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Foreword

Les Walton, Chair, YPLA

This Annual Plan for 2010/11 sets out the task for the Young People's Learning Agency (YPLA) for the academic year August 2010 to July 2011.

The YPLA was launched in April 2010, following detailed preparation and development of its values and structures to meet its mission of championing learning for young people in England. It does this by providing financial support to young students, by funding academies for all their provision and by working in partnership with local authorities to secure and fund the provision of enough suitable education and training opportunities for all 16–19 year olds.

The best interests of the learner are at the centre of all that we do. We are, therefore, committed to increasing participation and tackling education inequality so that young people of all backgrounds have the opportunity to progress. We must ensure the diverse talents and aspirations of our 16–19 year olds are fulfilled and we believe we need a diverse range of colleges, academies, schools and other providers who are best placed to recognise these needs, particularly for the most vulnerable.

To achieve our aims, we want to create a climate in which self-managed autonomous institutions are the prime movers in meeting the needs of students and employers. We will work with our partners to achieve this within a greatly simplified system which provides reduced bureaucracy, efficiency savings and increased value for money.

The local authority strategic role is critical to ensure that local areas provide the right opportunities to all students to enable them to thrive. From the start of the 2010/11 academic year, the YPLA will make the financial payments to general further education and sixth form colleges and other training providers, to free up local authorities to focus and shape the pattern of 16–19 provision as part of the strategic overview of provision in their area.

Local authorities will decide how this is done, but will be supported by the YPLA through the provision of comprehensive information on what young people choose to do and the success rates in different routes, so that partners working together can deliver to best effect in the interests of young people.



Les Walton

Chair, Young People's Learning Agency

Introduction

Peter Lauener, Chief Executive, YPLA

The YPLA is responsible for three main programmes of work:

- Funding for support for young learners.
- Funding and supporting academies.
- Funding learning opportunities for 16–19 year olds.

Our budget for these programmes for the financial year 2010–11 is £9.5 billion and through this budget we will provide:

- Direct financial support for around 600,000 young students, mainly through Education Maintenance Allowances;
- A stable platform for the expansion of the academies programme, directly supporting around 270 traditional academies from September 2010 as well as any schools which choose to convert to academy status as a result of the provisions of the Academies Act 2010; and
- Funding for the education and training of 1.4 million young people aged 16–19 and up to age 25 if subject to a learning difficulty assessment.

As a result of recent decisions by the government, the YPLA will make financial payments in 2010/11 direct to general FE and sixth form colleges and other training providers, including specialist providers. As we develop funding arrangements, I am clear that they will need to support local authorities' key strategic role in education and children's services, and in particular that they should support local authorities in identifying gaps, enabling new provision and developing the market.

We will ensure that funding is fair and follows the learner in a way that is transparent, ensures provider neutrality, and is as free from bureaucracy as possible. We will therefore work with partners to simplify all our systems and requirements as far as possible.

We will also ensure that the YPLA operates as efficiently as possible, contributing towards the government's required efficiency savings across the public sector. Our plans for 2010–11 are that our administrative overheads will be 0.5 per cent - five pence for every ten pounds of our programme funding. I expect to reduce that ratio in future years.



Peter Lauener

Chief Executive, Young People's Learning Agency

Getting started – preparations for 2010/11

1 The YPLA began operation on 1 April 2010. In our first quarter's operation – from April to June 2010 - we faced the challenges of any start-up of clarifying our role, building capacity and partnerships and delivering the basics well.

2 Our Board has played a vital part in our preparations and a key achievement has been to establish the YPLA Board, induct members who come from all provider sectors and from local authorities and establish sound governance and financial arrangements. From the start, our Board has emphasised the importance of core values which have unified the different interests around the table. Our values are:

- the learner is at the centre of our thinking;
- we believe in self-managing, autonomous schools, colleges, academies and independent providers;
- local partnerships will bring cohesion and enhance capacity;
- schools, colleges and other providers and local authorities have a shared responsibility to ensure there is education and training available for all types of student; and
- we will minimise bureaucracy.

3 In our early months we have:

- issued payments on time to 152 local authorities for onward transmission to 300 general further education (FE) colleges, 100 sixth form colleges, 1800 school sixth forms and 400 independent training providers;
- paid directly and on time 57 independent specialist providers and 203 academies;

- processed 421,870 unique applications for Education Maintenance Allowance (EMA) for the 2009/10 academic year with 371,278 EMA Notice of Entitlements sent to successful applicants and 638,692 students receiving regular payments;

- visited our partners to listen to and learn from local authorities, students, sponsors and providers and set up the Learner Panel to enable students aged 14+ in compulsory education, FE or work-based training the opportunity to tell schools, colleges and other providers and policy makers about their experiences of and views on education to improve the learning environment now and in the future.

4 At the end of our first quarter, we had spent £2.5 billion from our annual budget of £9.5 billion and had a small underspend of 0.1 per cent against profile.

YPLA programmes

5 The YPLA's total budget for 2010-11 is £9.5 billion. Details of our budget are in the annex. With this funding we operate three main programmes:

- Funding for support for young learners;
- Funding and supporting academies; and
- Funding learning opportunities for 16–19 year olds.

Funding for support for young learners

6 This section covers not only the funding we provide for direct financial support for learners, but also for two particularly vulnerable groups: learners with learning difficulties and/or disabilities; and young offenders.

Learner Support

7 Learner Support provides financial support to people who would otherwise find it a struggle to stay in education and training. It contributes to increased participation, retention and achievement of young people.

8 Three of the key support elements for young people are the **Education Maintenance Allowance (EMA)** and **Care 2 Learn (C2L)** and **Discretionary Learner Support (dLS)**. The EMA Scheme is a weekly payment for students who need financial support to enable them to continue in education/training. The C2L Scheme provides financial support to teenage parents who want to continue their education. dLS provides an allocation to providers which they use to respond to students in financial hardship.

9 In 2010/11, the YPLA will continue to work with partner organisations, to review the delivery of the Learner Support **allocations process**, aiming to further reduce complexity and unnecessary bureaucracy in the system.

10 Learner Support **records will be integrated** within other data, such as the Individualised Learner Record (ILR) and National Pupil Database (NPD), making it possible to carry out greater analysis and evaluation of the performance and impact of funding on students in the future.

11 There are a number of other schemes, including those made available to adult students through a **shared service** with the Skills Funding Agency. These include the Adult

Learning Grant, Professional and Career Development Loan, 20+ Childcare and 19+ discretionary learner support.

Young Offenders

12 The YPLA funds the Offender Learning and Skills Service (OLASS) providers to deliver a curriculum offer to young people in custody that aligns as closely as possible with the curriculum offer available to a young person in mainstream education.

13 Young offenders are amongst those young people who are overly represented in the group of young people who are **not in education, employment or training**. By engaging young offenders in education and training, in both custodial and community settings, this will contribute to reducing the number of young people who are excluded from education and the labour market and reduce the likelihood of them reoffending.

14 **Data analysis** by the YPLA will help to assess how well the curriculum offer delivered in custody reflects that of the mainstream. It will also allow us to identify the levels of education and training when young people enter custody against their levels of achievement whilst in custody.

Learners with Learning Difficulties and/or Disabilities

15 YPLA funding aims to increase the participation, attainment and progression of young people with learning difficulties and/or disabilities (LDD) by working with local authorities and other partners to secure seamless learning pathways for young people with LDD aged 16–19 and up to the age of 25 for those subject to a Learning Difficulty Assessment.

16 We will work with local authorities, the Department for Education (DfE) and other stakeholders throughout 2010/11 to consider how we might combine the current Special Educational Needs, Learning Difficulties and/or Disabilities and High Cost Additional Learning Support budgets into a **single cohesive programme and budget**, supported by a national framework.

17 Young people with LDD are twice as likely not to be in education, employment or training as their peers. Building more responsive provision through a rational integrated funding system and better joining up locally will enable their

greater attainment (many young people with LDD are capable of achieving qualifications at levels 2 and 3) and progression to further education and training or employment.

18 Close working between the YPLA and the Skills Funding Agency will ensure appropriate systems and approaches to enable a **seamless transition** for young people with LDD aged 19 or 25 to adult provision.

19 The YPLA will make available **data analysis** on the numbers of young people with LDD participating in education and training post-16 in more local settings, their levels of attainment and their progression to employment and more independent forms of living.

Funding and supporting academies

20 The government has announced plans to **expand the number of academies and the Academies Act 2010 will enable this expansion**. The first of these new academies will be schools listed as outstanding by Ofsted. They will not have sponsors but will instead be expected themselves to work with weak schools. The objective of this expansion of the programme is to extend academy freedoms and flexibilities to excellent schools, including primary and special schools for the first time.

21 These new academies will begin to **open from September 2010**. In due course, other schools will be able to become academies and benefit from the freedoms and flexibilities that academies have. The first new Free Schools will open from September 2011 and these will have the same legal framework as academies. The government also intends that other existing poor schools, those in special measures or otherwise performing badly, will become academies with sponsors.

22 The services to be delivered by YPLA to academies are:

- a the **timely and efficient payment** of grants, accurately calculated and on a comparable basis to maintained schools in the same area;
- b monitoring academies' financial performance to provide **necessary advice and support** so that academies can be funded in line with their funding agreements and live within their budgets, while providing an excellent education; and to ensure that public money is accounted for properly and in line with requirements on propriety;
- c **monitoring, challenging and supporting** academies' educational performance;

d **general advice to academies** and support for them on issues they are not able to resolve themselves. This is important in supporting educational transformation but will be focused on individual academies' needs, with an expectation that strong performers will need little or no support; and

e facilitating the coming together of academies to **spread good practice and improve performance**. Advising and sharing effective approaches to education performance, particularly by sharing what works and putting individual academies in touch with strong practitioners. This will improve the programme's cost-effectiveness.

23 In all of these areas, YPLA will be **working with our academy partners** the Independent Academies Association (IAA), Specialist Schools and Academies Trust (SSAT) and Association of School and College Leaders (ASCL) to establish what support academies most need and value and ensuring that is what is delivered.

24 The YPLA will ensure that all new **academies are served efficiently**, irrespective of the number of academies coming forward.

25 The DfE has in place a **longitudinal evaluation of the programme** overall which YPLA will be involved in and which will provide evidence on benefits to inform our work. The National Audit Office is completing a **value for money study** – its second on the programme – the outcome of which will have findings and recommendations which will need to be reflected in our work.

26 We are completing a **review on General Annual Grant (GAG) calculation methodology** which will lead to short-term benefits in the accurate calculation of grants and the timely provision of budget information and payments. We are also undertaking a consultation with stakeholders on general support, which will lead to a better focused service which meets their needs more effectively.

Funding learning opportunities for 16–19 year olds

27 From the start of the 2010/11 academic year, the YPLA will make **financial payments** to general FE and sixth form colleges and other training providers, thereby freeing up local authorities from managing contracts and grant agreements with these organisations as well as reducing burdens on them in terms of financial audit and assurance functions.

28 The National Commissioning Framework, previously published as a guide to planning and commissioning 16–19 provision for 2011/12, has been withdrawn as a consequence of the government plans to simplify arrangements, cut costs and free up front-line schools, colleges and other providers. The YPLA will therefore develop a new process of **making allocations to schools, colleges and other providers for 2011/12**, working closely with the Local Government Association (LGA), the Association of Directors of Children's Services (ADCS) and the school and college associations. The new process will focus on supporting the key strategic role for local authorities while trusting professionals in schools, colleges and other providers to plan suitable curriculum offers at institutional level. The aim will be to improve efficiency and get as much money as possible to the front line through the new lagged funding system. The new guidance will be published for consultation in autumn 2010. It will inform local activity whilst under consultation, and will be confirmed later in the year.

29 We will keep the **funding methodology and formula under review** to ensure that this mechanism reflects government objectives, the costs of effectively delivered provision and the drive for simplification and is affordable within the budget available.

30 We will continue to support and monitor 90 existing **capital projects** previously approved by the Learning and Skills Council (LSC) as part of the 16–19 capital fund programme, which finishes in 2010–11. These are capital projects for the construction of buildings to accommodate new 16–19 provision, primarily in schools. We will monitor the capital expenditure for each project on a monthly basis and pay the capital grant accordingly.

31 The results of the government's **Spending Review** in autumn 2010 will determine the funds for participation available for 2011/12 and beyond. The YPLA will ensure that the ensuing processes and timetable will enable all schools, colleges and other providers to be informed of their budgets for 2010/11 by the end of March 2011 (other than for some contracted provision, where procurement may take a little longer).

32 A core role for the YPLA will be the provision of **strategic analysis** of all the data, management information and research available on the supply of and demand for education and training in every part of the country. This has already been developed in draft for the current year and shared. It will form an essential underpinning of market intelligence to inform the plans of all those engaged in considering the future needs of students and the provision that should be made available to them in 2011/12. In late 2010/11 the process will be repeated and updated to provide the intelligence to support the allocations process for 2012/13.

33 The YPLA is committed to the **simplification** of all its systems. We will be constantly reviewing all our systems – data collection, funding, quality assurance – to ensure they are as slimline as they possibly can be, that they minimise the requirements on the front line while ensuring effective controls over the use of public funds, and that they eliminate duplication. We will work closely with LGA, ADCS and the provider associations in taking this work forward, and with the Skills Funding Agency in relation to reducing burdens and bureaucracy on FE colleges, independent providers and other stakeholders.

34 Ministers have already agreed and announced that the YPLA will not be implementing **in-year adjustment** of school or college budgets from 2010/11 onwards, as had been the previous proposal. This will remove a complication from the system. Arrangements for highly exceptional circumstances and for new provision will need to be put in place. Those providers who are paid under contract rather than grant may still have their budgets adjusted in line with their actual performance.

35 **Local authorities** will be the key strategic partners of the YPLA during 2010/11, both in terms of in-year delivery and future arrangements. Local authorities will maintain a strategic overview of provision and needs in their area, identifying gaps, enabling new provision and developing the market. They will also work closely with the YPLA in order to maintain control of the available budget. Local authorities will also continue to work in partnership with schools, colleges, other providers, and other stakeholders to ensure that young people and employer needs are recognised and feed into the developing choice of local provision. We will work closely with the LGA and ADCS in making the most effective use of resources within the new arrangements.

The YPLA as an organisation

36 The YPLA was established as a statutory corporation by the Apprenticeships, Skills, Children and Learning Act 2009 and derives its powers and duties from the Act.

37 The DfE is the sponsor department for the YPLA, and the YPLA is accountable to the Secretary of State. The Secretary of State is answerable to Parliament for the policies and performance of the YPLA, including its use of resources and the policy framework within which it operates.

38 The YPLA strives to be an exemplary public service organisation, achieving the highest standards of governance, management and operation and demonstrating continuous improvement. Our focus is continual improvement to ensure the organisation operates the most efficient and innovative system as possible.

39 The YPLA accounts for public funds in accordance with HM Treasury requirements. YPLA income and expenditure is fully subject to regularity and propriety in use of public money, including in accordance with the YPLA's schemes of executive and financial delegation. The YPLA also has responsibility for ensuring that colleges, academies and other providers make the intended use of YPLA funds by gaining assurance from auditor evidence that colleges and academies are operating within professional standards and YPLA requirements.

40 The YPLA's approach to its work is based on the following widely adopted **public service values**:

- a we aim to observe the highest standards of propriety involving **impartiality, integrity and objectivity** in relation to the stewardship of public funds and the management of the YPLA;
 - b we aim to maximise **value for money** through ensuring that services are delivered in the most economic, efficient and effective way, within available resources, and with independent validation of performance achieved wherever practicable;
 - c we are **accountable** to Parliament, ministers, users of services, individual citizens and staff for the activities and programme of work of the YPLA, its stewardship of public funds and the extent to which the YPLA's key performance targets and objectives have been met;
 - d we act in accordance with government policy on **openness and responsiveness**, and fully comply with the Freedom of Information Act;
 - e we have adopted the **seven principles of public life** established by the committee on standards in public life (the Nolan committee) to guide our work; and
 - f we strongly support the need to **promote equality of opportunity**. To this end, the YPLA is developing a **Single Equality Scheme (SES)**, stating how we will respond to The Equality Act 2010 and other equality legislation.
- 41** The SES will ensure we build equality of opportunity into all our activity, programmes and actions, supported by appropriate equality objectives. The YPLA will also ensure that the data it provides to our partners is able to support equality analysis, whilst challenging them as appropriate to promote equality and diversity.

YPLA Board and Governance

42 The YPLA Board includes representatives from all parts of the post-16 world: colleges, schools, academies, local authorities and other key sectors. Members of the YPLA Board have corporate responsibility for ensuring that the YPLA complies with any statutory or administrative requirements for the use of public funds. Other important responsibilities include:

- a ensuring that high standards of corporate governance are observed at all times;
- b establishing the overall strategic direction of the organisation within the policy and resources framework agreed with the Secretary of State;

- c ensuring that the YPLA operates within the limits of its statutory authority and any delegated authority agreed with DfE, and in accordance with any other conditions relating to the use of public funds; and
- d ensuring that, in reaching decisions, the YPLA has taken into account any guidance issued by the DfE.

43 The current board is made up of 12 members. Seven observers bring their expertise to board meetings and support the Board in its work.

Organisational Development and Remuneration Committee

44 This Committee reports to and advises the YPLA Board on the ways of embedding organisational mission, vision and values, including developing partner relationships.

Audit and Risk Management Committee

45 This Committee is now reporting to and advising the YPLA Board and Chief Executive on the adequacy and effectiveness of the operation of the system of internal control within the YPLA.

Annex

Spending plans for 2010/11

46 The YPLA's budget for the financial year 2010-11 is £9.5 billion and funds both 2009/10 and 2010/11 academic year students. Funds for 2010/11 have been allocated replicating local authority funding methodologies for 11-16 year olds in academies (and 3-16 for all-age academies) and through a national funding formula for 16-19 year olds.

47 A stock-take of mainstream 16-19 provision in autumn 2009 showed greater than expected demand for, and uptake of, learning by young people. The additional learner numbers have had a knock-on effect on the expected demand in 2010/11 and this has been taken into account in the funding for 16-19 education and training. The available funding supports over 1.4 million places for young people¹ and students in 280 traditional academies.

48 Base rates of funding for 16-19-year-olds in 2010/11 have been maintained at 2009/10 levels and 80,000 more young people will receive EMA by redirecting funds from the existing bonus scheme in 2010-11.

49 In summary, for the 16-19 education and training sector, this means:

- a a £416 million (5.9 per cent) increase in the funds available for participation across the sector and a budget of nearly £8.5 billion, which includes £7.5 billion for education and training places, £662 million for learner support and a contribution to the government's programme of efficiency savings;
- b revenue funding for over 1.4 million students; a 70,000 (4.5 per cent) increase on those funded in 2009/10;
- c planned participation of 97 per cent for 16-year-olds and 92 per cent for 17-year-olds;
- d a £18 million increase in the Additional Learning Support (ALS) budget to support the sector to closing the attainment gap;
- e record levels of support for students with increases to budgets for EMA and C2L to support an additional 80,000 students;

- f £12 million on the new Foundation Learning Programme;
- g capital funding of £255 million for 14-19 provision and £5m for young people with LDD provision for the financial year ending 31 March 2011;
- h support from the European Social Fund of £55 million in the financial year 2010-11;
- i over £65 million in 14-19 reforms including in Education Business Partnerships, Young Apprenticeships etc (see table below); and
- j increasing the funding for young people with LDD specialist provision to £250 million.

50 The 2010/11 funding methodology and allocations process is designed to:

- a consolidate funding for students recruited by school, colleges and other providers by autumn 2009, adjusting for different levels of cohort and infrastructure changes;
- b distribute any additional growth in learner numbers to regions based on the numbers of young people in their region not in education, employment or training;
- c target ALS at those with the lowest GCSE points scores in English and mathematics and increasing the resources available for ALS; and
- d merge the E2E programme budget with Foundation Learning in further education to form a new Foundation Learning budget.

51 The figures in the tables below are planning assumptions, and may change as a result of the allocations process and to reflect actual delivery during the year. These have been updated from those published within the 16-19 Statement of Priorities and Investment Strategy 2010-11 due to more recent information being available for current activity and subsequent changes to projections.

¹ Those who on 31 August have reached the age of 16 but have not reached the age of 19; have not reached their 25th birthday if a learning difficulty assessment is in place; those aged between 10 and 18 and are in youth custody; and, all students in academies.

Table 1: Planned funding for young people in education and training in England 2010-11

Young People's Learning Agency Budget 2010-11	2010-11 Budget (£000's)
16-18 PARTICIPATION	
16-18 FE and FL	3,963,000
School Sixth Forms (maintained)	2,247,000
School Sixth Forms (academies)	169,000
Education in Youth Custody	18,000
Total 16 - 18 Participation	6,397,000
PRE-16 PARTICIPATION	
General Annual Grant	1,661,000
Insurance	20,000
Annual per capita grant	16,000
National Challenge Advisors	7,000
Miscellaneous Programme Costs	1,000
TUPE and Staff Restructuring	7,000
Deficit Funding	8,000
Total Pre-16 Participation	1,720,000
OTHER PARTICIPATION	
LLDD Revenue	250,000
19-25 high cost ALS	32,000
Total Other Participation	282,000
NON-PARTICIPATION	
Learner Support	
EMA	564,000
Discretionary Learner Support	26,100
LEA Transport Partnership	12,000
16-18 Residential Bursaries	5,000

Table 1 (cont.): Planned funding for young people in education and training in England 2010-11

Young People's Learning Agency Budget 2010-11	2010-11 Budget (£000's)
NON-PARTICIPATION	
Learner Support	
Care to Learn	41,000
Dance and Drama Awards	13,900
BIS Programmes of Learner Support	37,000
Other Budgets	
Education Business Partnerships	25,000
Young Apprenticeships	33,000
E2E Youth Community Action Capacity	3,000
Parents to Be	4,000
JACQA	310
Online Learner Panel	3
Free Childcare for Training & Learning at Work ²	30,000
Total Non-Participation	794,313
CAPITAL GRANTS	
14-19 Capital Fund	255,000
LLDD Capital	5,000
Devolved formula capital (pre-16)	16,000
Total Capital Grants	276,000
ADMINISTRATION	
Administration	44,000
Academies staff related budget	4,000
Total Administration Budget	48,000
GRAND TOTAL YPLA BUDGET	9,517,313

² Programme being withdrawn. Budgetary changes to be advised.

Table 2: Planned participation in number of students

	2008/09 outturn	2009/10 projected	2010/11 planned
Further Education all levels	897,000	928,000	931,000
of which were Entry 2 Employment	78,000	98,000	n/a
of which are Foundation Learning	147,000	159,000	236,000
School Sixth Forms all types	399,000	416,000	439,000
of which are Maintained School Sixth Forms	384,000	393,000	403,000
of which are Academies/ including CTCs	15,000	24,000	37,000
Specialist LLDD 16-25 provision	4,000	4,000	4,000
FE provision for 19-25 LLDD	4,000	4,000	4,000
Total Learners	1,304,000	1,352,000	1,378,000

Table 3: Projected participation in education and training between 2007/08 and 2010/11

	2007/08	2008/09	2009/10	2010/11
Participating at age 16	89%	92%	94%	97%
Participating at age 17	78%	80%	87%	92%
Participating at age 18	55%	55%	59%	62%
Participating at age 16-18	74%	76%	80%	83%

Table 4: Projected attainment levels between 2007/08 and 2010/11

	2007/08	2008/09	2009/10	2010/11
Level 2 by age 19	77%	79%	81%	84%
Level 3 by age 19	50%	51%	52%	57%

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