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Young People's Education and Skills Operational Sub-Group

AGENDA

Chair:	Andy Johnson	Job title:	Progression & Pathways Manager, London Borough of Enfield
Date:	16 December 2021	Time:	1000 – 1200
Venue:	On-line via Microsoft Teams		
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Item 1	Welcome, introductions and apologies	Chair
Item 2	Increasing the take-up of Apprenticeships by 16 to 18 year-olds Presentation	Nichola Hay and Rebecca Durber (AELP)
Item 3	London Recovery Programme Update	Josie Todd (GLA)
Item 4	Young People's Education and Skills Action Plan Paper	Peter O'Brien
Item 5	Roundtable on current issues	All
Item 6	Schedule of meetings for 2022	All

Young People's Education and Skills Operational Sub-Group

Young People's Education and Skills Action Plan Item 4 2021 to 2022

Date: 16 December 2021

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Summary This paper provides the Action Plan agreed by the Young People's Education and Skills Board and seeks the Operational Sub-Group (OSG)'s advice on priorities and the actions needed to take forward the ambitions set out in the plan.

Recommendation The OSG is asked to discuss the draft Action Plan, advise the team at London Councils on priorities and help identify the activities that will have the greatest impact from the resources available

1 Background

- 1.1 Throughout the year, the Young People's Education and Skills 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 an action plan to provide a framework for our actions in the year ahead.

2 Purpose

- 2.1 The purpose of this paper is to inform the OSG of the Board's action plan so that the OSG can assist in prioritising activities in 2021 to 2022.

3 Action Plan for 2021 to 2022

3.1 The Action Plan, based on the previously agreed Signposts to Action paper, is attached for discussion by the OSG. The OSG is invited in particular to advise the team at London Councils, steer its work with partners and stakeholders and achieve greater focus on the activities that will have the greatest impact from the resources available.

3.2 The Action Plan has three parts:

- In its covering narrative 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.
- There is a compilation of the policy lines and actions agreed by the Board as a single point of reference. It establishes some new areas of work for the team and OSG to explore: homelessness, youth justice and engaging young people.
- 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 OSG is asked to discuss the draft Action Plan, advise the team at London Councils on priorities and help identify the activities that will have the greatest impact from the resources available.

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