

## Humber LEP Skills Network – Table Feedback – May 2018

**Educating the North suggested reforming Pupil Premium to focus on areas with high levels of long term disadvantage. What are your thoughts on this and what do you think are the typical characteristics of areas/children that would benefit the most?**

- There are still pockets of needs in areas that are perceived to be okay, eg, areas with high levels of LAC's don't seem to receive much in terms of pupil premium compared to other schools.
- Postcode lottery – stop that!
- Characteristics of children (and parents) that would benefit the most – they are often embarrassed by praise, don't want the stigma, fear of failure and the unknown.
- Area characteristics – high unemployment, deprivation, lack of networks.
- Need commitment from the top.
- Biggest challenge is the influence of parents and local cultural challenges this is the biggest difference for pupil premium students outside school influences.
- Characteristics: long term unemployed, lack of education, low income families, high social need, drugs and alcohol misuse, travelling families, high crime rate areas, surrounded by offenders/ex offenders.
- Aim is right.
- What is the definition of long term disadvantage (is this the right term? Does it put you on the back step before you start?)
- The influence of the home – crucial for success.
- Parental perceptions of apprenticeships poor. Employers not good at getting messages across either.
- Quality of expectation – disadvantage through aspiration not income.
- Use of role models and stories to provide examples of what is possible.
- See what works – don't reinvent the wheel.
- Poverty is an issue.
- The typical characteristic is poor family support (clothes etc).
- Reform = increase?
- Help parents of kids who take up apprenticeship = Lose Child Benefit
- Sure start not available everywhere anymore.
- 30 hours nursery funding for working parents but still 15 for non-working. Disparity between working and non-working parents.
- Less stigma for parents to claim PPM
- Need good evidence base of good pupil premium funding.
- Better inclusion of SEN/Students with disabilities in schools.
- Post 16 to prepare better for work.
- Harder to get EHCP funding.
- Parental/peer misconceptions.
- Low attendance – what's behind this? (family dynamic/instability at home)
- Lack of confidence/aspiration at home.
- Practical issues that are often taken for granted, ie, access to a bed, meals, support.
- Structure of funding allocation for 'looked after children' must go beyond a focus of just getting through exams
- Access to widening participation initiatives
- Needs to be more fluidity between support for all – not just pockets
- What is disadvantaged? Social or educational?

- What are indices of deprivation?
- Lack of abbreviations
- Mixture of types of aspiration in areas.
- Current FSM indicator needs to be more flexible to allow schools to identify students at risk of underachieving irrespective of household earnings.
- One pot for schools to allocate as they see fit
- To give support where families are unable – to raise aspiration/support into FE/HE/work
- More information into schools
- Are the apprenticeships there?
- Professional work experience for teachers
- More employer visits – staff support trips.
- Lack of information re local higher degree apprenticeships
- Students not prepared to move out of local area for an apprenticeship in comparison to university.

### **What do we need to do for the North to be a world leader in providing degree and higher level apprenticeships?**

- Education business partnership model – funded.
- Engage with head teachers and MATs
- Engage with employers and providers/universities.
- Investing in developing new programmes/provision.
- Increasing awareness about provision in employment and young people/parents.
- Reform the Department of Education!
- Education employers on their word.
- How do apprenticeship's work with 24 hour shift systems (NHS)?
- Employers understand university degrees.
- Apprenticeships for instance in health and education means you know what the job is as you learn.
- Empathy and compassion can be tested early.
- Apprenticeships can lead to a degree. Emphasis on the pathway.
- Employers must support a career pathway.
- Links to need to raise aspirations in families.
- More SME's locally – schemes sit well with large organisations.
- Make more widely available – increase awareness
- Are SME's less likely to fund/co-fund?
- Ambassadors from the business world to talk to other business/schools etc.
- Engaging parents.
- Work experience for younger students.
- Funding sorted
- Incentives to employers/universities
- Portal/hub for employers to advertise degree/higher apprenticeships – employer buy in
- Get rid of tuition fees
- Make it easier to apply for apprenticeships.
- Loss of careers advisors in schools.
- Careers advice/profile of careers different in different schools.
- A 'one stop shop' for applications for courses/apprenticeships/careers.
- Financial barriers to offering apprenticeships.
- Families lose child benefit if children start apprenticeships.

- Balancing act
- Must be suitable exposure to the world of work and business for young people.
- Need to be more opportunities for young people to do preparatory schemes and initiatives to help them work towards a degree/higher apprenticeship.

### **What could be done to further improve collaboration between business and the education sector?**

- Ensure/ask employers to be part of programme development.
- Work experience.
- Schools/colleges/providers to work together so don't saturate employers
- Careers and enterprise company to broker relationships.
- Time is tight in schools to deliver the national curriculum and also engage with employers.
- Bring back more vocational education in schools.
- Meet Gatsby benchmarks.
- Employers say that they can't get the skills but not investing in training.
- Schools need to engage more.
- Get careers advice **right**
- Pay SME employers – subsidies etc.
- Corporate responsibility
- Change employer agenda – government talk to employers
- More jobs better paid
- More inspiration from local employers
- Employers and training providers to all have more access to schools.
- New curriculum is turning 16 year olds off work/education before training, so more likely to end up as NEET/long term disadvantage.
- Networking meetings to match schools to businesses to organise practical collaboration between schools and businesses rather than the theory of collaboration.
- Policy dynamic – equal attention to curriculum.
- Ofsted recognition of the importance of employability as well as attainment.
- Careers and enterprise partnership.
- Careers strategy/Gatsby benchmarks
- Employability skills passport