

MAYOR OF LONDON

The Mayor's European Social Fund (ESF) 2019- 2023 Programme

Volume 2, Annex 7 - Specification

Lot 7: Continuing participation for young people at risk of becoming NEET

Sub-Lot 7c: South London Partnership



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1. Project Specification – Continuing Participation¹

1.1 Project Overview

This £8m Project will support vulnerable young people aged 15 to 19 who are at risk of becoming Not in Employment, Education or Training (NEET) to sustain in education, employment or training. The Project will complement existing provision with early interventions to improve the transitional pathways between key stage 4 and key stage 5, and key stage 5 to sustained engagement and progression. The Project's four contracts will each focus on the four Sub-Regional Partnership areas. This 4-year Project will run from August 2019 to June 2023.

- Key activities: Mentoring and/or coaching; developing skills for life/soft skills; family support; supporting mental health needs; encouraging volunteering and/or social action; summer transition support; employability training; employer engagement and work placements; and ongoing long-term support to sustaining education, training or employment.
- Target group: Young Londoners who are aged 15 to 19 years upon joining the Project and at high risk of becoming NEET
- Funding:
 - Sub-Lot 7c: £1,120,000
- Geographical focus:
 - Sub-Lot 7c: South London Partnership Sub Regional Partnership area

¹ To be read in conjunction with the Mayor's ESF 2019-23 Programme Specification

- Primary Results:
 - Sub-Lot 7c: To support a minimum of 310 Participants to sustain a RPA-compliant EET destination for at least 15 months.

Pages 2-14 of this document set out information relevant to all lots of this programme. The specific requirements for each Sub-Lot are set out in the sections headed:

- **Sub-Lot 7c: Continuing Participation - South London Partnership**

1.2 Background

The Mayor's ambition is to create a fairer economy – one which works for all Londoners in which no one finds themselves locked out from opportunity. His objective is to reduce inequalities which could otherwise undermine social integration. This Project addresses the following:

Young people at risk of becoming NEET

This Project will provide personalised support to young people who are at risk of becoming NEET. They may have been excluded or are at risk of exclusion or are highly likely to drop out from school, sixth form or college. Each Participant should be supported for an average of fifteen months and will get help to transition to the next stage in education, employment or training.

There is no agreed definition of young people being vulnerable or at risk and no standardised data to quantify this group. This can lead to confusion about the nature of vulnerability and the overall figure of vulnerable/at risk young people. Types of vulnerability² vary greatly and in many cases cross over, creating further ambiguity in the overall figures for young people.

Need for targeted preventative NEET activity

Certain groups have consistently had significantly higher levels of NEET. 31% of 18-year-old care leavers are NEET, 32% of young black men aged 16-24 years old are unemployed, and more than half (59%) of young people who misused substances are NEET.

² Report on vulnerability 2017 <https://www.childrenscommissioner.gov.uk/publication/childrens-commissioners-report-on-vulnerability/> This report was further refined and extended in 2018. <https://www.childrenscommissioner.gov.uk/publication/childrens-commissioner-vulnerability-report-2018/>

Many London students are dropping out of their studies post-16. Studies carried out on behalf of London Councils³ have highlighted the issue of young people dropping out of courses at age 17. They found that just under 25% of students beginning level 3 qualifications dropped out of their sixth form before the age of 18, this was a particular issue for vocational courses.

Almost 10% of young Londoners aged between five and 16 experience some form of mental illness. Young people with Special Educational Needs or Disabilities (SEND) experience lower EET results than the general youth population and higher levels of unemployment and inactivity as adults. Only 14% of people with mental health support needs are employed and figures from 2015-16 showed that only 6% of adults with learning difficulties aged 18-64 and known to local authorities were in paid employment.

Exclusions

Over the last decade the numbers of permanent exclusions in schools fell in London but the most recent data for 2016 and 2017 indicates an increase in exclusions. In 2017, 1,946 young people were permanently excluded and there were 14,793 pupils with fixed-term exclusions in Year 10 and 11 (key stage 4) in London.

Young people who drop out of education do not do as well in later life and some children need extra help to progress well in school and college. Black Caribbean boys are over-represented in the group of children who are being excluded in school. In 2015, just 17% of children in care achieved 5 good GCSE's including English and maths.

GCSE English and Maths

In 2015, nearly a third of students missed the A-C threshold in English and maths. Nationally this meant that the number of GCSE entries from post-16 students increased by 26% in 2016. National data is showing that many students retaking GCSEs are still unable to secure a grade C or above.

The overwhelming majority of London's 16-year olds continue in education after GCSEs. Among the 2013/14 cohort, 91% of students in inner and 93% of students in outer London went on to a sixth form or further education college. However, relatively few young people in London go on to apprenticeships straight after GCSEs (3% in outer London, 2% in Inner London compared to 6% in England).

By age 19, nearly nine in ten (88%) of London's young people are educated to level 2 – the equivalent of five GCSEs at grades A*-C, slightly above the England average, and

³ What is happening with 17+ participation, attainment and progression in London? Paper 3. Colleges in London, Ann Hodgson and Ken Spours Institute of Education, University of London (September 2014) <https://www.londoncouncils.gov.uk/node/27700>

nearly two thirds hold the equivalent of two A-levels. The variation across the city is striking, in Harrow three-quarters of young people are educated to level 3, in Barking and Dagenham nearly half are not.

Low Prior Attainment

Black Caribbean and white free school meal-eligible boys are two of the largest underachieving groups in London.

Black Caribbean boys' attainment in London is lower on average than pupils from other ethnic backgrounds. The GLA's 2017 Annual Education Report shows that 42% of black Caribbean boys in London achieved expected standards in reading, writing and maths at the end of KS2 in 2016. While this is ahead of black Caribbean boys nationally, it puts them 17 percentage points behind the average for pupils in London. Black Caribbean pupils – and boys in particular – tend to fall behind their peers as they progress through school (Cabinet Office, 2017).

Black Caribbean and white free school meal-eligible boys are disproportionately likely to underachieve academically, face permanent exclusion, and to enter the criminal justice system. Young people need support to make informed and ambitious decisions about their futures, and this is particularly the case for those from disadvantaged backgrounds.

1.3 Objectives

The overall aim of this Project is to:

Increase the number of at risk young people who continue in education, training and/or employment and equip them with the skills required to achieve sustained results.

The Objectives are to:

- Enable young people to access early interventions to support them to stay in education, employment or training
- Help young people to progress in education and transition between key stage 4 and 5, and from key stage 5 into their next steps (for example higher or further education, employment or training)
- Provide individual support packages appropriate to the particular needs of the vulnerable young person
- Help young people to access wrap-around activity which supports take up of in and out of school/college enrichment opportunities, support for GCSE retakes, and development of careers plans
- Support at least 2,205 Participants to sustain an RPA-compliant EET destination for 15 months.

1.4 Project Specific Eligibility and Target Groups⁴

Specific eligibility for this Project are as follows:

- Young Londoners aged 15 to 16 years on entry who are at high risk of becoming NEET or have been excluded (permanently or fixed term) from school or are in Alternative Provision (AP)
- Young Londoners aged 16 to 19 years in school, sixth form or college who are at high risk of becoming NEET and likely to drop out.

For this Project 'at high risk of becoming NEET'⁵ includes young people who are or who have been:

- A looked after child or care leaver
- Young carers
- Issued an Education Health and Care Plan
- Permanently or excluded for a fixed term from school or college at key stage 3, 4 or 5
- In Alternative Provision⁶, e.g. a Pupil Referral Unit or other provision
- Involved in criminal activity, or
- Young Londoners aged 16-19 who do not have maths and/or English GCSE grade 4 and above⁷ who are:
 - at risk of being asked to leave post-16 school/college, e.g. due to poor attendance or not meeting other requirements such as homework etc. and/or
 - at risk of dropping out of post-16 school/college due to poor course choice and needing support to identify their next steps.

To Note:

- This Project will only support Participants who are currently at risk of NEET, it is not intended to support those who have already dropped out (i.e. are already NEET).
- All pupils attending AP/PRUs are eligible. Not all AP settings are required to be registered. Pupils may be at OFSTED registered or unregistered provision.

⁴ Please also see the requirements outlined in section 2.4 of the ESF Programme Specification and relevant sections of the Eligibility & Evidence Handbook.

⁵ This list of "At Risk" is based on Characteristics of young people who are NEET, Department for Education February 2018.

⁶ Alternative provision (AP) is education outside school, arranged by local authorities or schools, for pupils who do not attend mainstream school for reasons such as school exclusion, behaviour issues, school refusal, or short- or long-term illness. It includes settings such as pupil referral units (PRUs), although some pupils who are on the roll of a PRU will also attend other forms of alternative provision off-site. For the purposes of this document all types of setting will be referred to as APs.

⁷ GCSE grades 1-9 as from 2018, grade 4 and above is the equivalent of A* to C

- Participants in the ESF Gangs Prevention programme cannot be supported.

The Project should aim to recruit, as a minimum, proportions of Participants from the Equality Groups set out below.

Equality Groups	Project target (%)
Participants from ethnic minorities	50%
Female Participants	30%
Participants with disabilities or health conditions	22%
Participants with basic skills needs	40%

Bidders must describe how they will identify, recruit and support eligible Participants from these groups, taking into account any particular barriers to participation.

1.5 Geography⁸

Geography will differ by Sub-Lot. Please review the specific requirements in the Sub-Lot sections of this document.

⁸ Please also see the requirements outlined in section 2.6 of the Mayor's European Social Fund 2019 -2023 Programme Specification

2. Service Requirements

2.1 Project Deliverables – Expected Stages

The GLA considers successful delivery will incorporate the stages and activities outlined within the table below.

Bidders must demonstrate how they will meet specific criteria. However, there is an expectation that bidders will choose how they deliver their Project, bringing their expertise and a unique approach to delivery.

Stage	Activity
Identify and recruit suitable Participants	ESF Providers should identify and recruit at risk young people at schools, PRUs, other AP, University Technical Colleges, School Sixth Forms, Sixth Form Colleges and Further Education Colleges, and the virtual school head based in local authorities for engaging with looked after children and care leavers ⁹ .
Needs assessment and Bespoke Training Plan	<p>ESF Providers must complete a Bespoke Training Plan (BTP) for all Participants as part of their enrolment on the Project. The BTP should be reviewed and refreshed half termly. For each Participant, an initial face-to-face assessment must be undertaken to establish their, education and career-related aspirations, capabilities and learning needs. Additionally, it is likely that Participants will have a wide range of risk factors, which the ESF Provider will need to address.</p> <p>The BTP should be based on the achievement of personal goals and provide bespoke support to assist young people to sustain education, support transition, and continue with EET. Provision must be available on a roll on / roll off basis and young people who drop out should be encouraged to re-engage with the programme. ESF Providers should reflect on and celebrate progress towards meeting the BTP milestones.</p>

⁹ Please refer to <https://www.gov.uk/government/publications/characteristics-of-young-people-who-are-long-term-need>.

Stage	Activity
Summer activity	<p>ESF Providers are expected to provide ongoing support throughout the duration of the summer holidays at the end of year 11 and at the end of year 12. The summer activity should support the young person's transition from Key Stage 4 to Key Stage 5 or during Key Stage 5 to manage the transition from Year 12 to Year 13, especially when changing course or college.</p> <p>Young people should be given information about types of activity available which meet their interests and career aspirations. They should be supported to find suitable opportunities and sign-up, be given assistance with travel or other barriers and then supported to attend. Examples of activities could include: volunteering or social action, the National Citizen Service¹⁰, schemes run by colleges, arts, sports and youth organisations.</p>
Parental Engagement	<p>ESF Providers are encouraged to use a variety of methods (including digital) to keep in contact and offer support to parents/carers or another significant adult (e.g. older sibling etc)¹¹.</p>
Digital support	<p>ESF Providers should utilise digital means to support, engage and provide wrap-around support. There is a good evidence base for use of texting or messaging reminders and this should be part of the delivery activity. Providers are expected to utilise these techniques and other EdTech products as appropriate for the programme. Evaluation¹² of this approach to engage young people, parents, carers and other key individuals has found positive results for attendance and maths achievement.</p>
Clear transition pathways	<p>The Bespoke Training Plan (BTP) must include details of the support that will be provided to help Participants' transition as they move between school, college, an apprenticeship or employment. Support should include all aspects of the post-16 transition process including making decisions about competing pathways and qualifications; submitting applications; preparing for interviews; and learning the</p>

¹⁰ <https://www.ncsyes.co.uk/>

¹¹ Where parental consent is not obtained, or is refused, despite repeated attempts (at least four) the school or college may provide delegated consent. This provision is in place in order to ensure that a young person is not disadvantaged by being unable to access the support due to lack of parental consent..

¹² Evaluation (i) Texting parents <https://educationendowmentfoundation.org.uk/Projects-and-evaluation/Projects/texting-parents/> <https://www.behaviouralinsights.co.uk/trial-results/texting-parents-about-tests-and-homework-can-improve-maths-results-and-reduce-absenteeism/> (ii) Supporting 16 plus learners <http://38r8om2xjhl25mw24492dir-wpengine.netdna-ssl.com/wp-content/uploads/2018/03/ASK-guide-27-Feb-2.pdf>

Stage	Activity
	<p>social skills and knowledge that would be necessary to be successful. Please refer to the Department for Education's report 'Alternative Provision: Practice and Post 16 Transition'¹³ (Department for Education, January 2017) for more information on best practice to support progression to college or employment.</p>
Supporting English and Maths GCSE	<p>ESF Providers should encourage take up and attendance at additional wrap-around support, through using incentive and study strategies to assist Participants with their maths and/or English GCSEs and/or any re-takes of maths and/or English GCSE. This could include engagement with parents/carers to reinforce the importance of these subjects, strategies to improve attendance (for example to reduce drop-out following holiday periods) or complete homework.</p> <p>The extra wrap-around support provided by this Project should be additional to statutory education and careers provision.</p>
Sustaining EET	<p>ESF Providers should provide bespoke support to ensure that young people sustain their EET destinations at 6, 12 and 15 months. We expect that each Participant will be supported for an average of fifteen months and will be supported to transition to the next stage in education, employment or training.</p> <p>As well as support to help transition summer activities, and English and maths GCSE wraparound support (see above) activities should include:</p> <ul style="list-style-type: none"> - Mentoring and/or coaching, developing skills for life/soft skills, family support, supporting mental health needs, encouraging volunteering and/or social action. - Employability training, employer engagement and work placements, and ongoing long-term support to sustain in education, training or employment. <p>ESF Providers should help young people to access relevant and appropriate opportunities. They should demonstrate good</p>

¹³ <https://www.gov.uk/government/publications/alternative-provision-effective-practice-and-post-16-transition>

Stage	Activity
	<p>relationships with local employers and other organisations to secure additional opportunities.</p> <p>Where an initial EET destination is not sustained, the applicant must support the Participant to go on to an alternative appropriate EET destination. Support should be provided to both the young person and their host educational establishment or employer during this period. During the sustainment period the applicant should provide ongoing 1:1 caseworker and/or mentoring relationship with the young person. It is critical that support and guidance is available for the young person when 'crisis' or transition points arise.</p> <p>Young people may make a number of moves between education, training and employment during the key stage 5 phase. The objective is to help young people plan and manage their next step, this could for example include part time work and part time college or leaving college and taking up an apprenticeship or work.¹⁴</p>

2.2 Project Specific Partnership Working

The Project will be underpinned by strategic partnerships. ESF Providers will be required to establish links with local stakeholders, have an understanding of their needs, and develop strong connections with them.

We welcome a partnership approach to identifying Participants, meeting their needs, and ensuring appropriate destinations is a critical success factor. It is unlikely that a single provider, with no delivery partners, could meet the complex needs of the Participants across the whole of London.

Bidders may choose to liaise with other specialists to carry out joint commissioning for specialist activities (e.g. speech and language therapy).

The model will require Participant engagement activities, on-Project support (including 1:1 and development of transition to key stage 5 readiness), activity to engage local partners and employers, and support for the Participant to sustain their EET result.

¹⁴ Participants should be supported to move into a new EET destination within 8 weeks of leaving their previous one. In the scenario that a Participant is unable to start their new EET destination within the 8-week period (due to term start dates/job starts dates, etc.), the offer must be secured within the 8 weeks and they must start in it within 13 weeks. During this time the Participant must receive continued support (at least fortnightly) to maintain engagement.

3. Budget and Payments

3.1 Overall budget framework and parameters

The budget allocated for the work described in this specification is £8m. Budgets will differ by Sub-Lot. Please review the specific requirements in the Sub-Lot sections of this document. It is expected that four contracts will be awarded.

3.2 The Payment Model

Payments will be made on the achievement of results set for each Participant who progresses through the key stages of the Project. All payments are based on a model which reflects the payment stages indicated in the table below.

Anticipated Proportions of Funding for Trigger Payment Activities	
Input/Output/Results	% of payment
Advance payment (to be reclaimed from Participants sustained in an RPA-compliant Employment, Education or Training (EET) destination for 6 months)	10%
Participants starting on the Project	35%
Summer activity completed ¹⁵	10%
Participants sustained ¹⁶ in an RPA-compliant EET destination for 6 months	20%

¹⁵ Only one summer activity payment can be made per Participant

¹⁶ To claim a 'sustaining in a RPA-compliant EET destination outcome' evidence must be provided (verified by the school/college/employer etc.) that the young person has been engaged in EET (and has met the requirements of the institution for at least 6, 12 or 15 months. ESF Providers must also evidence that the Participant has received 1:1 support, usually from their caseworker or mentor, on a regular basis (dependent on needs of the Participant). This could be through various methods – for example, face to face, phone call, texting, or the young person attending activity which is part of their BTP.

Participants sustained in an RPA-compliant EET destination for 12 months	20%
Participants sustained in an RPA-compliant EET destination for 15 months	15%

Please note that once Participants have reached their 18th birthday their EET destination no longer needs to be RPA-compliant.

By completing the Payment Trigger Calculator (PTC)¹⁷, bidders will be able to determine the value that they are paid for each individual output by selecting the volume of clients whom they think will engage at each paid stage of delivery.

¹⁷ Please also see the requirements outlined in section 4 of the ESF Programme Specification, paragraph 179 of the Delivery handbook and Volume 4, Annex 19.1 of the Tender.

Sub-Lot 7c: Continuing Participation - South London

1. Geography¹⁸

The contract for Sub-Lot 7c will be awarded for the South London Sub-Regional Partnership area (Sub-Regional Partnerships, and the boroughs they cover, are outlined in the ESF Programme Specification).

2. Budget

Available budget for Sub-Lot 7c	Primary Result
£1,120,000	A minimum of 310 Participants sustained in an RPA-compliant EET destination for 15 months

¹⁸ Please also see the requirements outlined in section 2.6 of the Mayor's European Social Fund 2019 -2023 Programme Specification

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