

# Principles of the Post 16 Strategy for England

LPUK Conference

16-19: Innovation, Collaboration, Destination

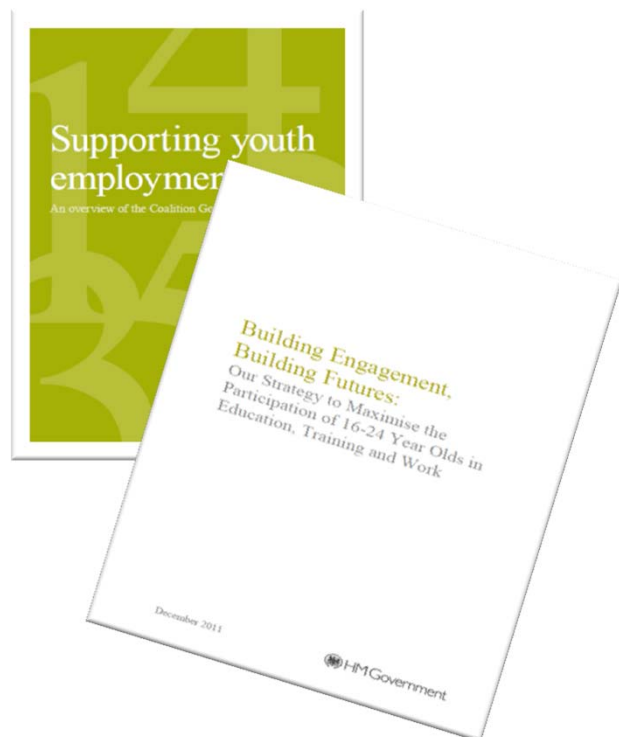
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## Aims and International Evidence

- Our aim is to create a world-beating education and training system for 16-19 year olds
- International Evidence tells us that:
  - The quality of day-to-day teaching and training has the greatest impact on young people's achievement, so we will ensure the workforce has the right skills;
  - A high-quality curriculum and qualifications drive high standards and stretch young people;
  - The most effective education systems offer a high degree of autonomy to institutions and match this autonomy with sharp, intelligent accountability. They are transparent to young people;
  - The education system must be organised at a fundamental level to advance the cause of the most disadvantaged.

# In order to benefit from education, young people must first engage with it.



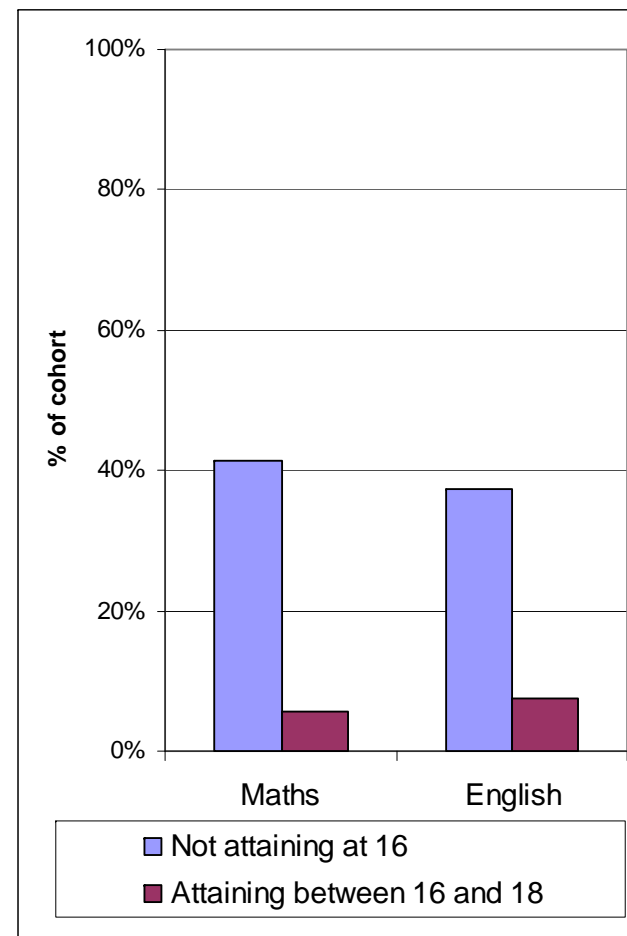
- *Building Engagement, Building Futures* was published in December.
- The strategy brings together policy across government to increase the participation of 16-24 year olds in education, training and work:
  - Raising attainment by the age of 16 to prepare for participation;
  - Reaching full participation at age 16-17;
  - Increasing skills and employment for 18-24 year olds;
  - Introducing additional support through the Youth Contract.

# Supporting Post-16 Education and Training

- Providing **funding for all 16-19 year olds** who want a place in education or training, with 34,000 more places available in 2012-13.
- Supporting high quality **Apprenticeship** opportunities, investing £833m to secure over 140,000 starts in 2012-13.
- Reforming vocational education following the **Wolf Report**, including the creation of new coherent programmes of study for 16-19 year olds.
- Enabling local authorities to provide **targeted support** to young people NEET and offer all 16 and 17 year olds a suitable place in education or training through the **September Guarantee**.
- Addressing financial barriers through the £180m **16-19 Bursary Fund**.

## Ensuring the workforce has the right skills: The Government accepted the Wolf Review Recommendation that all young people should get a Level 2 in English and Maths by 19 to ensure effective progression to further education or employment

- This presents a significant challenge.
- Latest data shows that around 40% of pupils in state-funded schools failed to achieve Level 2 (or a GCSE A\*-C) in Maths, equivalent to around 250,000 pupils
- Only around 15% of those young people who have not achieved L2 maths by the age of 16 have done so by 18.
- Around 40% of the state-funded school cohort fail to achieve L2 English.
- 20% of those who have not achieved L2 English by 16 have done so by 18.
- We are looking at the skills of the workforce in all settings to understand the implications of this recommendation



Source – DfE Matched Administrative Data for cohort attempting GCSEs in state-funded schools in 2007/08

## High quality routes

- A substantial programme of reform will be undertaken to transform the quality of vocational education for young people in this country, taking forward all the recommendations in the Wolf Review.
- The consultation on the post 16 programmes of study closed on 4 January and we are analysing the results.
- The Government response to the consultation will be published in spring 2012
- As part of this response, we will set out more detail about the study programme principles, including the type of English and maths qualifications that will be recognised as part of the provision of 16-19 study programmes. This will be considered in light of the recommendations from the Wolf Review of Vocational Education and the consultation feedback.

# Sharpening Accountability: Performance Tables

- The current KS5 Performance Tables provide only limited information to young people and the public, and it is difficult for young people and their parents to compare the performance of different sorts of institutions.
- It does not yet provide appropriate incentives for providers to focus on both higher and lower attaining young people
- 2011 Statement of Intent said:
  - we 'expect to develop new indicators in line with the post 16 strategy reflecting student retention, progression and achievement at level 2 as well as level 3, particularly in English and maths'*
  - we are removing the existing KS4 to 5 value added measure 'to be replaced in future years by a more straightforward value added measure'*
- 2012 Statement of Intent will set out specific changes

## Sharpening Accountability: Destination Measures

- Analysis has shown that for the KS4 cohort between 99.6 to 99.9 per cent of the records have been judged to be accurately matched to the various destination datasets. For KS5 between 98.6 to 99.9 per cent of the records have been judged to be accurately matched.
- We plan to publish KS4 education destinations in spring 2012.
- We have suggested to Ministers that we should publish KS5 measures in 2013 when employment destinations are available.
- We have recommended that the measures should be based on participation in all of the first two terms (Oct- March) of the year after the young person left the institution.

## Sharpening Accountability: Minimum Standards

- There are floor standards at KS2 and 4 and Minimum Levels of Performance that apply to the FE Sector – but nothing for school sixth forms
- We made a commitment in the White Paper that we will establish common performance measures for 16-19 and that if provision falls below the standards it will be subject to improvement action
- DfE are developing new minimum standards that will apply to all 16-19 providers, including school sixth forms. The standards will build upon the principles that they should be transparent, similar to the KS4 standards in that they measure both achievement and progression, and reflect the principles of Wolf.

## Post 16 Funding Review

- We are reviewing the 16-19 funding formula to make it simpler, more transparent and easier to understand by all.
- Reform of the funding system is essential - the current system of "payment per qualification" creates perverse incentives.
- The formula should be more transparent about funding received for those from a disadvantaged background and show how much extra funding per head is attracted by those from low income households (including by 16-18 apprentices).
- The public consultation finished on 4 January 2012. We are currently analysing the responses and hope to publish them in the Spring.
- We hope to implement the new formula for the 2013/14 academic year.

## A System that works for the disadvantaged

- Support all young people to attain by 16, and to continue to participate 16-19;
- Focus funding on the most disadvantaged through the £2.5 billion Pupil Premium in schools;
- Increase funding for disadvantaged young people within the 16-19 funding formula by £150 million in 2011-12;
- Encourage institutions to focus the Post-16 Bursary on the most disadvantaged;
- Increase transparency by including headline indicators in performance tables which reflect the experiences of both high- and low-attaining disadvantaged young people, and
- Encourage schools and 16-19 institutions to use the extra resource to identify and provide the additional support disadvantaged young people need to progress and attain through the same routes as their peers.