



Blackpool Pathways for All

Interim Progress Report - Year 3

April 2021—March 2022

PORTICUS

BLACKPOOL OPPORTUNITY AREA

“Right to Succeed has provided the inspiration, direction of travel, expert guidance, drive and challenge enabling Blackpool’s improvement journey.”

Wendy Casson MBE, former Headteacher, Educational Diversity



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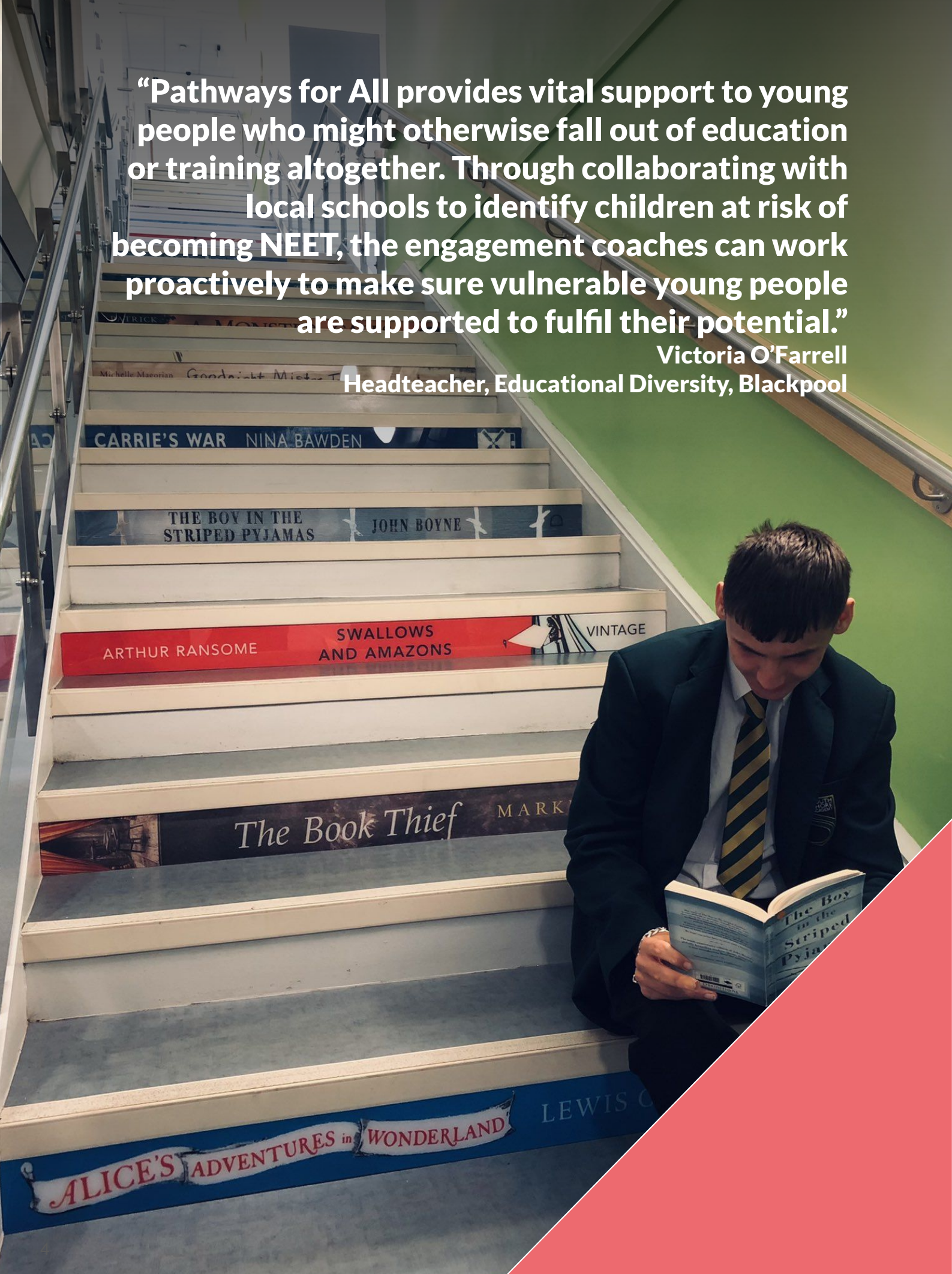
Partner organisations

3,727

Pupils assessed against risk of NEET indicators

“Pathways for All provides vital support to young people who might otherwise fall out of education or training altogether. Through collaborating with local schools to identify children at risk of becoming NEET, the engagement coaches can work proactively to make sure vulnerable young people are supported to fulfil their potential.”

Victoria O’Farrell
Headteacher, Educational Diversity, Blackpool



The Pathways for All programme provides advice and support for vulnerable young people when moving between schools and colleges and into further education or training, to ensure that they are offered the best possible level of support at this critical transition point.

The programme supports young people identified as at risk of NEET to achieve sustained post-16 destinations through two streams:

- **Developing agency:** engagement coaches working directly with young people; and
- **Improving structures:** a town-wide approach to defining ownership of the NEET issue and effectively coordinating multi-agency support.

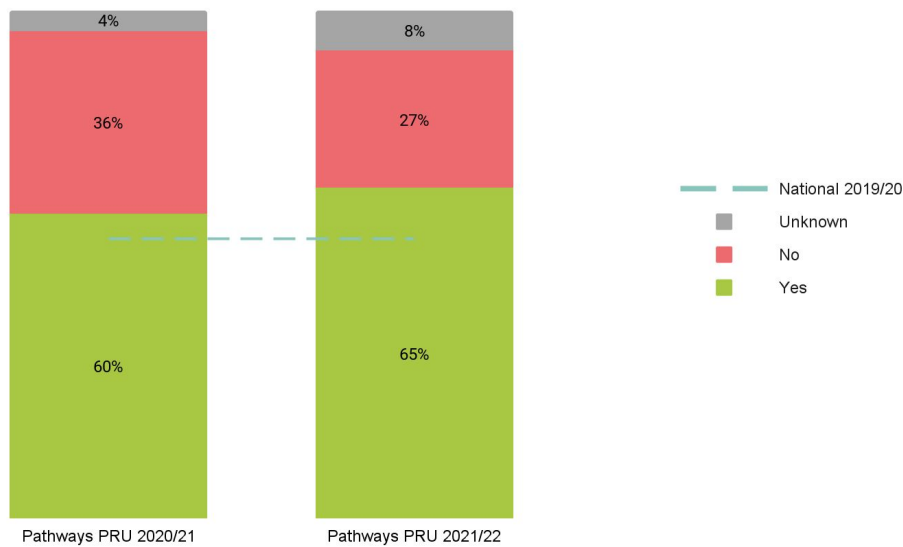
Our Aim That every young person, no matter what their start in life, leaves school with the skills and support they need to pursue meaningful post-16 education, employment or training, ultimately to allow them to live a fulfilled life.

Year-on-year progress

Pathways for All is in its third year of delivery, and builds on wider work that Right to Succeed has been doing in the town since 2016.

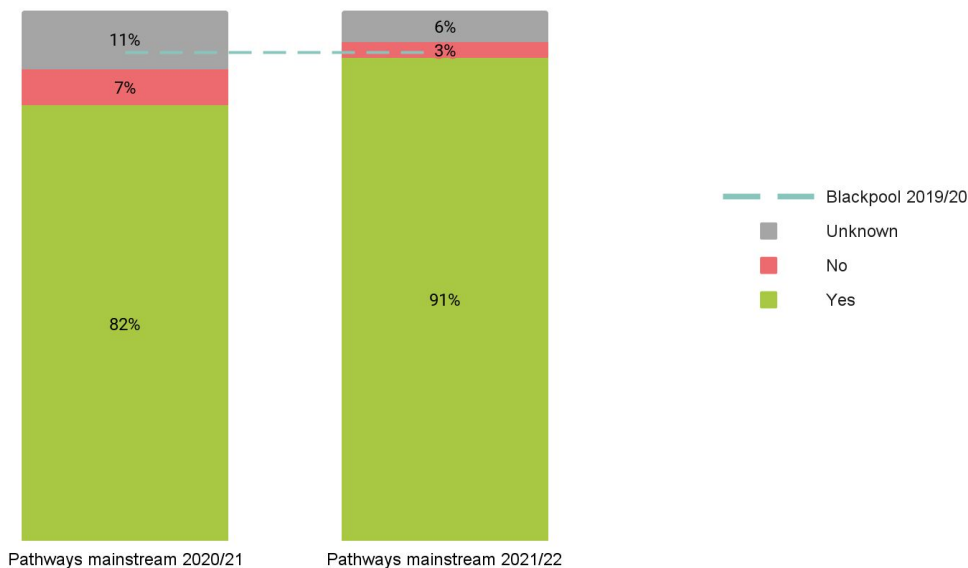
We have seen year-on-year improvement in outcomes, with 65% of young people leaving Blackpool's pupil referral unit supported into Education, Employment or Training by March 2022, compared to 60% the previous year.

Chart 1: Year-on-year destination comparison - pupil referral unit
Sustained destinations

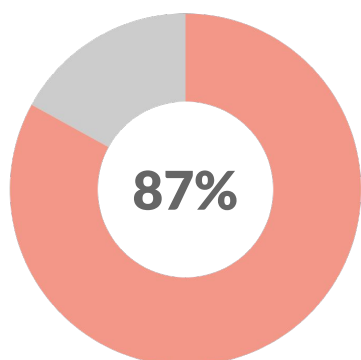


For the two mainstream schools that have had a Pathways for All cohort in 2020 and 2021, the majority of leavers in 2021 (91%) were in EET by the end of March 2022, which is an increase on the previous year's cohort (82%). Positively, this level is in line with the rate of sustained destinations across Blackpool in 2019/20 (92%).

Chart 2: Year-on-year destination comparison - mainstream schools
Sustained destinations



Early indicators of impact from Year 3



of young people on the Pathways for All cohort were engaged in, or working towards, education, employment or training at the end of March 2022.

Why this matters

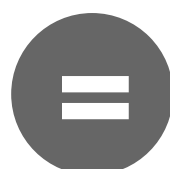
Poverty and poor educational outcomes lead predictably to high rates of young people Not in Education, Employment or Training (NEET), with 6.1% of 16-17 year-olds NEET compared to 2.9% for England as a whole.

Analysis by the Children's Commissioner [2020] warned of a 'lost generation', citing that **Blackpool's children had the highest rate of NEET in England** and were the most at risk of dropping off the radar.

Vulnerable children and young people who leave school and **are supported into education, employment or training** post-16 are more likely to **sustain a positive destination** and are at less risk of becoming NEET.

65% of the Pathways cohort from the pupil referral unit sustained education, employment or training between October 2021 and March 2022 (55% national rate).

2/3



Young people in mainstream schools deemed at significant risk of becoming NEET and supported by Pathways for All, had sustained similar rates of education, employment and training to Blackpool mainstream schools (91% vs 92%) from October 2021 to March 2022.

We have scaled up the programme in Year 3 from two to eight secondary schools, in addition to the pupil referral unit and the two colleges

+6

Insights



Young people that remained NEET had more complex needs than those that entered education, employment or training.

*The national rate for alternative provision leavers after six months is 55%. 7

Ishaan's story: re-engaging with and securing education, employment or training



Pupil background

'Ishaan' has a diagnosis of Autism and has struggled in mainstream school to build and maintain strong friendships. Despite supportive parents, he has felt unsupported by school and therefore felt unprepared to sit his GCSEs when he left mainstream education and started to attend the pupil referral unit (PRU). Ishaan needed to rebuild his confidence and support accessing opportunities for education, employment or training.

Ishaan and his family were reluctant to consider any post-16 offer due to previous negative experiences in education and they were not fully aware of the different options available.

Risk of NEET Indicators

- EHCP
- Attended a PRU
- Substance abuse
- Permanent exclusion
- Fixed-term exclusion
- Missed education
- Home instability
- Mental health and/or wellbeing concerns
- CAMHS
- Physical health

Support provided

The Engagement Coach discussed all of the options with Ishaan and his family and established that he had an interest in music which he could study at college, although they still had reservations about Ishaan attending college and his transition from one-to-one online home tuition to the college setting.

To support Ishaan in his transition to college, his Engagement Coach:

- Set up an informal online chat with the course tutor, Progress Coach and Student Support & Wellbeing Transition Coordinator to discuss a bespoke timetable and the individual learning support.
- Worked with the pupil's tutor and Ishaan through the Transition Workbook to prepare him for transition
- Arrange a one-to-one transition visit to college with the Transition Coordinator to give Ishaan and his parents the opportunity to explore the campus and classrooms and to have an in depth conversation to ensure that the correct levels of support and timetabling took place.

Ishaan was provided with a bespoke timetable and the appropriate level of support throughout his time at college.

Positive outcomes

Ishaan is coping well, has made some friends and is looking to continue with his studies and progress onto the Level 3 course next year. His Engagement Coach continues to attend any EHCP reviews alongside college staff and the family to ensure the continuation of achievement and ensure that he is happy and continues to enjoy the post-16 experience.



Pathways for All Engagement Coaches at Educational Diversity

Engagement Coach Touchpoints



In-person sessions 2



Virtual sessions 11

Nadiya's story: sustaining a place at college despite significant health concerns

Pupil background

'Nadiya' attended a PRU setting and had low attendance. In terms of health needs, she was referred to CAMHS and was diagnosed with Stage 4 Kidney Failure midway through high school. She lives between Nan and Grandad's houses and has a strong relationship with them both. She has had no social work involvement since 2008 so has no relationship with either of her parents.

Support provided

Nadiya had felt fully supported at the PRU and by her Engagement Coaches, and felt at ease with disclosing any difficulties they were having both mentally and physically but she was concerned that their next step wouldn't be as positive and the support she needed wouldn't be in place.

The Engagement Coach was able to build positive steps for Nadiya's initial days in college which included making sure they were aware of her medical condition.

Nadiya settled into college relatively quickly however, there were some concerns about her attendance. After liaising with her Progress Coach in college, the Engagement Coach arranged for work that she could complete from home on the days that her medical condition stopped her from attending the college in person.

The Engagement Coach speaks to Nan every two weeks to discuss Nadiya's health and how she is finding her studies. This information is then passed onto the Progress Coach and both work collectively to ensure that college can accommodate her needs and her place on the course is secure.

Positive outcomes

Nadiya has been able to secure a place on the course to gain a qualification despite having to have time off for her medical needs.

Risk of NEET Indicators

- Looked-after child
- SEN support, no EHCP
- Attended a PRU
- Home instability
- Mental health and/or wellbeing concerns
- Physical health

Engagement Coach Touchpoints



In-person sessions

0



Virtual sessions

23

Michael's story: re-engagement to secure full time traineeship as a chef

Pupil background

'Michael' has had a turbulent home life and has been in the care of his nan since birth as his parents were unable to care for him. Although his nan has tried to provide stability, they have needed interventions from different agencies over the years. Michael was on a reduced timetable at the pupil referral unit (PRU) but due to social anxiety leading to abusive behaviour towards staff and pupils was moved to two hours of one on one tuition in a different setting.

Risk of NEET Indicators

- SEN support
- Attended PRU
- Permanent Exclusion
- Missed Education
- Home Instability
- Mental Health and Wellbeing Concerns

Pupil need	Engagement Coach response
Issues around authority and found it difficult to follow directions and instructions.	Dropping into lessons and starting to build trust and have initial discussions around post-16 options.
After achieving Functional Skills Level 1 in Maths and English, he stopped attending the PRU and refused to engage with the Engagement Coach or teaching staff.	Numerous home visits and attempts to engage. Discussions with Nan revealed Michael was smoking cannabis and this was affecting his mental health.
Decided to re-engage and expressed a desire to get a job.	Two-weekly home visits support with securing a job, including CV writing support and interview prep.
Applied for a 12 week-traineeship at Blackpool Football Club with bus pass and bursary.	Support given to apply for traineeship, including obtaining information needed to access financial support.

Positive outcomes

Michael secured a placement in a hotel kitchen as part of the placement and offered a full time position as trainee chef at the end of the 12-weeks.

Improvements in data collection and impact measurement

Building data capability of Engagement Coaches

We have delivered training to all Engagement Coaches on how to record monthly activity within spreadsheets and use the dashboards to manage caseloads.

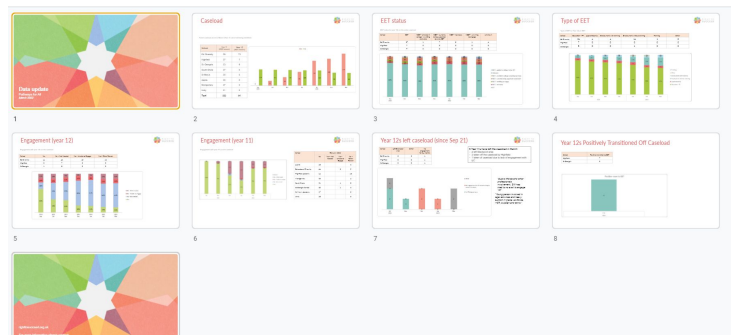
We now conduct termly data check-ins between RTS Data and Insights team and Engagement Coaches to provide support and answer any questions related to recording of data.

Consistency in monthly reporting on programme activity

Engagement Coaches record their activity on the 23th of each month. This includes recording of – caseload, current EET status, EET details or reason pupil is NEET, engagement with pupil and parents/carers, engagement with post-16 providers, reason for leaving caseload.

Monthly activity report

RTS' Data and Insights team collates this data each month to produce a summary of the month's activity. The report supports with monitoring and learning of programme delivery and is shared with Blackpool Council for reporting to the DfE.



View specific: reporting months, engagement coaches and schools using the drop down options to the right.		Reporting Month: 01 February 2022	
		Engagement Coach: All coaches	
		School: All schools	
Year 11		Year 12	
Caseload		Caseload	
Number on caseload in month:	188	Number on caseload in month:	91
Joined caseload in month:	25	Joined caseload in month:	0
Left caseload in month:	3	Left caseload in month:	16
Engagement		Engagement	
No. pupils engaged in month:	146	No. pupils engaged in month:	13
No. professional contacts with post-16 in month:	307	No. professional contacts with post-16 in month:	109
Sessions		EET status	
% completed Session 1 (Initial Action Plan) to date:	69%	No. EET in month:	73
% completed Session 2 (Detailed Action Plan) to date:	18%	No. NEET (enrolled in college/awaiting start date) in month:	0
% completed Session 3 (Post 16/career work experience) to date:	5%	No. NEET (applied to college/other EET) in month:	0
% completed Session 4 (Group session based on key themes) to date:	7%	No. NEET (currently being supported towards EET) in month:	7
% completed Session 5 (Review progress against action plan/goals) to date:	0%	No. NEET (not ready) in month:	7
% completed Session 6 (Post 16/career work experience) to date:	0%	No. NEET (unwilling to engage) in month:	2
% completed Session 7 (End of Term Review) to date:	0%	No. Unknown in month:	2
Assessments		Type of EET	
% completed RONI to date:	62%	No. in FT education in month:	50
% completed PASS to date:	0%	No. in PT education in month:	0
% completed NEET assessment tool to date:	18%	No. in apprenticeship in month:	4
		No. in employment with training in month:	3
		No. in employment without training in month:	14
		No. in training in month:	1
		No. in other EET in month:	1
		Left caseload	
		No. positively moved to EET:	16
		No. positively moved to other support:	0
		No. left area:	3
		No. disengaged:	3
		No. left for other reasons:	1

Monthly caseload dashboard

RTS' Data and Insights team also creates a monthly dashboard which can be used to look at data for specific schools or Engagement Coaches across months. This supports Engagement Coaches to monitor their own caseloads and ensure that data recording is accurate.

Improved destination reporting

We have built impact reporting cycles into the programme design to:

- **Review destinations and the retention of different EET types.** This allows us to make year-on-year comparisons and begin to understand trends between EET type and retention rates.
- **Measure the proportion of pupils sustaining their destinations for the first six months of the year.** This allows us to make a direct comparison to national and regional data sets (although the national and regional data is only available up to 2019/20).

Ongoing work with Blackpool Council to monitor town-wide NEETs

We are now supporting Blackpool Council to develop a shared measurement framework to measure the progress of their 10-year Employment and Skills strategy. This will include tracking NEETs across the town and using the Risk of NEET Indicators to identify children at risk of NEET.

Increasing our understanding of risk

Risk of NEET data set

The Risk of NEET Indicator assessment allows practitioners to identify the risks of a pupil becoming NEET when they leave school. We now have the risk of NEET data for 3,727 young people aged 14-18 across Blackpool and it is being used to see which indicators most correlate with young people becoming NEET at post-16. In turn, this learning can be used to earlier identify pupils that are at risk of becoming NEET and so putting support in place whilst they are still at school.

Journey to Post-16 survey

The Journey to Post-16 survey was designed by RTS and based on the NPC's Journey to Employment (JET) framework. The aim of this survey is to understand what pupils want to do when they leave school and what they think the barriers and opportunities to this will be. In turn this will help practitioners to support pupils to enter destinations that are right for them. Secondary schools are currently conducting this survey with all year 9, 10 and 11 pupils across Blackpool and will anonymously share the results with RTS. This data set will be used to understand what young people believe are the biggest barriers and opportunities to entering meaningful EET when they leave school.

Working collectively to effect change

Right to Succeed brings together residents, professionals and decision-makers to co-design a programme that is bespoke to the needs of the local community. We call this way of working “place-based change”.

The target beneficiaries are the children and young people living in the communities where we work.

Together with local residents, professionals and leaders, we:



The Collective Impact Conditions

We believe the following conditions are a prerequisite to effective collective working in communities, and we work to establish them. This is a way of working together that recognises we can achieve more together than we can individually.

- 01 A common agenda**
 All the people involved in the project agree on what they want to achieve.
- 02 Shared measurement system**
 Everyone agrees on what success will look like, and how progress is measured.
- 03 Mutually reinforcing activities**
 Services and activities support and build on one another, making things run more efficiently.
- 04 Continuous communication**
 Strong relationships are maintained through regular meetings and communications between programme stakeholders.
- 05 Backbone support**
 One organisation keeps the project on track, coordinates the logistics, and makes sure everyone has the training, support and resources that they need.

John Kania & Mark Kramer, 2011, Collective Impact, Stanford Social Innovation Review

Thank you to our programme partners

Schools



Local partner organisations



Funders

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