



Leeds 11-19 (25) Learning & Support Plan

2011 – 2015

(Updated September 2011)

Strategy and priorities to shape the future of learning provision and support services for young people aged 11 to 19, or up to 25 for learners who have learning difficulties or disabilities

Contents

1.	Foreword	3
2.	Introduction and Leeds Priorities Statement	4
3.	Vision for 11-19 (25) learning and support in Leeds	6
4.	National context.....	6
5.	Our Priorities.....	9
6.	How we will measure progress	16
7.	Funding and commissioning.....	17
8.	Business Cycle Post 16	18
9.	Supporting documents	21
10.	Contact details.....	20
	ANNEX 1a. Learner entitlement and personalisation.....	22
	ANNEX 1b. Glossary	23

1. Foreword

This plan has been developed following a detailed process of discussion and consultation with organisations in Leeds that contribute to the learning and support of young people aged 11-19 and up to the age of 25 with learning difficulties and/or disabilities. It is overseen by the 11-19 (25) Learning and Support Partnership on behalf of the Leeds Children's Trust and contributes towards Leeds becoming a Child Friendly City, linking closely to the Leeds Children and Young People's Plan, supporting the outcome of "Do well in learning and have the skills for life" with a focus on the obsessions of "improving school attendance" and "reducing the amount of young people who are not in education, employment or training". It recognises the contribution that partners and key stakeholders make in achieving these outcomes.

This plan comes at a time of great change nationally and locally, with new freedoms for providers, redefined roles for local authorities and the creation of a new Integrated Children's Service in Leeds, with major budget challenges for us all.

Against this backdrop, participation and achievement in Leeds are rapidly improving. Significant and sustained improvements with Level 2 attainment at age 16 and the number of young people staying on in learning at 16. We have also started to make progress on the number of young people achieving a full Level 2 or 3 by the age of 19. Young people now have a broad curriculum offer and range of pathways to meet their learning needs. The Area Prospectus and Common Application Process, with improvements in the Careers Education Information Advice and Guidance young people receive, have contributed to ensuring more young people get the right support and engage on a pathway that is right for them to achieve their goals.

Raising of the Participation Age means that current Year 10 will be the first young people required to remain in learning to age 17, current Year 9 the first required to remain in learning to age 18. Increasing the number of young people age 16-18 in learning is a key priority for Leeds. We must build on our success to ensure that we deliver an offer that ensures all young people in Leeds are able to choose pathways that motivate and enable them to remain in learning to the age of 18 and beyond.

There is still some way to go, particularly in relation to our more disadvantaged and vulnerable groups of young people. However, we have great opportunities as well as challenges and we are confident that working together in the spirit of collaboration and partnership we can ensure all our young people realise their full potential.



Nigel Richardson
Director of Children's Services



Cllr Jane Dowson
Deputy Executive Member for Learning and
Chair of the 11-19 (25) Learning and Support
Partnership

2. Introduction and Leeds Priorities Statement

The 11-19 (25) Learning and Support Plan identifies four clear priorities that help realise our collective vision of improving outcomes for young people in Leeds:

- **Raise aspirations of Young People and their families. Increase parental engagement in Young Persons learning;**
- **Ensure learning and support infrastructure, curriculum and offer meets the needs of all young people;**
- **Develop a managed transition process for pre and post 16 learners to ensure there are “no exclusions” and “no drop outs”;** and
- **Develop an approach to employer engagement to ensure young people are employable and meeting the needs of the local labour market.**

The strategic priorities have been developed using an Outcome Based Analysis approach by the 11-19 (25) Learning and Support Partnership following consultation and analysis of current provision and outcomes for young people in Leeds. The Plan will be used to shape the education provision and learner support services for all young people, aged 11-19, and up to 25 for learners with learning difficulties and/or disabilities, in response to local need and the national agenda.

Section 5. Our Priorities details the actions and lead partners responsible for taking forward activity that will improve the outcomes for young people. The Leeds Priorities Statement below is a one page summary of these priorities to inform partners thinking when planning provision and highlight the key areas for development. The priorities could include a change of focus for current partners resources or the commissioning of new provision for identified gaps or shortage areas.

The Plan outlines how Leeds will meet its obligations to deliver a demand-led and broad-based curriculum and create a system that will accommodate the participation of every young person up to the age of 18 by 2015. It will enable us to collectively review priorities, analyse progress and celebrate success.

LEEDS 11-19 (25) LEARNING & SUPPORT PLAN

Leeds Priorities Statement 2012/2013

PRINCIPLES AND VALUES

- The Priorities Statement is a summary of the key priorities identified within the 11-19 (25) Learning and Support Plan, informing the use of resources for all partners, operating in the interests of the young people; ensuring real choice, supporting the most vulnerable and working to address inequalities in opportunities available to young people.
- The Statement will be used to influence the shaping of education provision and learner support services for all young people, aged 11-19, and aged up to 25 for learners with learning difficulties and disabilities, in response to local need and the national agenda.
- Partners involved in 11-19 (25) learning and support in Leeds are committed to working together to put the needs and aspirations of the learner first and to make Leeds one of the best and most exciting places in the country to learn and work.
- Partners will work with businesses and communities to transform learning and support, ensure that young people develop the skills needed by the economy and promote regeneration and life-long learning opportunities for all.
- The Statement along with the outcomes will be owned by the 11-19 (25) Learning and Support Partnership and will be transparent and equitable.
- Any strategic commissioning will be impartial and provider neutral, with the aim of securing high quality provision that meets an identified need or gap in current provision.

PRIORITIES

- **We need provision that provides clear pathways for each young person, but allows them to follow a different path if they choose, with progression agreements into further learner, FE, HE, Apprenticeships and Employment.**
- **We need IAG and Careers Guidance to be based on real time Labour Market Information and link to future job prospects to raise aspirations.**
- **We need a responsive curriculum offer that links to real time Labour Market Information and meets the economic needs of the city.**
- **We need provision that increases participation and achievement in STEM subject areas, raising aspirations for employment in these sectors.**
- **We need to develop Special Education Needs or Disabilities provision to better meet the needs of young people and develop supported employment opportunities within the city.**
- **We need to develop effective transitional arrangements particularly at the end of KS4 and KS5 and methods of collecting and reporting the actual destination of KS5 learners.**
- **We need to increase Apprenticeship take up in key sectors for the city.**
- **We need provision that develops enterprise and employability skills in pre and post 16 provision.**
- **We need high quality, cost effective and sustainable provision across the city and to eliminate poor quality provision.**

3. Vision for 11-19 (25) learning and support in Leeds

All partners involved in 11-19 (25) learning and support in Leeds are committed to working together to put the needs and aspirations of the learner first and to make Leeds one of the best and most exciting places in the country to learn and work.

To achieve this goal we will provide a curriculum and a learning environment fit for the 21st century within which all young people will be able to make informed choices based on appropriate guidance and support. This will enable them to follow individual learning pathways, gaining high self esteem through achieving success and developing to their full potential.

Expectations of all learning providers are high. We will ensure that all young people experience and benefit from education and training which is world-class. We will provide the widest possible range of high-quality learning opportunities, all of which will be accredited to nationally recognised standards and which draw upon the cultural diversity and economic strength of the city.

We will work with businesses and communities to transform learning, ensure that young people develop the skills needed by the economy and promote regeneration and life-long learning opportunities for all.

4. National context

The Department for Education (DfE) has developed a change agenda for education. The guiding principle in relation to public policy is that the government has a reduced role in public services resulting in fewer top-down targets, a reduction of intermediary bodies and more mixed sources of provision. Two key pieces of legislation around education underpin this shift in public policy. Firstly, the Academies Act which underlines the government's commitment to expanding academies, enables schools to achieve academy status with far fewer constraints and within a shortened time span. The second piece of legislation, the forthcoming Education and Children's Bill, will result from the schools White Paper – The Importance of Teaching, which amongst other things will give schools far greater freedoms.

The White Paper makes clear the government's intention to reform the National Curriculum to set out only the essential knowledge and understanding that all children and young people should acquire, leaving teachers to decide how to teach this most effectively. They want to encourage schools to offer a broad range of academic subjects to age 16, by introducing the English Baccalaureate – English, mathematics, sciences, a language and a humanities subject such as history or geography. The recommendations from the Wolf Review into vocational learning have also been adopted by the government.

The government's proposals around qualifications for 14-16 Year olds and performance tables will start to significantly influence the curriculum that will be delivered in schools from September 2012. The implementation of the changes to

performance tables from 2014 will have a major impact on how many schools and academies are judged to be performing.

The government have established a new “floor standard for secondary schools, which sets an escalating minimum expectation for attainment. A school will be below the floor if fewer than 35 percent of pupils achieve the “basics” standard of 5 A*-C grade GCSEs including English and mathematics, and fewer pupils make good progress between key stage two and key stage four than the national average. This floor target is set to increase in subsequent years.

The Spending Review has made clear the challenges that we will face around the funding of 11-19 (25) learning and support over the next four years. The schools 5-16s budget will receive a real terms increase of 0.1 per cent in each of the next four years with underlying per pupil funding to be maintained in cash terms. Funding will include a £2.5 billion pupil premium to be phased in over four years. However, the overall budget for some schools will not increase in real terms. The non school DfE budget that covers areas such as, funding for 16-18 provision in schools and colleges, youth services, early years, and initiatives around curriculum reform and teenage pregnancy reduction, will decrease by 12 per cent over the next four years. The post 19 learning budget is set to reduce by 25 per cent over the next four years. However, the government are to boost spending on apprenticeships by up to £250 million a year, by the end of the Spending Review period.

The government have announced that the Raising of the Participation Age (RPA) is to remain. However, in order to be able to afford this the government are seeking a reduction in the unit costs, meaning providers will be expected to make efficiencies and deliver to more learners without a corresponding increase in the funding they will receive. The White Paper gives a commitment to level the playing field for 16-19 year olds for schools and FE Colleges. This will be achieved by bring down the level of funding for schools to that of the most efficient FE Colleges.

Support services for young people, both in learning and out of hours, have developed though the Youth Matters agenda, with more young people participating in personal development, leisure and volunteering opportunities to help motivate, engage and prepare them for life and work. There will now be a major reshaping of youth work and Connexions services. The government have developed an all age careers service in England that went live in September 2011. However, the support available to young people through this service is severely limited. Schools will be under a legal duty to secure independent, impartial careers guidance for their students, but will be free to decide how best to support young people to make good careers choices. Local authorities will continue to have a statutory duty to provide services that enable, encourage and assist them to participate in education and training. Education Maintenance Allowances are no longer available from January 2011 to new applicants. The government has replaced the EMA with a 16-19 Bursary fund. However, the total amount of support available through this fund is only around a third of that previously available through the EMA. This is likely to have implications for our ability to engage the most hard to reach and disadvantaged learners.

Local authorities maintain a key role around the strategic overview of 16-19 education, including identifying gaps and influencing and shaping future provision. The Young Peoples Learning Agency (YPLA) who are currently responsible for making payments to General FE Colleges, Sixth Form Colleges and other training providers are to be replaced with a new Education Funding Agency (EFA). The Secretary of State, Michael Gove, has stated that "Strong local authorities are central to our plans to improve education" and that they are to have a "strong strategic role" and continue to be "powerful champions of educational excellence". A new simplified system is proposed where providers will be funded on a 'lagged pupil funding' basis. Consultation on 16-18 funding is due out in the Autumn 2011 term.

Local authorities will still be responsible for funding maintained school sixth forms and have statutory responsibilities in relation to, for example, providing home to school transport, children who cannot be educated at school, Pupil Referral Units, assessing the needs of the children with the most significant special educational needs and arranging provision for them. It is proposed that the various budgets that currently support post 16 learners with learning difficulties and /or difficulties up to the age of 25 will be brought together to support a more strategic commissioning response at a local level. Responsibility for commissioning the education provision at Young Offender Institutions did not transfer to local authorities on 1 April 2011 as was originally proposed, but it is still possible that this will happen at a later date.

In addition to developing Academies status, the government will be supporting teachers and parents to set up Free Schools to meet parental demand, especially in areas of deprivation. Free Schools along with University Technology Colleges and new Studio Schools are to be encouraged to "drive innovation in vocational education"

The government make it clear that the primary responsibility for improvement rests with schools and colleges rather than local authorities. To support this they are increasing the number of National and Local Leaders of Education – head teachers of excellent schools committed to supporting other schools.

Universities are to be allowed to increase graduate contributions to £9k per year from the 2012-13 academic year. A new graduate contribution system will be introduced that will protect the lowest earning graduates. It remains to be seen what impact these changes will have on young people progressing to university.

The government see the voluntary and community sectors playing a significant role in reforming services for children, young people and families and are currently consulting on a strategy around this – "Building a Stronger Civil Society"

The pace of changes and major budget pressures that providers, local authorities and other agencies face, means the need for dialogue and collaboration is greater than ever, if we are to meet the challenges that lie ahead.

5. Our Priorities

In reviewing the 11-19(25) Learning and Support Plan, the 11-19(25) Learning and Support Partnership undertook an Outcome Based Accountability approach to identifying the priorities and actions needed to “Turn the Curve” to improve the participation and achievements of young people.

Below are the outcomes of the discussions, against the themes of “Participation” and “Achievement” with the key priorities and actions to address the most significant issues.

LEEDS 11-19 (25) LEARNING & SUPPORT PLAN

Turning the Curve Report		
Population	11-19 (25) year olds in Leeds	
Outcome	All young people participating in education/training and youth activities (11-19 (25) year old participation including Raising of the Participation Age)	
Indicator	Key indicator – 16-19 year old Participation in Education and Training <ul style="list-style-type: none"> - 16-18 NEET - Secondary Persistent Absence Missing – Indicators for 19-25 age range	
Indicator Baseline	See Attached Graphs for: <ul style="list-style-type: none"> - 5 year trend for Participation of 16-19 - 5 year trend for NEET - 5 year trend for Secondary Persistent Absence - NEET at 17-18 specifically due to drop out - NEET Post 19 - Not Knowns 	
Story behind the baseline ...	<p><i>What factors are driving the baseline</i></p> <p><i>What are the causes/ forces at work?</i></p>	Parental/Family/Outside Influences <ul style="list-style-type: none"> - Personal circumstances and patterns, impact of family breakdown after age 16. - Pastoral support. - Parental attitude / culture RE of not participation - Gaming – Actions without consequences (violent games) – Young people cant distinguish between virtual world and reality. Safeguarding - TV is used as a babysitter, coming into primary school with poor language skills and motor skills.
		Financial Pressures <ul style="list-style-type: none"> - Poverty 23% below threshold - correlation with attendance - pressure from family to go out and earn post 16. - Financial inability of participation - EMA + bursary - Part time employment
		Understanding Young People <ul style="list-style-type: none"> - Persistent absence at school, lack of participation. Miss planning for post 16. What works to impact on pre-16 to post-16 none attendance? - Better understanding of YP who don't participate to identify indicators pre-16 - Understanding what does work for these young people - Young peoples views of opportunities available. Skills of YP to express views and make informed choices. - YP don't feel part of education system – low support, inappropriate provision.
		Information, Advice and Guidance <ul style="list-style-type: none"> - Schools follow targets and not the pupil. Need that and wraparound support. - PA's still have a struggle to give impartial IAG, subverted by schools trying to keep young people post 16. - Young people encouraged to do a particular route but do they really want to do it. - IAG is critical because a lot of young people just don't know what they want to do. - Ensure application made for post 16.
		Low Aspirations <ul style="list-style-type: none"> - Low expectations – can be whole communities + we as organisations can perpetuate that. - Promotion of education in terms of earnings on Post 16 programmes. - Understanding options and differences. Type of Programmes. - Planning and curriculum offer and personalised planning from year 7. - In and out of employment and impact of what can be provided to support these young people.

LEEDS 11-19 (25) LEARNING & SUPPORT PLAN

Any further data needs?	19-25 age group = fastest growing mental health issues.	
Key Partners	<i>Who is missing?</i>	Early years Parent partnerships (in schools) Where is planning for targeted support in localities/clusters? i.e. attendance in schools/impact on NEET. Feed up into Commissioning Unit
t Ideas – What Works	<i>We could</i>	<p>Best Ideas</p> <p>Parental/Family Engagement</p> <ul style="list-style-type: none"> - Parent partnerships - Preventative approach needed that have right people round table in clusters. - Link Clusters & Commissioning. Have an Outcome based Commissioning model. - Future support to young people through locality arrangements. Focus resources on most in need, identified through school arrangements and clusters. Link between activities in school hours and out of school hours. - Forget 14-19 (25) and focus everything on early years <p>Information, Advice and Guidance</p> <ul style="list-style-type: none"> - Schools and post 16 providers to plan transition arrangements for young people moving from Year 11 to another provider. <p>Raising Aspirations</p> <ul style="list-style-type: none"> - Young people entitlement from primary age (or earlier?) . - Carousel of vocational learning in KS4 (or earlier in KS3) for everyone. - Individual learning plans (ILPs). - Work within learning providers to improve progression planning for young people on one year courses, at end of year 12. - Job school from 8/9 years old (in Japan) = part of stem agenda and link to vocational carousel/tasters including weekends, parental involvement, etc. Jobs at 14? - If 50% of KS4 population are not progressing effectively post 16 then halve the size of schools and do something completely different for the other 50%. NB – no revolving doors <p>Understanding Young People</p> <ul style="list-style-type: none"> - Risk registers required for individual learners – e.g. academic skills transparency, ownership of whole YP and openness. - Young people who are high achievers could work with peers who need more support (instead of doing a 4th or 5th A-level) = life skills for high achievers and accreditation if possible. - Sharing good practice between colleges, schools and other providers on good student support arrangements for young people that link effectively with curriculum delivery. - How we build tracking systems for Leeds pupils post-16 so we know what is happening between age 16 and 19. Pool budgets of Providers. - Identify young people who drop out and have co-ordinated response from providers to these young people as current Connexions arrangements will go.

LEEDS 11-19 (25) LEARNING & SUPPORT PLAN

Turning the Curve Report		
Population	11-19 (25) year olds in Leeds	
Outcome	All young people achieving the best possible outcomes to prepare them for their future lives	
Indicator	Key indicator – 5+ A*-C GCSE or equivalent inc E&M <ul style="list-style-type: none"> - Level 3 qualifications at 19 - Level 2 qualifications at 19 - Level 1 qualifications at 16 	
Indicator Baseline	See Attached Graphs for: <ul style="list-style-type: none"> - 5 year trend 5+ A*-C inc E&M - 5 year trend L3 at 19 - 5 year trend L2 at 19 	
Story behind the baseline	<p><i>What factors are driving the baseline</i></p> <p><i>What are the causes/forces at work?</i></p>	Parent/Family/Outside Influences <ul style="list-style-type: none"> • Lack of parental/Adult engagement in secondary schools/education • Image of being “bright” isn’t cool
		Low Aspirations <ul style="list-style-type: none"> • Low / non-existent aspiration of parents / family
		Financial Pressures <ul style="list-style-type: none"> • Pupil premium • Removal of EMA / Bursaries
		Curriculum/Transition <ul style="list-style-type: none"> • Maths – often inappropriate – gives a negative image of learning. • Linking curriculum between primary and secondary • Challenge moving from level 1 to level 2 and Level 2 to level 3 at 16.
		Employers <ul style="list-style-type: none"> • Focus on need/desire to gain employment at whatever relevant stage • Engagement with businesses. Need a clear message as to their involvement. • Need to allow kids opportunity to shadow in employment (using new technology)
Any further data needs?	Employment as achievement Free School Meal data transfer to post 16 providers.	
Best Ideas – What Works	<i>We could</i>	Best Ideas
		Parent/Family Engagement <ul style="list-style-type: none"> • Family support targeted at Parents of Teenagers • Outside of school – look at good practice as to how parents are engaged • College issue – new ways of developing parental engagement • How do parents want to hear about young person? • Emotional support Raising Aspirations <ul style="list-style-type: none"> • Universities + FE working with schools for progression agreements, Compact agreements based on attainment and attendance, (IPPS) • Recognition of employment as an achievement Curriculum <ul style="list-style-type: none"> • Maths – focus on - numeracy, Life skills, solutions based approach, Business Enterprise • Focus on maths and English – B+ • Structural change at post 16 – do we need another 6 form college/Joint 6th Forms/Small Underperforming 6th Forms (funding and demographic pressures) • Post 14 – college – UTC, All schools academies, Free schools • Good teachers in every school – managed workforce reform • Good practice network – teaching and learning Transition <ul style="list-style-type: none"> • What is currently working in Leeds and the other LA’s in terms of Level 1 and 2 transition and level 2 to level 3 at 16. – What curriculum is most effective. Employers <ul style="list-style-type: none"> • Focus on STEM particularly Maths and science subjects. Focus on achievement and progression, including into employment.

Summary of Outcome Based Accountability for Learning and Support Partnership

What we will monitor

The Key Indicators we will monitor to ensure we are turning the curve are:

Participation:

- 5 year trend for Participation of 16-19
- 5 year trend for NEET and Not Knowns
- 5 year trend for Secondary Persistent Absence
- NEET at 17-18 specifically due to drop out

Achievement:

- 5 year trend 5+ A*-C (and equivalent) inc E+M
- 5 year trend L3 at 19
- 5 year trend L2 at 19
- 5 year trend L1 at 16
- Indicators to include FSM and non-FSM split

What are the stories behind the data?

- Negative Parental, Family and Outside influences on young peoples participation and achievement;
- Low aspirations of young people, their families and peers;
- Financial pressure on young people;
- Lack of understanding of young peoples needs and why they don't engaging in learning;
- Insufficient impartial Information, Advice and Guidance;
- Current offer does not engage some learners and lack of a managed transition at key points; and
- No clear, consistent approach to engaging with employers.

Key priorities and actions that will make a difference

The role of the Lead LSP Member (with support from the Other LSP Partner and Link Officer) would be to:

- oversee the develop of the key action, through existing or new groups and forum;
- champion the activities and strategies developed to address the key action;
- arrange for reporting of progress to the LSP;
- make recommendations to the LSP for support in addressing the key action; and
- be challenged and supported by the LSP in ensuring the key action is being addressed.

LEEDS 11-19 (25) LEARNING & SUPPORT PLAN

Key Priorities	Link to CYPP	Key Actions	Lead LSP Member	Other LSP Partner	Link Officer
1. Raise aspirations of Young People and their families. Increase parental engagement in Young Persons learning.	Priority 3 – Improve behaviour, attendance and achievement.	1.1 - Plan clear progression pathways for each Young People and develop progression agreements into further learning, FE, HE, Apprenticeships and Employment.	Jane Taylor, Leeds City College	Ken Cornforth, Pudsey Grangefield	Richard Amos, Leeds City Council
	Priority 4 – Increase the numbers in employment, education and training.				
	Priority 5 – Support children to be ready for learning.	1.2 - Ensure IAG and Careers Guidance within the curriculum links to future job prospects and LMI to raise aspirations.	David Foley, Benton Park School	Colin Bell, South Leeds Academy	Andrea Cowans, Leeds City Council
	Obsession – Young People not in employment, education or training.	1.3 - JC+, Employment and Skills, Adult Community Learning to link up to develop ways of raising aspirations of parents.	Sue Wynne/Jane Hopkins, Leeds City Council	Simon Betts, JobCentre Plus	Ken Morton, Leeds City Council
		1.4 - Increase participation and achievement within STEM subjects with a focus on employment into these sectors, including workforce development to increase capacity.	Ceri Nursaw, University of Leeds	Ken Cornforth, Pudsey Grangefield	Richard Amos /Sue Wynne /Alice Winter, Leeds City Council
2. Ensure learning and support infrastructure, curriculum and offer meets the needs of all young people.	Priority 3 – Improve behaviour, attendance and achievement.	2.1 - Review and implement post 14 and post 16 structural change for learning and support.	Deputy Director Universal Learning and Skills, Leeds City Council	Jane Taylor, Leeds City College	Gary Milner, Leeds City Council
	Priority 4 – Increase the numbers in employment, education and training.				
	Priority 5 – Support children to be ready for learning.	2.2 - Develop SEND provision to better meet the needs of young people.	Diane Reynard, East SILC	Pete Vickers, Vine	Andrea Robinson, Leeds City Council
	Priority 6 – Improve support where there are additional health needs.	2.3 - Implementation of the Youth Service Review.	Gary Milner, Leeds City Council	Richard Norton, re'new Ian St Rose, Leeds Reach	Jean Davey, Leeds City Council
	Obsession – Young People not in				

LEEDS 11-19 (25) LEARNING & SUPPORT PLAN

	employment, education or training.	2.4 - Implementation of the IAG Targeted Service.	Gary Milner, Leeds City Council	David Foley, Benton Park School	Andrea Cowans, Leeds City Council
3. Develop a managed transition process for pre and post 16 learners to ensure there are “no exclusions” and “no drop outs”.	Priority 3 – Improve behaviour, attendance and achievement.	3.1 - Develop effective transition arrangements (including transfer of learner information) into further learning or employment particularly at end of KS4 and KS5.	Ken Cornforth, Pudsey Grangefield	Ian Billyard, Leeds College of Building	Mary Brittle, Leeds City Council
	Priority 4 – Increase the numbers in employment, education and training. Priority 5 – Support children to be ready for learning. Obsession – Young People not in employment, education or training.	3.2 - Specify requirements and processes for Transfer of relevant data to the next learning provider including what is required and for what reason.	Principal, Notre Dame	Terry Walsh, Prospects	Maz Asghar, Leeds City Council
4. Develop an approach to employer engagement to ensure young people are employable and meeting the needs of the local labour market.	Priority 3 – Improve behaviour, attendance and achievement.	4.1 - Link Regeneration and real time LMI into the planning of provision.	Ken Morton, Leeds City Council	Ian Billyard, Leeds College of Building	Richard Amos /Sue Wynne/ Henry Rigg, Leeds City Council
	Priority 4 – Increase the numbers in employment, education and training.	4.2 - Develop methods of collection, reporting and analysis actual destinations of learners after KS5 provision.	Terry Walsh, Prospects	Steve Higginbotham, Igen	Mary Brittle, Leeds City Council
	Obsession – Young People not in employment, education or training.	4.3 - Focus increase in Develop Apprenticeship (employers and learners) on key sectors for the city.	Ian Billyard, Leeds College of Building	Chris Morgan, WYLP	Sally Lowe, Leeds City Council
		4.4 - Develop supported employment opportunities within the city.	Simon Betts, JobCentre Plus	Diane Reynard, East SILC	Pete Vickers, Vine
		4.5 - Strengthening and development of enterprise and employability skills in pre and post 16 provision.	Colin Bell, South Leeds Academy	Jane Taylor, Leeds City College	Christine Marsden, Leeds City Council

6. How we will measure progress

We will check our progress against a series of measures that have been established. For the key measures of success, annual targets have been developed to enable monitoring of progress on the journey towards 2015.

	Actual				Target						
	2008	2009	2010	2011	2009	2010	2011	2012	2013	2014	2015
The Proportion of 5 A*-Cs at GCSE or equivalent exam results, including English and Maths at Key Stage 4	46.4	45.9	50.6	Available Oct 2011	51.6	56.9	57.5	60	62	63.5	65
Increase the percentage of young people who were in receipt of FSM at academic age 15 who attain L2 qualifications by the age of 19	42.6	43.5	49.6	Available April 2012		50	55	60	62	64	66
Reduce the gap in attainment of L3 at age 19 between those young people who were in receipt of free school meals at academic age 15 and those who were not.	28.0 %pts	29.8 %pts	26.7 %pts	Available April 2012		25.7	23.7	22	21	20	19
The percentage of 17 year olds participating in education and work based learning (WBL). Based on where people live ¹	73	80	Avail June 2012	Available June 2013	75	77	80	85	90	95	100
The reduction in the proportion of 16-18 year olds who are NEET ²	9.5	8.2	8.3	Available Jan 2012	7.8	6.8	6.5	6.2	Not applicable		
The percentage of young people achieving Level 2 by 19	68.7	71.1	73.7	Available Apr 2012	71.8	75.2	78	80	82	83.5	85
The percentage of young people achieving Level 3 by 19	42.5	44.3	46.7	Available Apr 2012	47	49	51	54	56	58	60
Increase in the number / percentage of young people starting an Apprenticeship	1,412 (7.5%)	1,328 (7.2%)	1,306 (7.4%) Actual	2,074 (12%) Proj'd	-	1,460 (8.2%)	1,986 (11.3%)	2,093 (12%)	2,209 (13%)	2,307 (14%)	2,417 (15%)

¹ Indicator reported as a calendar year. Local authority level data is published by the DFE 18 months after the end of the year.

² Annual result reported as average of November, December and January data. Definition changed in April 2011, so results from this point onwards are not directly comparable with previous data.

7. Funding and commissioning

The Introduction and National Context sections of this plan give much detail about the recent changes brought about by the Coalition Government. These changes include a significant reduction in the spending that supported the 14-19 reform agenda. In addition, the roles of local authorities and the YPLA are to move towards a simplified funding system for post 16. The Secretary of State, Michael Gove, has stated that local authorities are to have a “strong strategic role” and continue to be “powerful champions of educational excellence”.

Whilst the statutory requirement for local authorities to operate a Regional Planning Group has been removed, local authorities are still working collaboratively with one another both sub-regionally and regionally within Yorkshire and the Humber to assist in planning provision across borders.

The Comprehensive Spending Review (Oct 2010) brought with it a number of funding cuts.

- Schools will see a real terms increase of 0.1 per cent in each year of the Spending Review for the 5-16s school budget with underlying per pupil funding to be maintained in cash terms.
- Funding will include a £2.5 billion pupil premium targeted at pupils in greatest need to be phased in over 4 years.
- There will be the creation of a new education endowment fund worth £110 million which local authorities are to be among those bidding to use this additional money to raise attainment in the most challenging schools.
- Despite the above, overall funding for some schools will not increase in real terms over the next 4 years.
- There will be 12% cut in the DfE’s non-schools budget. This includes areas such as youth services, early years and sixth forms as well as teenage pregnancies and drugs awareness.
- BiS is reducing its overall budget for further education for over 18s by 25% over four years. This will impact on progression routes for young people.

As mentioned in the National Context section of this plan, the Raising of the Participation Age (RPA) is to remain, however, the government are looking to reduce the 16-19 unit cost, meaning providers will be expected to make efficiencies and deliver to more learners without a corresponding increase in the funding they will receive.

8. Business Cycle Post 16

In July 2011 the YPLA published the Statutory Guidance: Funding Arrangements for 16-19 Education and Training. It sets out the leadership role of local authorities, including their key statutory duty to secure suitable education and training for young people; and the role of autonomous schools, colleges and providers of education and training working in partnership with each other and with local authorities to meet the needs of all young people. The new simplified post 16 funding methodology is based on lagged pupil funding. Funding follows learner choice and learner volumes drive funding for the following year. The system has been designed with the minimum levels of prescription and monitoring necessary to get maximum money to the front line, to ensure high-quality provision, to give assurance that the funds are used to provide learning for young people and to allow the market to operate effectively. Data collection, financial management and audit are also simplified.

Anticipated benefits of the lagged funding system are:

- To ensure national consistency in such key features as the timing of allocations, data submissions and flows, and the funding formula/rates
- To be transparent and equitable
- To create minimum bureaucracy between partners

The existing demand-led national funding formula will be used for 2012/13 allocations. A review of this funding formula will take place as part of a national consultation due to commence in October 2011. It is therefore likely that a new national funding formula will be used for 2013/14 allocations onwards.

Working with partners the local authorities are expected to shape provision by identifying gaps, enabling new provision and developing the market. This is set out in the Leeds Priorities Statement. This will be as part of the local authorities leadership of education up to the age of 19 (25), and their place shaping and economic development roles beyond 19. The local authority will also work with the National Apprenticeship Service (NAS) to identify the requirements for 16-18 Apprenticeships.

It is still expected that the planning, allocation and funding elements of the process will occur on a cyclical basis and each element needed to establish learning provision for 16 to 19-year-olds will be underpinned by comprehensive data.

Review and Challenge within the Business Cycle Post 16

The Coalition Government proposes to give local authorities progressively greater freedoms as they become strategic delivery partners. The ending of statutory requirements on local authorities to set and then police a whole range of externally imposed performance targets has recently been announced.

However, autonomous schools, Academies, colleges and independent providers are accountable for learner performance and their own improvement, planning what they deliver, within the context of the priorities for young people in the area set out in the Priorities Statement.

LEEDS 13-19 LEARNING & SUPPORT PLAN

For Post 16 provision providers will be assessed annually against a clear set of national measures (presently Minimum Levels of Performance). Interventions relating to each provider's performance is overseen by a single sponsoring agency.

The Post 16 Business Cycle for 2012/2013 is summarised below.

Month	What	How
August	Refresh of the 11-19 (25) LSP plan	Update data within the Plan from the YPLA data tables
Sept	Strategic analysis & Apprenticeship Stock Take Discussions with providers and neighbouring LA's regarding provision	Analysis of YPLA & NAS data Establish key changes to priorities and infrastructure Production of Leeds Priorities Statement
Oct	Priorities Statement Review of provider performance 16-18 Funding Methodology Consultation	Priorities Statement signed off by the 11-19 (25) LSP & distributed to providers/partners. Review of performance working with the YPLA using MLP data Partnership response compiled to the funding consultation from the 11-19 (25) LSP
Nov	Provider Dialogues to discuss future 16-19 Provision 16-18 learning budget released	Provider Dialogue Meetings to discuss performance and future provision and partnership working YPLA confirms budget and issues a funding statement
Dec	Provisional provider allocations	YPLA provide allocation of learner numbers to providers and shares information with local authority. Summary given to the 11-19 (25) Learning & Support Partnership
Jan		First modelling of funding allocations – discuss implications of the new funding Leeds Apprenticeship Awards Review Apprenticeship Data Pack from NAS
Feb	Apprenticeship Week	

LEEDS 13-19 LEARNING & SUPPORT PLAN

Mar	National 16-18 Funding Rate confirmed by YLPA Clawback of 16-18 Bursary Closure of YPLA	Final funding rate confirmed by the YPLA and final funding allocations issues to providers. Summary of allocations given to the 11-19 (25) Learning & Support Partnership
April	Education Funding Agency becomes operational	One funding agency for 0-19 learning provision
May	EFA Issue funding agreements/contracts August – Payments commence	Review Data Packs from EFA and begin Strategic Analysis (working with the SRG Planning Sub-Group)
June		
July		
August		

9. Contact details

E-mail: education14to19@leeds.gov.uk

Telephone: 0113 247 5502

Website: www.educationleeds.co.uk/14to19

(Then select Partnership, Planning & Funding from left hand menu)

10. Supporting documents

- links to data sources, appendices and contributing plans/ strategies

DATA	Link address	Contact
YPLA Strategic Analysis: core data tables	www.educationleeds.co.uk/14to19	david.jarvis@ypla.gov.uk / nick.lambert@ypla.gov.uk
YPLA Strategic Analysis: local data tables	www.educationleeds.co.uk/14to19	david.jarvis@ypla.gov.uk / nick.lambert@ypla.gov.uk

APPENDICES	Link address	Contact
1. Learning Provision Apprenticeships; Diplomas; Foundation Learning; Young Apprenticeship Programme	www.educationleeds.co.uk/14to19/ index.aspx?pageno=882&np=1	education14to19@leeds.gov.uk
2. Support Information, Advice & Guidance; 16-19 Bursary Fund; Aim Higher; Mentoring; Transport	www.educationleeds.co.uk/14to19/ index.aspx?pageno=531&np=1	education14to19@leeds.gov.uk
3. Quality Assurance of 13-19 off site provision (off- site learning)	www.educationleeds.co.uk/14to19/ index.aspx?pageno=515&np=1	education14to19@leeds.gov.uk

CONTRIBUTING PLANS/ STRATEGIES	Link address	Contact
Leeds Children & Young People's Plan	www.leedsinitiative.org/children	leigh.walker@leeds.gov.uk
NEET Plan	www.educationleeds.co.uk/14to19	mary.brittle@leeds.gov.uk
IAG Plan	www.educationleeds.co.uk/14to19	andrea.cowans@leeds.gov.uk
Leeds Apprenticeship Work Plan	www.educationleeds.co.uk/14to19	sally.lowe@leeds.gov.uk

ANNEX 1a. Learner entitlement and personalisation

Children and young people in Leeds deserve a high quality learning experience. The Leeds Learner Entitlement outlines ways in which the Leeds Learning Partnership will aim to make sure this happens. Learners, parents and carers, as well as having responsibilities themselves, have the right to expect the entitlement to be met and to challenge providers if expectations are not met.

- We put the rights and needs of the learner first
- We work with mutual respect, trust and co-operation
- We are proud of the diversity of races, experiences and backgrounds in Leeds
- We aim to remove barriers which get in the way of learning and progress
- Partners will work together to offer the best provision and outcomes for all learners
- The Breeze youth promise sets out the support services available to young people

The Leeds Learner Entitlement

We aim to ensure that all our learners are happy, healthy, safe and successful and are educated in good and improving learning places. We aim to do this by providing you with:

1. Teaching, learning, care and support in a learning environment which:
 - encourages dreams and ambitious goals;
 - meets the needs of learners of all abilities;
 - challenges you to achieve your best;
 - and encourages you to progress to further learning and employment;
2. The means for you to safely challenge discrimination and be guaranteed equality of opportunity
3. Opportunities to make sure your opinions are listened to and valued
4. Full and fair information, advice and guidance about learning and employment opportunities to help you make good choices regular progress statements of what you have achieved, what you are aiming for, and what you need to do to get there
5. The opportunity for you to take part in planning your own learning and to involve your parents and carers
6. A clear, fair and supported admissions, transfer and transition process for everybody
7. Opportunities for you to enjoy cultural, creative, social and sporting activities, and to celebrate your success and achievements in them as well as in your academic and vocational learning
8. Support for your physical and emotional health and well-being from a range of services
9. Access to city-wide specialist provision to meet your individual needs and choices

ANNEX 1b. Glossary

14-19 Partnership	14-19 Partnerships are partnerships formed between schools, work-based learning providers, colleges and other stakeholders to collaboratively plan and provide the full 14-19 offer.
ABC	Advanced Bridging Course.
ALS	Additional Learner Support.
Apprenticeship	A structured programme of training which gives an individual the opportunity to work for an employer, learn on the job and build up transferable knowledge and skills. A successful Apprentice will achieve an occupationally specific qualification alongside qualifications in basic skills and in a broader vocational area.
BESD	Behavioural emotional and social difficulties.
BIS	UK Department for Business, Innovation and Skills.
BME	Black and minority ethnic.
CAF	Common Assessment Framework.
CAP	Common Application Process.
CEIAG	Careers Education, Information, Advice and Guidance. This is the provision of impartial careers education, advice and guidance on learning and skills. IAG providers include the Connexions Service for young people and IAG Partnerships and learndirect advice for adults.
CLC	City Learning Centre.
Confederations	Five local area based partnerships to improve outcomes for young people through effective collaborative working that places the needs of the learner first. Representatives include schools, FE Colleges, work based learning providers, voluntary, community and faith sectors and key stakeholders.
Connexions	The Government's information, advice and guidance service for all 13-19 year-olds in England (also provides support up to age 25 for those with learning difficulties and/or disabilities). Transferred to local authority control from 1 April 2008.
Connexions PA	Connexions Personal Advisor.
CPD	Continuous Professional Development.
CYPP	Children and Young Peoples Plan.

LEEDS 13-19 LEARNING & SUPPORT PLAN

DfE	Department for Education.
EFA	Education Funding Agency. Will be created in April 2012 to replace the YPLA.
EMA	Education Maintenance Allowance.
ESF	The European Social Fund was set up to improve employment opportunities in the European Union (EU) and so help raise standards of living.
FE College	Further Education College. This is an education establishment for post secondary education. They offer anything from basic skills to A Levels, Higher Nationals and Foundation Degrees.
FFI	Funding For Inclusion.
Foundation Learning	Foundation Learning (FL) is qualifications suitable for all learners who are operating predominantly at Level 1 and below (Entry Levels 1, 2 and 3).
FS	Functional Skills are the practical skills in English, information and communication technology (ICT) and mathematics.
FSM	Free School Meals.
HEi	Higher Education Institution.
IMD	Indices of multiple deprivation.
IYSS	Integrated Youth Support Services.
LA	Local authority.
Level 2	Level 2 is an educational attainment level, which is part of the National Qualification Framework. The threshold for successful progression is 5 GCSEs at grade A*-C, including English and maths.
Level 3	Level 3 is an educational attainment level, which is part of the National Qualification Framework.
LLDD	Learners with Learning Difficulties and/or Disabilities.
LMI	Labour Market Information.
MI	Management Information.
MLP	Minimum Levels of Performance.
NAS	National Apprenticeships Service is a customer-facing agency, which was announced in the Apprenticeships review, aimed at putting England's apprenticeship system amongst the world's best.

LEEDS 13-19 LEARNING & SUPPORT PLAN

NAS will provide a streamlined customer-facing service designed to meet the needs and expectations of learners, providers and employers and will have end-to-end responsibility for the entire programme.

NEET	Not in Education, Employment or Training.
NQF	National Qualifications Framework.
Ofqual	Qualifications regulator.
Provider	The provider is an institution or organisation that delivers training and education in return for receiving public and/or private funds.
PSD	Personal and Social Development.
QCF	Qualifications and Credit Framework.
RPA	Raising the Participation Age.
September Guarantee	The offer of a suitable place in education or training to young people completing compulsory education, by the end of September.
SILC	Specialist Inclusive Learning Centre.
SIPs	School Improvement Partners. They provide professional challenge and support to schools to assist in evaluating their performance in order to identify priorities for improvement and plan effective change.
SLN	Standard Learning Number.
STEM	Science, Technology, Engineering and Maths.
Targeted Youth Support	Coordinated delivery of action to help young people who have additional needs that cannot be met by universal services, and who are at high or growing risk of poor outcomes, such as substance misuse, offending or dropping out of education and training.
VCFS	Voluntary, Community and Faith Sector.
WBL	Work-Based Learning. Learning which takes place predominantly in the work place.
YPLA	Young People's Learning Agency.