Education and Skills Board.

In this document, we have brought together the agreed policy lines and actions that the Board and team will take forward in 2021 to 2022. It provides both a ready reference to the position taken by the Young People's Education and Skills Board on different aspects of London's education and skills landscape and a statement of intent that underpins our accountability. It concludes with the action plan that the team will take forward in 2021 to 2022.

Our beliefs

We believe that:

- London will recover from Covid-19 - as it has always done when faced with challenges and disasters - by Londoners working together and revisioning what London will become. Working through and with the London Recovery Board to restore confidence in the city, minimise the impact on communities and build back better the city's economy and society, Young People's Education and Skills will be both a champion for young people and a means to transform their lives.
- Every young person deserves the best possible start in life. Because the skills, knowledge and experience they get while in school, college or training sets them up for the future, every young person needs a personalised programme of education and skills – and the support they need to reach their goals.
- Young people need to be confident in the value of their education and acquisition of skills – they need to appreciate the value of learning and be certain that what they learn will be relevant to achieving their goals in life.
- Because young people have such a range of options open to them, every young person should have 100 hours of experiences of the world of work while in education and receive high-quality face-to-face careers guidance at key transition points in their journey to adulthood and employment.
- Young people who would benefit from a three-year programme of study to achieve a Level 3 qualification should be able to do so, with their educational setting being assured of full funding.
- Ensuring that young people get the best out of their time in education or training requires the active engagement of a broad range of organisations; collaboration between these organisations is the best guarantee that young people will succeed in learning and in life.
- London's young people are entering one of the most competitive labour markets in the world - indeed, they are entering a truly global labour market - and the economy of the future will demand a workforce equipped with technical, professional and vocational skills. London's curriculum needs to face up to the challenges of the future.
- London needs a coherent and integrated education, skills and employment support offer to ensure more Londoners access the wealth of opportunities in the capital. The Mayor and London's boroughs want to start a conversation with central government about how devolution would move London closer to realising this vision.
- Young Londoners have voices that need to be listened to by decision-makers. We will support organisations that allow young people's opinions and ambitions to be articulated coherently and acted on.

Ways of working

Alignment with London's recovery missions

We are firmly committed to the London's recovery and there is joint membership of most of the Young People's Education and Skills Board and the London Recovery Board, its Taskforce, Mission Boards and task groups.

Data

We will recommend options and decisions based on a shared evidence base and published data. We will indicate the source of data and evidence we use and present our analyses clearly and transparently. Our principal sources of information will be GLA Intelligence and Intelligent London. Wherever possible, we will commission additional research in collaboration with other partners and stakeholders.

Partnerships

As a partnership-based organisation, we instinctively seek opportunities to collaborate with partner organisations (that is, organisations represented on our Board) and stakeholders (organisations that have an interest in the wider children, education, skills and employment systems in London) based on shared values and objectives. We will take part in purposeful partnerships and actively create new partnerships that are consistent with the Young People's Education and Skills remit and priorities, including equality and closing performance gaps at each phase of learning – participation, achievement and progression.

Engagement

We will take every opportunity to engage in open and honest dialogue with young people and businesses to ensure that our analysis of data and evidence, our proposals for action and our recommendations for decisions or action will have a positive effect on London's communities and economy.

Benchmarks

We will be transparent, realistic and ambitious in setting targets. In so many indicators used in the education and skills sector London's performance is leading the way among English regions. Where appropriate, we will measure London against

other world-class cities and jurisdictions to help preserve its status as one of the premier world cities.

Influence

We will take every opportunity to influence government to support medium-to-long-term reforms agreed by the Young People's Education and Skills Board.

The importance of the 16 to 18 phase in London's education and training system

Throughout the pandemic, we have been producing Briefings and Updates that summarise the major policy developments, statistics and considerable research output that have been issued by central and London government, research institutions, educational settings and their representative bodies, and other recognised experts. Our briefings have helped Board members and other leaders in London to engage in the London Recovery Board as well as in their organisations. The briefings reinforce the importance of the 16 to 18 phase of learning in London's recovery plans because:

- This is the period of life when young people choose their courses and learning pathway that will see them into adulthood and employment. The consequences of decisions made by 16 to 18-year-olds determine their prospects in ways that are more critical than at other times in their education journey. Although most young people make this transition smoothly, others need greater support.
- While London's education system has improved greatly in the last 20 years and the performance of its pre-16 provision excels at every stage, the system at key stage 5 (typically comprising 16 to 18 year-olds taking level 3 qualifications) still has some way to go to be consistently the best in the country and the best of comparable world-class cities, though these gaps are closing.
- London possesses excellent provision for young people aged 16 to 18 in every context - schools, colleges and independent providers – and tremendous support from businesses that see the benefit in investing in learning. We have a rich pool of talented young people who are looking to make their mark on the world. Bringing these elements together in new and resilient collaborations in the 16 to 18 phase will be a great contribution to London's recovery and its status as a premium world-class city.

Championing post-16

The Young People's Education and Skills Board's remit is to provide pan-London leadership in 14 to 19 education and skills in London, prioritising effective participation, achievement and progression to positive destinations. These priorities are crucial in London's recovery from Covid-19 as they increase the resilience of

young people and enable young Londoners to reach their potential and goals in life and contribute to stronger communities and business competitiveness in London.

The elements of delivering these priorities include:

- *Participation* – reduce the number of young people who are NEET and whose status is not known to their local authority and secure full participation.
- *Achievement* – increase resilience by improving attainment of Level 2 and Level 3 by 19 and reduce performance gaps.
- *Progression* – prepare young people for life, work and continuing learning.
- *Careers guidance* – enable young people and their families to make informed choices, taking forward *London Ambitions*, so that young people can take greater ownership over their learning, determine their own future and ensure they follow the right paths that enable them to succeed in their goals in life.
- *Special educational needs and disabilities (SEND)/High Needs* – support London's councils in their legal duties and contribute to a government review of the system supporting young people with SEND.
- *Technical Education* – increase take-up of technical education routes including Apprenticeships, Traineeships, T levels and vocational learning, including work experience.
- *Funding* – increase investment in education and training and its economic and social returns, ensuring equality across funding streams and education settings, work towards introducing three-year Level 3 programmes where they would help young people succeed and present the case for devolution of planning and funding of education and training for 16 to 18 year-olds.
- *Inclusion* – promote race equality, diversity and social justice by closing gaps in performance measured in participation, achievement and progression.
- *Social Mobility* – improve opportunities for young people to have better financial and social conditions than preceding generations in their families.
- *Homelessness* – provide young people with a stake in London's prosperity and the security of a home in which they can build their confidence, plan for their future, continue with their personal development and learning, maintain supportive relationships and take advantage of the opportunities available in London.

- *Youth Justice* – take action to divert young people and families away from criminal and anti-social behaviour, support young people with an offending background to reengage with civic society and build better future for themselves by acquiring and applying skills and talents that are of benefit to the community.
- *Youth Engagement* – ensuring young people participate fully in the decisions that affect them.

The education and skills system has suffered considerable shocks during the Covid-19 pandemic and the youth labour market, which had taken so long to recover following the financial crash over a decade ago, has declined significantly. This combination has had a detrimental effect on the confidence, morale and wellbeing of young Londoners.

Alignment with London's recovery missions

We demonstrate our firm commitment to London's recovery by joint membership of most of the Young People's Education and Skills Board and the London Recovery Board, its Taskforce, Mission Boards and task groups. In this plan, we are describing our remit in the context of the Recovery Missions and London's economic recovery framework, setting out our response to the evidence we have reviewed during the pandemic in the light of the Young People's Education and Skills Board's agreement of the key current issues and programme of work that is consistent with our remit and that aligns with the Recovery Missions.

Restoring lost confidence and building resilience are key elements of the London Recovery Plan and the Young People's Education and Skills Board is demonstrating how our work in the year ahead aligns with this plan by:

- Reducing the number of young people who are not in education, employment or training (NEET) and securing full and effective participation in education and skills provision to build young people's confidence in the future.
- Improving achievement of qualifications to provide young people with opportunities to develop their future career pathways and increase their resilience from any future labour market downturns.
- Increasing progression into further and higher education outcomes and into good work, preparing young people for adulthood and enabling them to continually develop their talents.

The Young People's Education and Skills Board's plans, delivered through London Councils, contributes to the work proposed by the London Recovery Board, particularly:

- The London Recovery Board's Young People's Mission includes the provision of mentoring support and excellent youth work – the Young People's Education and Skills Board's on-going work on supporting education and skills will form a component of a transformation in the prospects for young people, particularly in their desire for self-determination.
- The London Recovery Board's Good Work Mission includes the reduction of NEET and increase in youth employment – the Young People's Education and Skills Board has a track record in supporting London's councils and educational settings in securing high levels of participation in education and skills and progression to further study and jobs. The Good Work Mission underpins the development of London's Economic Recovery Framework, which consolidates the interconnection between the Missions into a unified programme of action and, in particular, providing appropriate support where it is needed most, ensuring that no Londoner is left behind and enabling services to be joined-up and accessed easily.
- The London Recovery Board's Mental Health and Wellbeing Mission, which seeks to remove the long-standing health inequalities that have been exacerbated by the pandemic. The Young People's Education and Skills Board had been addressing concerns about young people's mental health before the outbreak of Covid-19 and is looking for this to contribute to the recovery mission.

From policy to action

In the next section of this document, we are setting out the policy positions the Young People's Education and Skills Board has adopted in the course of the planning process and how these provide a framework for the actions we will be taking on 2021 to 2022. The resulting action plan is provided at Annex 1.

Participation

Policy Position

We remain committed to ensuring the full participation of all young Londoners in education or training, including Apprenticeships and Traineeships up to the age of 18.

The funding and planning systems should be reformed so that there is greater flexibility to provide for a wide range of individual needs and that the need for additional 'catch-up' provision (the need for which was evident before the pandemic) can be addressed.

Long term work and influence

We will work to reduce the gaps in participation that have been a long-standing feature of London's education and training system and support collaboration between educational settings in the interests of young people.

We will support campaigns that remove the 'digital divide' so that educational settings can adopt permanently online and remote learning that encourages greater ownership of learning.

We will continue to press for fully-funded three year level 3 courses to be made available when this works in the interests of young people.

We will press for devolution of all education and training for 16 to 19 year-olds.

We will highlight the increased demand for places for 16 to 19 year-olds in London and press for in-year funding to increase so that educational settings can exceed limits on recruitment with confidence that they will be fully funded.

Priorities and actions

Local authorities should work closely with educational settings in their area to ensure that all young people are supported to remain in post-16 learning.

Local authorities should, in particular, provide support to educational settings in cases where young people have missed a considerable amount of learning since the start of the Covid-19 pandemic.

Local authorities should promote various initiatives that educational settings could take-up to make up for lost learning and to adopt as permanent features in a post-pandemic pedagogy.

Achievement

Policy Position

We will support young Londoners' achievement of the qualifications they need to get on in life and work.

We will work to reduce attainment gaps based on individuals' characteristics and where they live.

Long term work and influence

We will promote applied general qualifications that are popular with students, businesses and educational settings pending the full roll-out of T levels.

We will support specialist provision that meets the needs of young people with specific support needs.

We will work with colleagues in the All-Party Parliamentary Group for London and Local Government Association to promote the role of local authorities in the new system of Post-16 technical education that will be implemented through the promulgation of a Skills and Post-16 Education Bill currently progressing through Parliament. Likewise, we will support the recognition of the Mayor of London's work with businesses as valid representative bodies expressing business' demand for a skilled workforce.

Priorities and actions

London government should support the further roll-out of T levels and the implementation of the government's proposals for an employer-led post-16 skills system.

Local authorities should work closely with educational settings in their area to ensure that all young people are supported to achieve the grades at levels 2 and 3 that accurately reflect their knowledge, talent and ability.

Educational settings should review collaborations that have developed during the pandemic to share effective practice and consider participating in them.

Progression

Policy Position

We are committed to ensuring that all young people succeed through London's 16 to 18 education and skills system.

We support the development of a genuine lifelong learning system and continuous development in work.

All organisations involved in the education and training system should work together to give all young Londoners the support they need to enjoy equal life chances as they move into adulthood.

Long term work and influence

We will work with the new structures delivering post-16 technical education to ensure that young people enter good jobs with training and opportunities for advancement.

We will advocate the introduction of an accountability measure to show the proportion of a school's key stage 4 cohort who went on to achieve Level 2 or Level 3 by aged 19, to incentivise good longer-term outcomes for all pupils.

We will work with the HE Sector and the All-Party Parliamentary Group for London to oppose the removal of London Weighting from HE funding in the capital.

Priorities and actions

London government should identify and share good practice between institutions with similar levels of prior attainment including successful transitions after key stages 4 and 5.

London government and educational settings should support collaborations that are focused on delivering the best outcomes for young Londoners.

Careers education, information, advice and guidance

Policy Position

We believe that all young people need to make informed choices about their personal route through learning to the outcome that will set them up for life.

Long term work and influence

We will work together to correct long-standing inconsistencies in the quality of careers education, information, advice and guidance provided to young Londoners.

As London appears to be well-placed to take forward the careers education, information, advice and guidance aspects of the Skills for Jobs White Paper, we will promote the case for London when the necessary legislation takes effect.

Priorities and actions

London government and other partners and stakeholders should support the introduction of Careers Hubs in London.

Educational settings should ensure that they have the processes in place to meet their statutory responsibilities to provide careers education, information, advice and guidance to their students, including providing information about Apprenticeships to all young people.

Special Educational Needs and Disabilities (SEND)

Policy Position

We will champion the cause of young Londoners with SEND, ensuring that there is sufficient high quality provision to prepare them for adulthood, further learning and, where appropriate, employment.

Long term work and influence

We will work towards fair funding for SEND provision in London, particularly for young people with high needs.

We will continue to make the case for reform of the system that supports the education and training of young Londoners and work with the government in the course of its review of high needs funding.

Priorities and actions

All involved in the provision of education and training for young Londoners with SEND should prepare for the implementation of reforms when the government presents its review of the system.

We will support the formation of the London Supported Employment Board.

Technical education

Policy Position

We will work towards the establishment of an integrated system of education, skills and employment support in London.

We support the reform of post-16 technical education and will work with the new structures to ensure the supply of high quality and well distributed learning opportunities across London.

We support the introduction of T levels and will provide any necessary support to educational settings to make them succeed.

Long term work and influence

We will support the promotion and expansion of T levels in London.

We will support the structures responsible for post-16 technical education to the extent provided for in forthcoming legislation, advocating in particular the uniqueness of the 16 to 18 phase in learning.

We will push for a greater role for local authorities in the emerging post-16 technical education system.

We support reforms to the Apprenticeship Levy system that enable young people and businesses to succeed in their goals.

Priorities and actions

Working with the All-Party Parliamentary Group for London and the Local Government Association, we will promote the case for closer involvement of London government in the new system for post-16 technical education in London.

Mental health

Policy Position

We encourage all organisations involved in the education and training of young Londoners to monitor students' mental health and draw on the many resources now available to provide individualised support to students who need help.

Long term work and influence

We will support campaigns that seek additional resources to address young Londoners' mental health issues.

We will press for the government to continue and expand the support it has provided to educational institutions so that they can improve students' mental health.

Priorities and actions

All involved in London's 16 to 18 education and training system should continue to prioritise mental health as we move into recovery from the pandemic.

Funding

Policy Position

We support the Association of College's Catch Up campaign. We support full funding for full-time 18 year-old students and increasing school and college funding to a minimum of £5,000 per student.

We call for fair funding for young people with high needs.

Long term work and influence

We will press for investment in the develop of specialist provision so that, at every stage of learning, those young people and adults who are struggling to reach the required standard are given additional support as a regular feature of London's learning ecosystem, particularly for those who have traditionally been at a disadvantage.

We will make the case for increased funding in submissions to the Spending Review, particularly for young Londoners with high needs.

Priorities and actions

All organisations involved in London's education and skills system should make the case for increased funding in submissions to the spending review.

Inclusion

Policy Position

We support the development of an inclusive learning ecosystem that provides additional support where needed so that young people can achieve their potential irrespective of their personal characteristics, family background or place of residence.

Long term work and influence

Given London's diversity, we will press for increased resources to support increased inclusion within the 16 to 18 education and skills system.

We will ensure that inclusion and diversity feature in submissions we make in response to consultations and calls for evidence.

Priorities and actions

All organisations involved in 16 to 18 education and skills in London should continue to monitor performance gaps and promote inclusion in all aspects of delivery.

Social mobility

Policy Position

We recognise the importance of social mobility as it incentivises young people to make the best out of the educational opportunities and is a dynamo for economic regeneration during London's recovery.

Long term work and influence

Social mobility is a longer-term result of a successful education system. The benefits of the action we take now may not be fully felt for some time. We are nonetheless committed to ensure that every young Londoner sets themselves ambitious goals in life and provided with the means to achieve them.

We will continue to promote social mobility, particularly in communities and neighbourhoods associated with intergenerational poverty.

Proposed priorities and actions

All organisations involved in London's education and training system for 16 to 18 year-olds should promote social mobility.

Quality improvement

Policy Position

The Young People's Education and Skills Board Constitution mandates it to focus on quality improvement and we attach great importance to that commitment. We will support local authorities and educational settings in the delivery of plans for continuous improvement. We believe that all young Londoners deserve the highest standards of teaching and learning in well run educational settings.

Long term work and influence

We will support local authorities in their dialogues with educational settings and also support the representative bodies of educational settings in sector-based initiatives that improve quality.

We will encourage greater investment in quality improvement and staff development.

Priorities and actions

Local authorities should continue to work with educational settings to ensure continuous quality improvement.

Educational settings could evaluate the various tools and techniques that have been developed during the pandemic, particularly where blended and distance learning are planned to become permanent features of delivery.

New areas of work

In the course of the planning process, we have been asked to report on three additional themes for the first time. In the course of 2021 to 2022 we will include these in our regular policy updates and recommend policies and actions accordingly.

The three themes are;

Homelessness

We will support local authorities and other organisations that are providing young people with a stake in London's future and the security of a home in which they can build their confidence to plan for their future and to continue with their personal development, maintain supportive relationships and take advantage of the opportunities available in London.

Youth Justice

We will support local authorities and other organisations that are taking action to divert young people and families away from criminal and anti-social behaviour, support young people with an offending background to reengage with civic society and build better future for themselves through the acquiring and applying skills and talents that are of benefit to the community.

Engaging young Londoners

We will support local authorities and other organisations that are ensuring young people participate fully in the decisions that affect them.

Short-term

- Add 'Youth Offending', 'Engaging Young People' and 'Homelessness' as themes in Policy Updates that are produced from June 2021.
- Produce a summary of performance data.

Throughout 2021/22

- Support local authority dialogues with educational settings, particularly on participation, quality improvement and performance gaps.
- Monitor and report on the progress through the legislative process of the Skills and Post-16 Education Bill.
- Highlight transitions issues to the Young People's Education and Skills Board.
- Contribute to plans that will take forward the careers education, information advice and guidance elements of the Skills and Post-16 Education Bill.
- Support the introduction of Careers Hubs in London.
- Report on the results of the government's review of SEND.
- Support the establishment of the London Supported Employment Board.
- Support the AoC's catch Up campaign.

Influencing during the year

- Contribute to submissions to the Spending Review.
- Urge that any growth in participation in 2021/22 academic year result in in-year funding increased.
- Continue to press for the retention of Applied General Qualifications.
- Promote the role of local authorities in the new system of skills and Post-16 technical education.

**Young People's
Education and
Skills Action Plan
2021 to 2022**

Our remit is to provide pan-London leadership for 14-19 education and training provision in relation to current and future needs of learners and employers; support local authorities in undertaking their statutory functions and assist other stakeholders in planning, policy and provision.

We achieve our remit, through our agreed ways of working, by:

- **Championing 16 to 18 education and skills in London**
- **Communicating the importance of the 16 to 18 phase of learning**
- **Concluding and reaching a consensus on the key issues and priorities to address**
- **Convening partnerships that address the issues upon which a consensus has been reached**
- **Collaborating across the sector in London to make a decisive impact**

Work strand	Activity	Work Area	Outputs
Champion 16 to 18 education and skills and communicate the importance of this phase of learning.	<p>Maintain the Young People's Education and Skills Board as the principal partnership body in London through which partners and stakeholders will work together on 16 to 18 education and skills in London:</p> <ul style="list-style-type: none"> - Ensure alignment with the London Recovery Young People and Good Work 	<ol style="list-style-type: none"> 1. Hold termly Board meetings. Provide the Board with updates on policy, research and performance. 2. Hold regular meetings of the Operational Sub-Group and the Apprenticeship Sub-Group, engaging with officers in London's local councils as required, and supporting their 	<p>During the academic year we will hold termly meetings of the Young People's Education and Skills Board.</p> <p>Meetings will be provided with updates on policy developments, research and performance, together with regular reports on London's recovery.</p>

	<p>missions, the London Economic Recovery Framework and agreed Skills and Employment strategy so that they have regard to the specific needs of 16- to 18-year-olds and their transition to adulthood, employment and further study.</p> <ul style="list-style-type: none"> - Provide intelligence to Young People's Education and Skills Board members so that they can lead and champion the education and training of London's 16- to 18-year-olds within their organisations and networks - Provide analysis that enables the Young 	<p>work with Task and Finish Groups or Roundtables where necessary.</p> <ol style="list-style-type: none"> 3. Lobby for London by applying sound knowledge and intelligence on forthcoming policy and funding decisions and seek to influence them through evidence and arguing the case for London. 4. Respond to national and city-wide consultations affecting 16 to 18 education and skills. 5. Highlight legislative and administrative changes that have an impact on London's education and training system. 	<p>We will provide evidence and persuasive arguments to lobby for London on the policy areas agreed by the Young People's Education and Skills Board and in response to national, regional or local consultations.</p>
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	<p>People's Education and Skills Board to debate and define the key issues about 16 to 18 education and training in London.</p> <ul style="list-style-type: none"> - Encourage collaboration among partners by communicating and sharing proposals impacting on 16- to 18-year-olds in London at the earliest possible opportunity 		
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Work strand	Activity	Work Area	Outputs
Communicate the importance of - and key messages about - the 16 to 18 phase of learning to enable partners to reach a common set of conclusions	<p>Provide the Board, its sub-groups, partners and stakeholders with data and analysis, where appropriate with other colleagues in London Councils, on 16 to 18 education and training in London.</p> <p>Promote consistent scrutiny of 16 to 18 provision, challenging poor quality and championing excellence across the capital.</p>	<ol style="list-style-type: none"> 1. Promote and increase the use of Intelligent London as a resource dedicated to support a common understanding of the evidence base about 16 to 18 education and skills in London. 2. Increase the use of social media to promote key messages about the issues identified by the Young People's Education and Skills Board and the work of partners and stakeholders in the London's education and training system for 16 to 18 year olds. 3. Review and modify as necessary the monthly Policy Updates circulated to the Young People's Education and Skills Board, its sub-groups and other partners and stakeholders, 	In the academic year 2021 to 2022, we will provide monthly updates highlighting policy changes and research of relevance to the 16 to 18 education and training sector in London.

		<p>including leading councillors in London.</p> <p>4. Review the way in which performance information is provided to, shared with and discussed by the Young People's Education and Skills Board.</p>	
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Work strand	Activity	Work Area	Outputs
Conclusions on key issues enable bespoke partnerships to be convened	<p>Reach a consensus on the main issues affecting 16 to 18 education and training and prioritise the actions to address them, given the available resources:</p> <ul style="list-style-type: none"> - Establish common purpose with partners and stakeholders to address the issues identified by the Board. - Develop and sustain productive working relationships with partners and stakeholders to have a positive combined effect on London 	<ol style="list-style-type: none"> 1. Engage with borough officers and other partners through the Operational Sub-Group to identify, share and report on effective practice. 2. Provide more regular dialogue between the Young People's Education and Skills Board and Operational Sub-Group on the implementation of policies and strategies agreed by the Board. 3. Nurture effective professional relationships with partners and stakeholders that support progress in each of the themes prioritised by the Young People's Education and Skills Board. 	<p>In the academic year 2021 to 2022, we will hold at least eight themed meetings of the Operational Sub-Group, at least four meetings of the Apprenticeship Sub-Group and Task and Finish Groups / roundtable discussions as required.</p>

Work strand	Activity	Work Area	Outputs
Convening partnerships leads to collaboration	<p>Lead strategic services and activities which increase participation, raise achievement and ensure the progression of young people in London, removing or reducing performance gaps based on residency, background or other individual characteristics</p> <ul style="list-style-type: none"> - Support local councils in their statutory duties in respect of participation and SEND - Support other partners and stakeholders in their responsibilities for planning, policy and provision 	<ol style="list-style-type: none"> 1. Encourage all London boroughs to take active part in the Pan London Leaver Notification System <ul style="list-style-type: none"> - Consider re-launching the system in spring term 2022 with advice from the London Councils communications team - Investigate how the management information generated by the system can pinpoint areas for improvement 2. Manage the London regional relationship with the National Client Caseload Information System. 3. Encourage partners and stakeholders to use common 	<p>We will hold workshops and training for partners and stakeholders on any new areas of work that arise and on making best use of existing systems including Intelligent London and the Pan London Leavers Notification System.</p>

		data sources more consistently in planning and designing services, such as Intelligent London and the GLA Datastore.	
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Work strand	Activity	Work Area	Outputs
Collaboration leads to decisive action that has impact	Adopt policy positions, strategies and priorities that can be translated by partners and stakeholders into programmes and projects	<ol style="list-style-type: none"> 1. Enable partners and stakeholders to create new networks and projects to tackle the issues prioritised by the Young People's Education and Skills Board, participating in these projects and supporting their work 2. Identify opportunities for enthusiastic and energetic collaboration relating to: <ul style="list-style-type: none"> - Careers education, information, advice and guidance - Supporting young people in key transitions during the 16 to 18 phase (transition into level 3 study, transition to HE, transition to technical and vocational learning / 	<p>We will support projects and programmes that:</p> <ul style="list-style-type: none"> - improve and extend the reach of careers education information advice and guidance, - reduce performance gaps in attainment and progression - address the other priorities identified by the Young People's Education and Skills Board.

		<p>Apprenticeships, transition to employment, transition to adulthood)</p> <ul style="list-style-type: none"> - SEND and high needs, including supported employment - Catching-up lost learning, including post-pandemic recovery and learning lost in more ordinary times 	
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Impacts			
Outcome Area	Performance Measure	Baseline	Target Result
Participation Rationale for target-setting. At 96 per cent, London's participation rate exceeds the best performing national jurisdictions in the OECD's education benchmarks for 'higher secondary' education (15- to 19-year-olds). The priorities are around the make-up of participation and closing gaps	Participation of 16- and 17-year-olds in education or training (annual measure, December each year)	96.0 per cent	96.0 percent
	Combined NEET and not known measure of 16- and 17-year-olds (annual measure, December each year)	4.0 per cent	4.0 per cent
	Apprenticeship starts by 16- to 18-year-olds (annual measure at the end of each academic year)	1.8 per cent	2.0 per cent (Assumes more entrants will result from improved careers guidance and more effective working between apprenticeship providers and local authorities)
	Close gaps between White and non-White participation rates	White participation rate is 94.8 per cent. Non-White rate is 97.1 per cent (a gap of 2.3 percentage points)	Reduce gap by 0.58 percentage point (approximately a quarter of the current gap, mainly achieved by retention at age 17).

Achievement Rationale for target-setting. London's level 3 Average Point Score tipped over the national average in 2020 and looks likely to do so again in 2021. Further improvement in the current academic year would put London on a trajectory to be the best performing region in England. The main performance gap to address is on eligibility for FSM	All level 3 average point score per entry (annual measure June each year)		37.5 points (2020 baseline)	40.7 points (estimate based on what would be expected to be the best performing English region in 2022)
	Percentage of students achieving AAB at A level at least two are facilitating (annual measure)		24 per cent	26 per cent (estimate based on what would be expected to be the best performing English region in 2022)
	Apprenticeship starts / achievements by under 19-year-olds (annual measure each academic year)		4,797 starts 2,467 achievements (2020 baseline)	5,300 starts (assumes improvements in participation and in economic/labour market) 2,850 achievements
	Close gaps	Level 2 attainment at 19	85.2 per cent (gap 12.2 PPTS)	86.4 per cent (gap 10 PPTS)
		FSM	75.1 per cent	79 per cent
		Non-FSM	87.3 per cent	89 per cent
		Level 3 attainment at 19	66.8 per cent (gap 16.0 PPTS)	71 per cent (gap 15 PPTS)
		FSM	53.6 per cent	58 per cent
		Non-FSM	69.6 per cent	73 per cent

Progression Rational for target-setting Although the labour market conditions in 2021 were not conducive to sustained employment, London has traditionally seen a high proportion of young people enter university	Positive destinations after KS5	87.2 per cent (2019 baseline)	89 per cent (2021 figure)
London Recovery Missions	New Deal for Young People Good work for all	New	Develop targets during the year that are consistent with the London Recovery Plan