



SKILLS COMMITTEE	AGENDA ITEM No: 3.1
17 JANUARY 2020	PUBLIC REPORT Appendix 1 to this report is exempt from publication because it contains information relating to an individual under paragraph 1 of Part 1 of Schedule 12A of the Local Government Act. It is considered that the public interest in maintaining the exemption would outweigh the public interest in disclosing the information.

WORK READINESS AND CAREERS ASPIRATION PILOT – HAMPTON ACADEMIES TRUST UPDATE PAPER

1.0 PURPOSE

- 1.1. The purpose of this report is to update the Skills Committee on the progress to date within the Work Readiness and Careers Aspiration pilot currently being undertaken at the two secondary academies within Hampton, namely the Hampton Academies Trust (Hampton College and Hampton Gardens School).
- 1.2 The strategic benefits of this pilot to be assessed include:
- Activity based transition that is outcome based.
 - Aligned to and embedded within, the Skills Strategy.
 - A pilot that helps to inform and design a delivery plan.
 - A shift from Combined Authority funding to explore future funding mechanisms.

<u>DECISION REQUIRED</u>	
Portfolio Holder for Skills:	Councillor John Holdich
Lead Officer:	John T Hill – Director of Business and Skills
Forward Plan Ref: N/A	Key Decision: No
The Skills Committee are asked to:	Voting arrangements A simple majority of all members.

<ul style="list-style-type: none"> a) Note the progress made to date and acknowledge that the funding for this pilot finishes in August 2020. b) Discuss and agree the decoupling of 2 of the 3 workstreams within this programme: c) Raising awareness of STEM activities. Widen careers promotion and advice across the schools. d) Agree to embed both the STEM activities and Careers Advice activities into the Skills Hub programme of works. e) Reprofile workstream 3. Work Readiness pilot to include bespoke and personalised learning packages to support young people to overcome barriers to participation, attainment, achievement and progression. 	
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2.0 BACKGROUND

2.1 Strategic Case

- 2.1.1. The rationale for the pilot includes the reference within the Skills Strategy Evidence Review that too often school leavers have a disconnect between work and qualifications. They leave school without possessing some of the practical skills to function in the modern workplace. There is concern also that the teachers and pupils lack knowledge of vocational career pathways. To that end the Work Readiness Pilot, - agreed to in principle by the Combined Authority Board in July 2018, seeks to address this situation by engaging more with local businesses.

3.0 THE PROJECT

- 3.1 The Work Readiness and Careers Promotion Pilot was agreed by the Combined Authority Board on 25th July 2018. The original aim of this project was to be a 3-year targeted project that seeks to remedy the emerging concern that too often school leavers do not possess some of the practical skills to function in the modern workplace, and that teachers and pupils lack knowledge of vocational career pathways. Following a review of projects within the Combined Authority in October 2018, the project was reprofiled by the Combined Authority in December 2018. It was agreed that a pilot would take place over 5 terms (18 months) instead of the original 3 years and a

funding agreement was put in place on this basis. The proposed work with the whole school cohort aims to:

- a. Raise the profile of Apprenticeships at all levels.
- b. Promote STEM careers.
- c. Promote a parity of esteem between technical and academic pathways
- d. Build links with local employers, to further develop our work shadowing/experience offer and establish progression routes to local traineeships/apprenticeships.

3.2 Careers education is a whole school responsibility (teachers, pupils, parents) and this pilot creates the opportunity for this to happen. The project identified above is not to be confused with the work currently being undertaken in schools through the Careers Enterprise Company which concentrates solely on linking schools with businesses and monitoring employer engagement linked to the Gatsby Benchmarks which underpin the Careers Strategy 2017. Peterborough is in a unique position with a strong employer engagement brokerage offer delivered by The Skills Service (TSS) Opportunity Peterborough. TSS ensure that employer engagement is broader across the area than just meeting the Gatsby Benchmarks and as a result, has the ability to be more focused/tailored in the future to enable work encounters to lead to job opportunities/apprenticeships and/or further training.

- 3.3. An outcome of the pilot was to develop an innovative programme for a group of targeted learners aged 13-16 to:
- a. Develop student confidence, resilience and the personal skills required to flourish in the workplace.
 - b. Identify and support learners who could become Not in Employment, Education or Training [NEET] after 16 by tracking their progress for 3 years through stakeholders and multi-disciplinary teams.
 - c. Develop a supported and personalized learning pathway for vulnerable learners, with progression routes to local training/further study/local employment opportunities.
 - d. Optimise learners' progress from their starting points and support them to gain recognized qualifications for work at 16 and beyond.
 - e. Identify potential barriers to progression from schools to by exploring transitional programmes.

The outcomes of this project will be used to inform and align the findings to The Hampton Academies Trust's CEIAG Strategies and pilot, in brief, supports the schools intention to start work early with identified learners in year 9, with the aim of establishing a long-term intervention. Year 1 has been completed with a small group of Year 11 students, who's needs are most acute and who are in immediate danger of becoming NEET within 12 months. Years 2 and 3 of the original pilot was to focus on the KS4 intervention group being established for both years 10 and 11. The schools plan to build meaningful and lasting partnerships with local employers, to create opportunities for a supported transition from school into training for some of

the learners in the intervention group and/or from the wider school cohort
There is clearly a case from the Hamptons Academies Trust to embed careers promotion and work readiness within the ethos of the schools.

4.0. PROJECT REVIEW, MONITORING AND EVALUATION

4.1 The project has been running for 3 school terms (12 months) now from December 2018 to December 2019. The project has been monitored and evaluated through monthly monitoring and highlight reports. The project has always achieved a green status with claims in on time and activities mapped to the outcomes of the project.

4.2 Success criteria and (anonymized) monitoring data have related to:

- Progress and attainment data of participating students (benchmarked against school, local and national expectations).
- Post 16 and Post 18 destination data for participating students
- Student conduct data – attendance, attitude, behaviours for the workplace.
- Whole cohort Post 16 and Post 18 destination data.
- Performance against agreed apprenticeship participation targets
- “Student Voice” feedback
- Teacher/Programme Coordinator Feedback
- Parent/carer feedback
- Workplace partner feedback

4.3 The project is on course to meet its strategic aims in the following ways:

4.3.1 Workstream One: STEM and STEM career promotion

- A STEM coordinator has led employer and STEM provider engagement in the schools
- In June 2019 a high profile STEM event has hosted at Hampton Gardens School for ALL Year 8 pupils at Hampton Gardens and Hampton College (i.e. event experienced by 420 students)

4.3.2 Workstream Two: Careers advice and the promotion of apprenticeships and technical and vocational pathways

- Member of staff trained in careers guidance
- Member of staff trained as an Apprenticeship Ambassador
- Apprenticeships promoted in both schools in assemblies and at high profile events (e.g. the Hampton College/Hampton Gardens Post 16 Information Evening)
- Numerous events detailed in the monitoring reports

4.3.3 Workstream Three – Work readiness project for a targeted cohort

Intervention provision known as *The Bridge* opened in January 2019. A targeted cohort identified as being vulnerable to becoming NEET were identified and supported through the provision January to June 2019. The support offered in *The Bridge* had the aims of retaining the students in school (some were at risk of permanent exclusion), trying to optimise attainment and progress in the final months of school and to prepare explicitly for the next education/training destination. Ultimately, *The Bridge* was preparing the students for the adult world and the expectations of the workplace. From July 2019 *The Bridge* has been working with a new cohort (students now in Year 10 and Year 11).

4.4 The project is on course to meet the outcomes by:

4.4.1 **Workstream One: STEM and STEM career promotion**

- Planning for a future high-profile STEM event in 2020
- The project is reaching a point where effective practice can be shared with practitioners in other schools

4.4.2 **Workstream Two: Careers advice and the promotion of apprenticeships and technical and vocational pathways**

- Strong progress is being made towards the Gatsby Benchmarks
- Practice is becoming embedded and the schools will be in a strong position to continue this work when the project ceases, having made good use of the funding to pump-prime work in this area
- Interim student destination data shows a reduction in NEETs and a strong uptake of technical/vocational pathways at 16+ and 18+

4.4.3 **Workstream Three – Work readiness project for a targeted cohort**

The schools feel that transformative impact can be evidenced within the core Bridge cohort (January 2019-June 2019). The strongest area of impact can be seen in the prevention of permanent exclusion from school and in NEET prevention. Appendix A includes Case Studies and impact. Due to the sensitive nature of the information contained therein – this will be an exempt appendix.

5.0 **IMPACT AND FUTURE OF WORKSTREAM 3 – THE BRIDGE**

5.1 The school leaders and teacher involved in *The Bridge* project believe that it has been highly successful in terms of NEET prevention and the prevention of exclusion from school. Feedback from *The Bridge* parents and pupils in the 2019 is compelling and validates this assessment. Whilst the provision is relatively expensive, the costs to the public purse and society when young people completely disengage from education/employment can be huge. The case study overviews demonstrate that a timely intervention before the point of transfer from school to Post 16 provision can be very effective in terms of NEET prevention and in fostering the skills required in the adult world/ workplace (inter-personal skills, motivation, strong attendance and punctuality etc.)

- 5.2 HAT and school leaders believe that the work of *The Bridge* needs to continue and request that the Combined Authority consider whether it might be possible to extend the funding of this aspect of the project. The trust would be keen to share effective practice with other schools in Peterborough/Cambridgeshire and to work with the Combined Authority to seek other funding streams for this valuable work going forward.

6.0 GOVERNANCE AT THE ACADEMIES TRUST

- 6.1 The Hampton Academies Trust (HAT) is subject to detailed financial scrutiny and operates in accordance with the *Academies Financial Handbook*. As part of its own procedures, funding and spending in relation to this project have been submitted to and discussed by the HAT Finance Committee. The trust is externally audited and submits its accounts to the Education and Skills Funding Agency (ESFA).
- 6.2 The work of *The Bridge* has been reported to and discussed by the Local Governing Body of Hampton College and the Trust Board and Members of the Hampton Academies Trust. Stakeholders at all level of governance are keen to see the provision continue and fully support the Executive Headteacher's attempts to secure future funding.

7.0 FUTURE OF THIS PROJECT

- 7.1 A range of options has not been explored at this stage and there is no clear plan as to how the findings of this pilot will transform the lives of those participating. In order, for this work to continue work readiness and careers promotion needs to be an inherent part of the school curriculum mapped across all qualifications and it also needs to be part of the school fabric, a culture change to ensure that all learners within the school benefit from the outcomes of this pilot. This is an expensive pilot, however, dependent on the number of potential NEETs, this pilot could end up saving public money in the long term, if we see a decrease in unemployment figures within the area as a result of this pilot. As well as an increase in work rate and economic contribution to the growth of the area to support increasing GVA. The two schools in the Hamptons Academic Trust have submitted a viability plan which includes investment in both capital and revenue funding.
- 7.2 Dependent on the outcomes of this pilot, we could not afford to recreate this model across 110 secondaries within the Combined Authority area. This model is predicated on additional staffing costs which is not sustainable going forward. The findings of this pilot need to be transformational and innovative enough for us to target central government for more devolution powers and access to funding.

8.0 FINANCIAL AND INVESTMENT IMPLICATIONS

- 8.1. Funding for Year 1 and 2 has been provided by the Combined Authority from the Revenue budget, however there is no budget allocated to this pilot for Year 3. The funding for this project is due to end in August 2010. There is a high risk of non-continuation and impact on not achieving deliverables/outcomes if funding is not secured around factors such as added value, deliverability, affordability, value for money assessment, efficiency and effectiveness.

9.0 LEGAL IMPLICATIONS

- 9.1 There are no direct legal implications

10.0 APPENDICES

- 10.1 Appendix A – Exempt – Case Study Findings

<u>Background Papers</u>	<u>Location</u>
None	