

## Increasing EET Action Plan - Key Priorities

- 1 Raising aspirations across primary and secondary school pupils, including their parents/carers/families
- 2 Develop RONI with secondary schools across the county to better understand young people who may become NEET and to identify them as early as possible to ensure appropriate support is in place
- 3 Develop systems and processes to support the sustained transition of young people from KS4 into an appropriate post 16 EET destination
- 4 Develop systems and processes to support NEET young people to reengage in a positive EET destination, including those in Yr11 with no intended destination and those at risk of dropping out of KS5
- 5 Work with providers of post 16 education and training to ensure the availability of accessible flexible provision for 16-18yr olds across the county
- 6 Enhance our participation tracking function to reduce the number of not knowns
- 7 Develop a communication and training plan

### Priority 1 - Raising aspirations of primary and secondary school pupils, including their parent/carers/families

| Action |   | Responsibility  | Link to other plans  |
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| 1.1    | Work with parents/carers to ensure they understand post 16 options, the world of work and the skills needs/job market in the county | Sarah Hirst, TLC, Careers Hub, Clare Smith, Anna Birkinshaw | <b>2050</b><br><b>Skills Hub FW 1.2</b><br><b>PfA Strategy</b> |
| 1.2    | Colleges to attend results days where possible  | Sarah Hirst   | <b>2050</b>  |
| 1.3    | Primary careers conference  | Sarah Hirst, Careers Hub, CEC, TLC                          | <b>2050</b><br><b>Skills Hub FW 2.1</b>                        |
| 1.4    | Secondary careers conference  | Careers Hub, Sarah Hirst                                    | <b>2050</b><br><b>Skills Hub FW 1.1</b>                        |

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| 1.5  | Pilot a college working with feeder primary/secondary schools to embed college input into curriculum delivery  | Sarah Hirst, TLC, Careers Hub                             | <b>2050</b>                                   |
| 1.6  | Colleges to be part of agenda for primary board meetings once a year to discuss offer  | Sarah Hirst, Elaine Cluet/Governor Services, TLC          | <b>2050</b>                                   |
| 1.7  | Colleges to present at Headteacher briefing on T levels  | Sarah Hirst, TLC  | <b>2050</b><br><b>Skills Hub FW 4.2</b>       |
| 1.8  | Further T level training to take place for teachers, led by local colleges and WBL Forum through the ASK programme   | Sarah Hirst, TLC, WBL Forum                               | <b>2050</b><br><b>Skills Hub FW 4.2</b>       |
| 1.9  | Directory of role models to go into schools, utilising STEM Ambassadors and employer encounters through Gatsby   | Sarah Hirst, Michele Lawty-Jones, Careers Hub             |   |
| 1.10   | Celebration of alumni destinations with primary and secondary schools  | Sarah Hirst, TLC  | <b>2050</b>                                   |
| 1.11   | Create a careers programme within LCC to promote the wide range of employment opportunities there are and to generate positive ideas of working in local government  | Sarah Hirst, HR, Vanessa Carthy                           | <b>CLA/CL EET plan</b><br><b>PfA Strategy</b> |
| 1.12   | Targeted work to raise aspirations of young people in vulnerable groups - positive role models/alumni, enhanced support/guidance in school re: CEIAG, engage with Future U re: HE, apprenticeships and careers, earlier completion of KS4 to KS5 annual EHCP reviews | Sarah Hirst, Virtual School, Inclusion Service            | <b>CLA/CL EET plan</b><br><b>PfA Strategy</b> |
| <b>Priority 2 - Develop RONI with secondary schools to better understand young people who may become NEET, identify them as early as possible and ensure appropriate support is in place</b> |  |   |   |
| 2.1  | Develop a process/system for identifying Yr 10/11 pupils who are at risk of becoming NEET - RAG rating   | Sarah Hirst, Pete Battersby, secondary schools            | <b>CLA/CL EET plan</b>                        |
| 2.2  | Work with secondary schools to develop a process/system for working with those most at risk and putting individualised support in to prevent this  | Sarah Hirst, Youth Futures Team (YFT) , secondary schools | <b>CLA/CL EET plan</b>                        |
| 2.3  | Review/evaluate RONI data sharing with schools to see if this has influenced their careers guidance and interventions with young people  | Sarah Hirst, YFT, secondary schools                       |   |
| 2.4  | RONI young people in NEET hotspots - Youth Futures Team to follow up with high schools to check on progress  | YFT, secondary schools                                    |   |
| 2.5  | Small group work with Yrs8/9 to provide careers advice, employability skills in key hotspots   | YFT, Careers Hub  |   |
| 2.6  | Mentorship scheme for young people by employers/role models/ambassador scheme matched to RONIs   | YFT, Careers Hub  |   |

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| 2.7  | RAG rate young people to focus on within priority areas  | Alison Malcolm, Fatima Badat  |  |
| 2.8  | Work with colleges to develop Risk of Drop Out indicators for Yr12 and Yr13  | Sarah Hirst, Alison Malcolm, Fatima Badat, colleges                         |  |
| <b>Priority 3 - Develop systems and processes to support the sustained transition of young people from KS4 into an appropriate post 16 EET destination</b> |  |   |  |
| 3.1  | Develop process/system between secondary schools and colleges to share RONI data/information for most vulnerable Yr11 pupils to ensure support is in place for transition into Yr12  | Sarah Hirst, secondary schools, colleges, Careers Hub                       | <b>2050<br/>CLA/CL EET plan</b>                  |
| 3.2  | Colleges to feedback the outcomes for these vulnerable pupils to their secondary school - have they been retained, dropped out, wobbling and need more support   | Sarah Hirst, secondary schools, colleges                                    | <b>2050<br/>CLA/CL EET plan</b>                  |
| 3.3  | Transition to KS5 - map summer projects, bridging work or KS5 transition activities to keep young people engaged before the start of the new academic year   | YFT, colleges/TLC, school sixth forms, WBL Forum                            | <b>2050</b>                                      |
| 3.4  | Engage with those at risk of dropping out as soon as possible and maintain contact with them over summer   | YFT, colleges/TLC   | <b>2050</b>                                      |
| 3.5  | Engagement of school liaison teams in colleges and careers/pastoral leads in schools   | YFT, colleges/TLC   |  |
| 3.6  | Use intelligence from Careers Hub in terms of weaknesses in careers guidance to target support in certain schools  | YFT, Careers Hub  | <b>Skills Hub FW 1.1</b>                         |
| 3.7  | Encourage collecting of consent through intended destinations process so individual destinations can be shared with schools - link to RONI data and whether targeted support helped RAG pupils achieve a sustained post 16 destination | YFT, secondary schools, Careers Hub   |  |
| 3.8  | Timetable of activities, open days, info events etc across colleges, SSFs and training providers   | YFT, colleges/TLC, EPOs, community providers, school sixth forms, WBL Forum |  |
| 3.9  | Employability readiness, list of skills from employers, cross reference with schools as to what is already covered in their curriculum, creation of resources for schools to implement   | Michele Lawty-Jones, Careers Hub  | <b>2050<br/>Skills Hub FW 2<br/>PfA Strategy</b> |
| 3.10   | Link with Public Health to provide mental health support into work project   | YFT, colleges/TLC   |  |

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| 3.11  | PFA Delivery Group - annual reviews  | YFT, colleges/TLC, Inclusion           | <b>PfA Strategy</b>      |
| 3.12  | Youth Futures Team to review outcomes of SEN survey re: transition and post 16 options   | YFT, colleges/TLC, Clare Smith         |                          |
| <b>Priority 4 - Develop systems and processes to support NEET young people to reengage in a positive EET destination, including those in Yr11 with no intended destination and those at risk of dropping out of KS5</b> |  |  |                          |
| 4.1   | Youth Futures Team to target NEET young people in 3 hotspot districts - engage with TASS meetings in these areas   | Sarah Hirst, YFT                       |                          |
| 4.2   | Youth Futures Team to engage with local partners and stakeholders (EPOs, district councils, providers) to create directory of support for young people - housing, benefits, job clubs, mental health support etc | YFT                                    |                          |
| 4.3   | Develop graduated/tiered response to NEET through a directory of support, from universal offer to targeted support   | YFT                                    |                          |
| 4.4   | Engage with NEET young people to capture their views - why are they NEET, how can we help to address this?   | YFT, Clare Smith, Sarah Hirst          | <b>CLA/CL EET plan</b>   |
| 4.5   | Engage with Public Transport and CFW to determine whether free bus passes has an impact on NEET young people reengaging in EET   | YFT, Fatima Badat                      | <b>2050</b>              |
| 4.6   | Intensive tracking of Yr11 leavers without intended destination over summer in key hotspots  | YFT, Fatima Badat                      | <b>CLA/CL EET plan</b>   |
| 4.7   | Youth Futures Team to engage with locality/district careers leads meetings   | YFT, Careers Hub                       |                          |
| 4.8   | HMRC project   | Sarah Hirst                            |                          |
| 4.9   | Creation of dashboard to show EET/NEET/not known position across the county to raise awareness and help to target activity/resources   | Sarah Hirst, Fatima Badat, Craig Brown |                          |
| <b>Priority 5 - Work with providers of post 16 education and training to ensure the availability of accessible flexible provision for 16-18yr olds across the county</b>  |  |  |                          |
| 5.1   | Map out what flexible provision is available for young people, such as through UKSPF, provide case studies of projects, agenda for LEDG  | Michele Lawty-Jones, YFT               | <b>Skills Hub FW 5.1</b> |
| 5.2   | Review NEET data against education and training options locally - are there district specific issues, what are destinations from schools and does IAG need enhancing - links to PAL etc                          | YFT, Fatima Badat, Sarah Hirst         |                          |
| 5.3   | Develop pre-employability provision offer for young people - support from district councils, job clubs, VCFS providers   | Sarah Hirst, Michele Lawty-Jones       |                          |

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| 5.4  | Development of supported internship offer  | Andrea Riley/Inclusion Service                             | <b>PfA Strategy</b>           |
| <b>Priority 6 - Enhance our participation tracking function to reduce the number of not knowns</b> |  |  |                               |
| 6.1  | Confirmation of participation status form - google form  | Fatima Badat, Pete Battersby                               |                               |
| 6.2  | EHE contact details (phone numbers, email addresses) in Yr11 - 11% 32/56 have no contact details   | Fatima Badat, EHE team, Business Intelligence, Pete's team |                               |
| 6.3  | Audit of where not knowns are coming from to target action   | Fatima Badat   |                               |
| 6.4  | Cross reference revs and bens, CME, out of county/country  | Fatima Badat   |                               |
| 6.5  | DWP/Job Centre - data sharing  | Fatima Badat   |                               |
| 6.6  | Share individualised destinations via activity survey, where consent is in place   | Fatima Badat   |                               |
| 6.7  | Targeted focus on not known young people in vulnerable groups through increased engagement from internal teams engaging with these young people                            | Fatima Badat, Virtual School, Inclusion Service, CYJS      |                               |
| 6.8  | Data sharing through FHISS   | Fatima Badat   |                               |
| <b>Priority 7 - develop a communication and training plan</b>                                      |  |  |                               |
| 7.1  | Comms strategy to parents, young people, families around opportunities - social media channel  | Lana Fashioni, YFT, Sarah Hirst                            | <b>2050 Skills Hub FW 1.2</b> |
| 7.2  | Raise awareness across youth workers/social care/CFW re: YFT and data sharing  | Sarah Hirst, YFT   | <b>PfA Strategy</b>           |
| 7.3  | Social media   |  |                               |
| 7.4  | Address Social Value in LCC contracts about working with young people/NEET young people - work experience, apprenticeships, mentoring, developing employability skills etc | Sarah Hirst, LCC Procurement                               |                               |