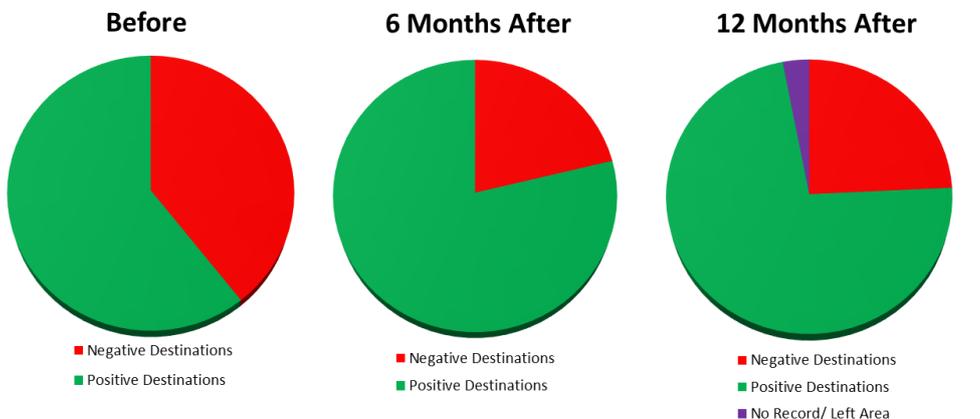


# Reading YOS Outcome Summary 2014-2015

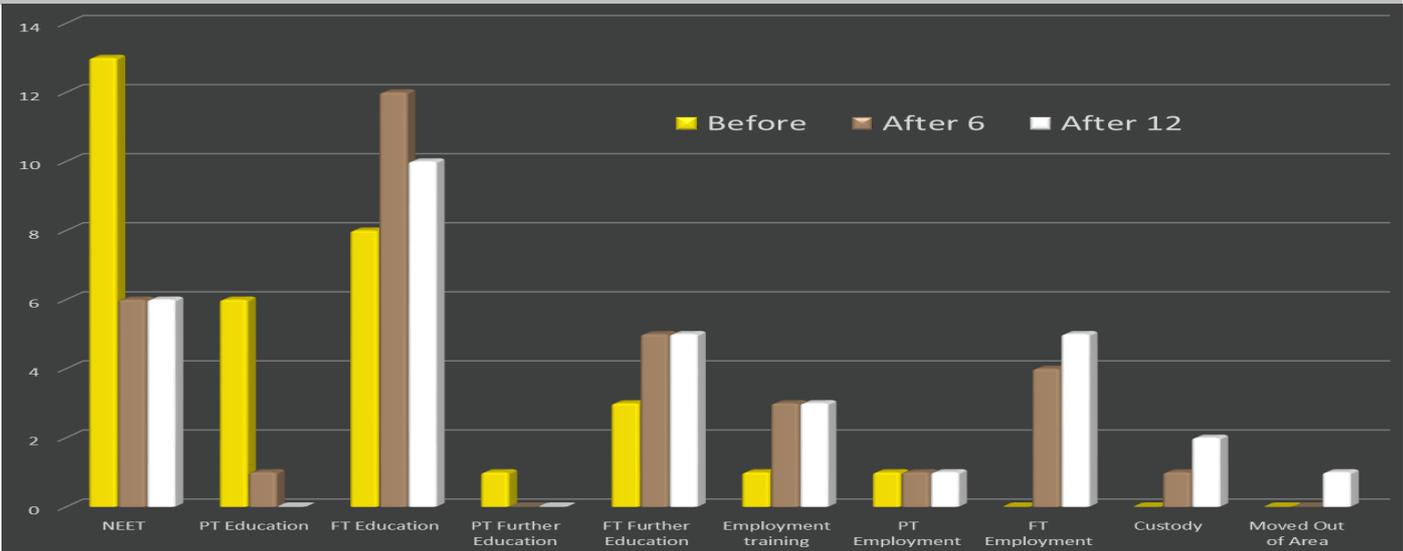
## Progression summary

## Year summary



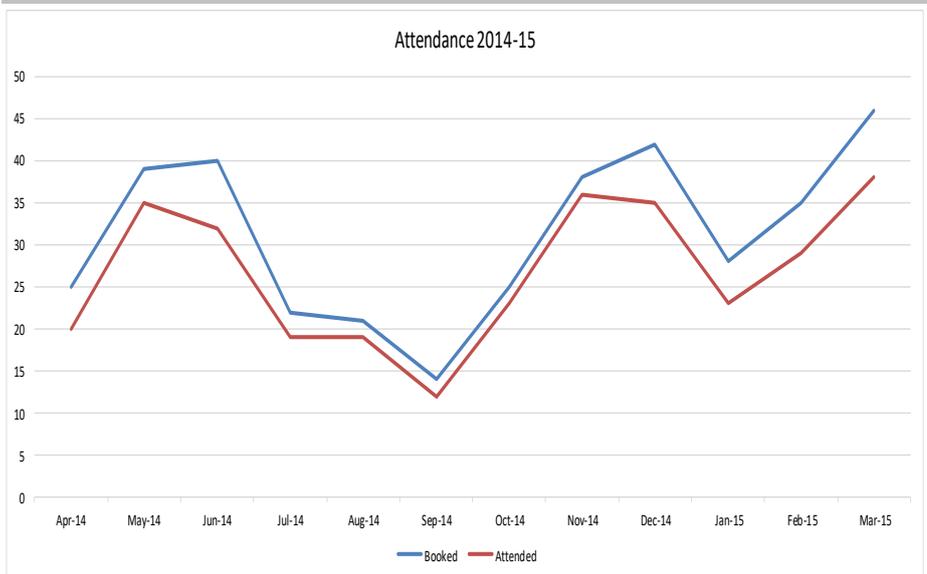
This cohort comprises a much more complex group of individuals. This is reflected in the higher level of orders and the proportion of NEET young people to begin with. Two young people went into custody which was outside of our control. Yet a significant number of those who were in a negative destination moved into ETE.

## Progression breakdown



The number of NEET young people was more than halved from 13 to 6 at the 6 months data collection point and was maintained at 12 months. Most moved into full time education, employment or further education.

## Attendance record



## Key information:

Reduction in NEET YP:  
At 6 and 12 months was 54%.

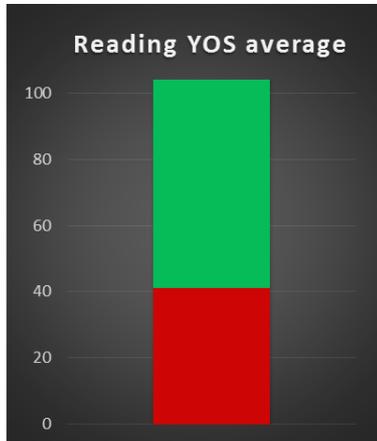
YP numbers - 33  
Average no of sessions - 6  
50% voluntary  
50% Statutory sessions

8 Prevention, 13 Referral orders, 8 YROs, 1 ISSP, 3 DTOs

Attendance - 83%  
Average age  
16 Y 2 m at 6 months stats collection and 17 Y 2 m at 12 months.

# Outcome Summary 2014-2015

## Reoffending Rate 2014-2015



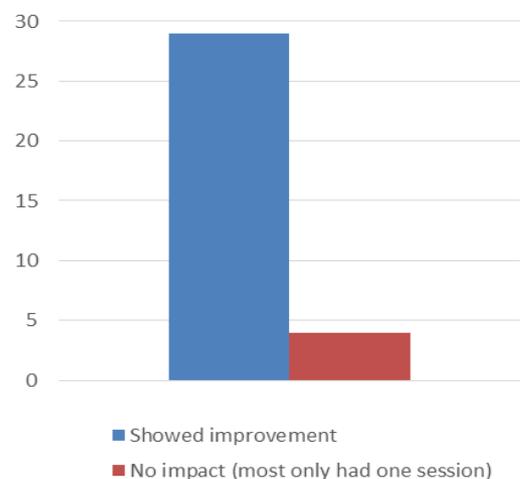
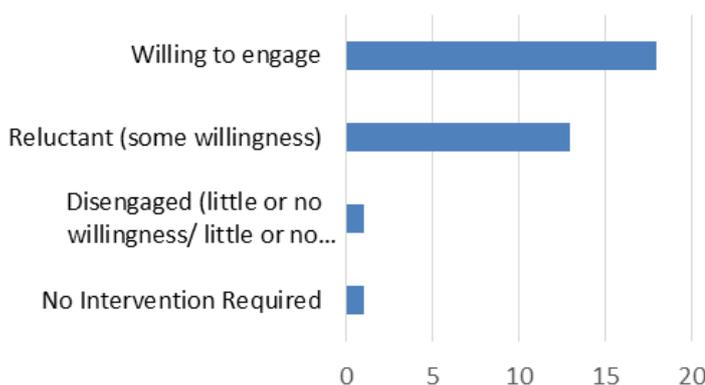
The MOJ releases data 2 years after the event so direct comparison will not be possible until September 2017. The most up to date information is for the period ending December 2014. This has been released provisionally in November 2016. It shows the average reoffending rate for Reading YOS as 39.4% and the national reoffending rate as 37.9%.

Out of the 33 young people that completed their intervention in 2014-15, 8 young people committed another offence in the 6 month period after we worked with them. This equates to a reoffending rate of 24%.

12 months after they finished their intervention, 12 young people re-offended. The clients that we see for our project are some of the most vulnerable clients within the YOS and our reoffending rate was 36%.

## Engagement analysis

Based on trainer observation



In this cohort, there was a higher proportion of young people who were initially reluctant to start the intervention. The project still successfully engaged the young people we worked with and most showed improvement in their skills, confidence and/or attitude.

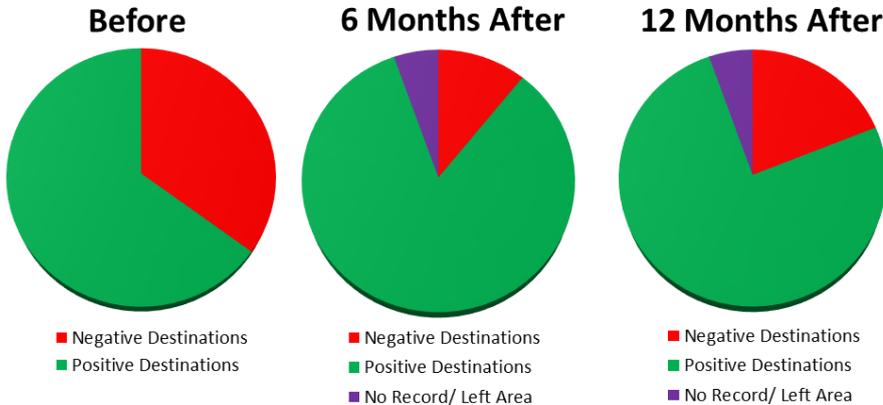
Reading YOS

# Outcome Summary 2013-2014

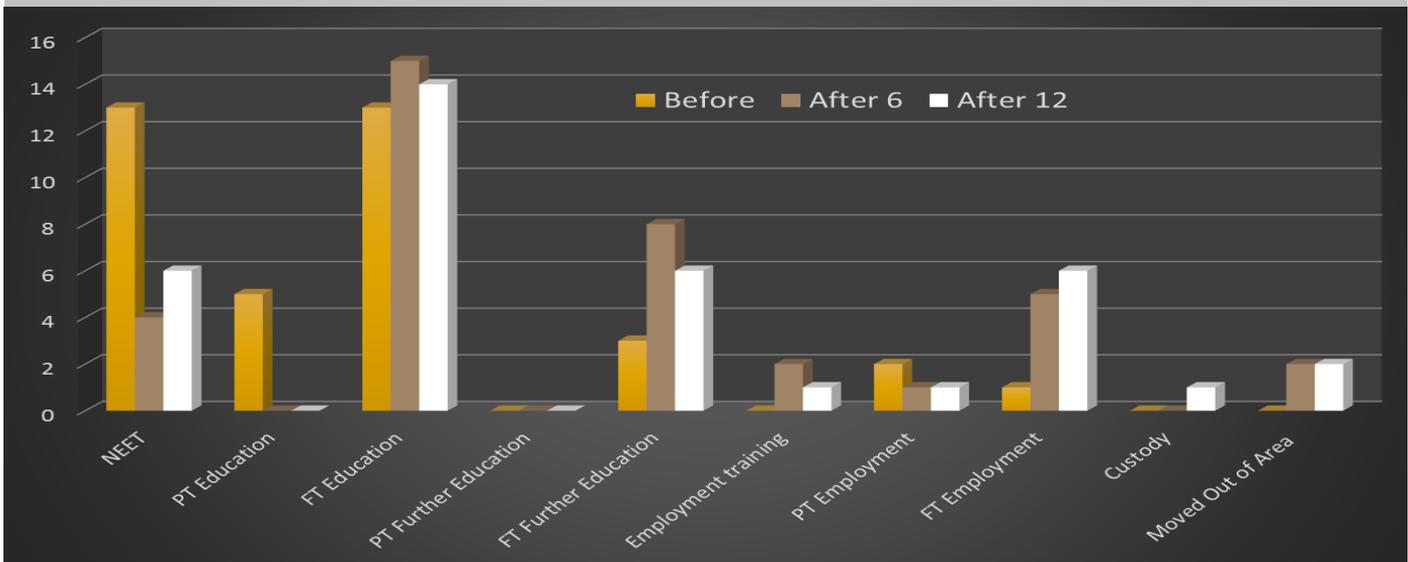
## Progression summary

## Year summary

Reading YOS now collects statistics 6 months after a young person's last session. Please see the analysis notes at the end of this report for full details. Despite a general shift in Youth Justice towards fewer but more complex cases, the Communicate project continued to successfully move NEET young people into Education, Training or Employment and helped to reduce reoffending rates.



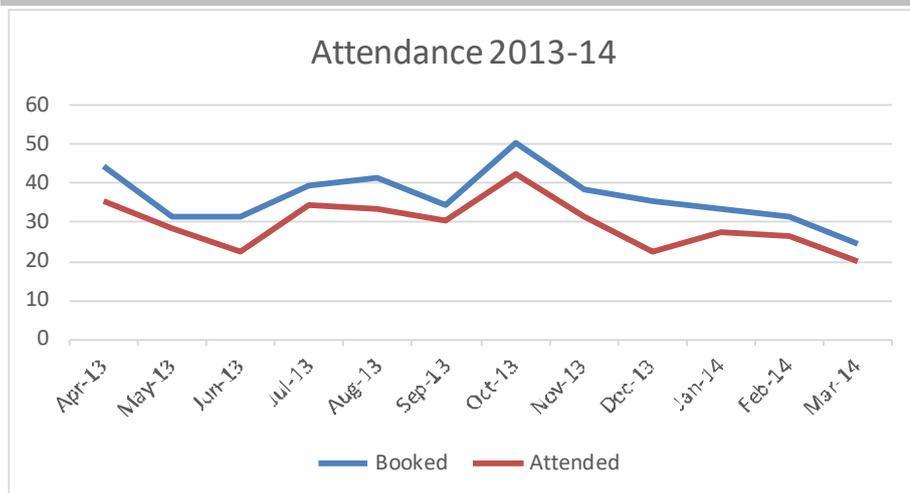
## Progression breakdown



Of the 13 young people that were NEET at the beginning of the course, 9 moved into a positive destination, particularly further education and full-time employment, and most remained in a positive destination 6 months later.

## Attendance record

## Key information:



Reduction in NEET YP:  
6 months 70%  
12 Months 54%

YP numbers - 37  
Average no of sessions - 5  
50% Voluntary sessions  
50% Statutory sessions

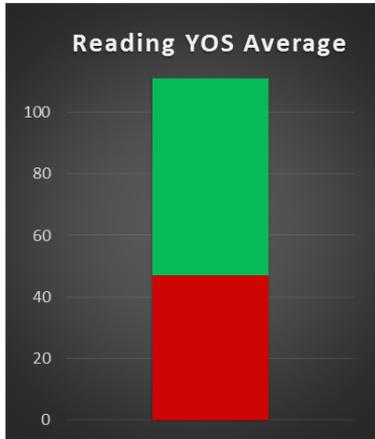
10 Prevention cases, 20 Referral orders, 6 YROs, 1 DTO

Attendance - 76%  
Average age  
15 Y 8 m at 6 months stats collection  
16 Y 4 m at 12 months.

## Reading YOS

# Outcome Summary 2013-2014

## Reoffending Rate 2013-2014



For the period ending September 2014, the average reoffending rate (within a 12 month period of the original offence) for Reading YOS was 42.3%. The national reoffending rate for the same period was 37.8%



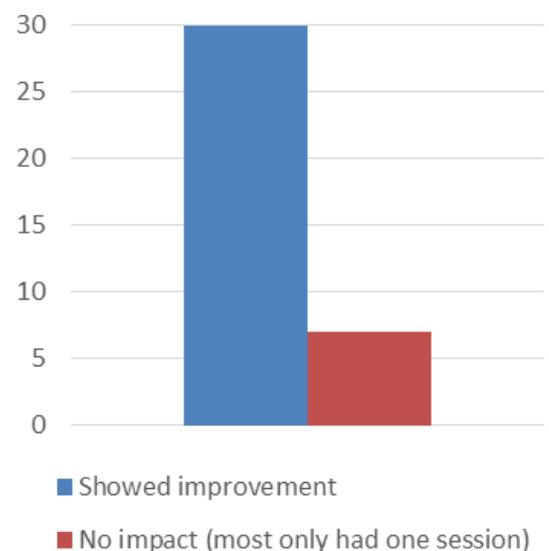
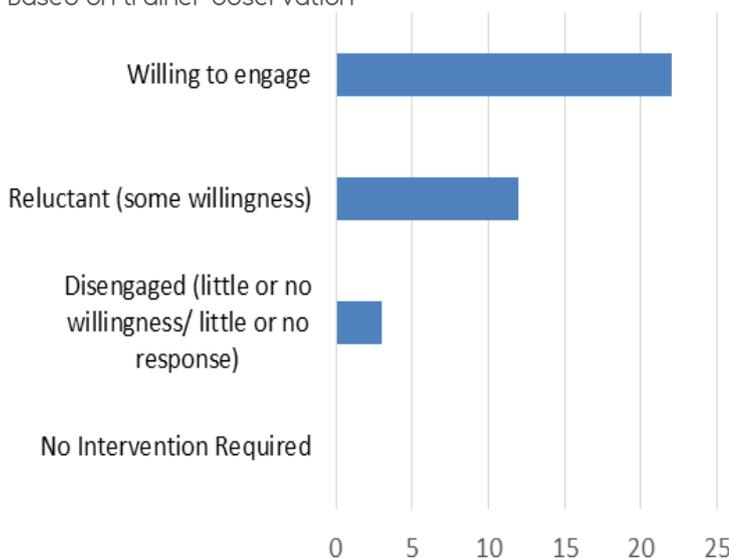
Out of the 37 young people that completed their intervention in 2013-14, 27 were on a court order. Of those, only 3 young people committed another offence in the 6 month period after we worked with them. This equates to a reoffending rate of 11%.



12 months after they finished their intervention, a total of 5 young people re-offended. The clients that we see for our project are some of the most vulnerable clients within the YOS and our reoffending rate was 18%.

## Engagement analysis

Based on trainer observation



The above graphs show that a substantial number of young people were reluctant to start sessions but the project successfully overcame initial resistance and most young people showed improvement in skills, confidence or attitude.

### Analysis notes

In 2014, Reading YOS changed how it collects statistics to measure the impact of the Communicate Project. Previously, we grouped all learners that registered in a financial year (e.g. from 1<sup>st</sup> April 2013 to 31<sup>st</sup> March 2014). We then picked a set date to evaluate ETE destinations for all learners 6 months after the last student registered. This gave an analysis point in September 2014. This could mean that details of ETE destinations were not recorded for the first young people until 18 months after they finished.

The collection process was updated so that details of a learner's destination are recorded exactly 6 months after their last session with us no matter when this falls. This increases the accuracy of the data. To produce annual reports, we then group all the destinations collected within a period of 12 months beginning on the 1st October and ending on the 31st September.

### An example

The cohort for 2013-14 was started on 1st April 2013. If a learner finished their intervention that same month, their ETE status would be collected in October 2013. The yearly data for 13-14 would encompass all learners who finished their intervention between October 2013 and September 2014.

### Transitions

The time of year is an important factor for collecting information about ETE status. Now that we use a rolling system, the date for collecting ETE information can fall at any point in the academic year. This can make it difficult to pick the ETE status especially for year 11 leavers if it falls in the summer holidays. We have adopted the Connexions cut off to keep our data consistent. Connexions determine that the period between the 26th July (the end of the academic year) and the 7th September (the start of the new academic year) is called transition. It was decided that if learners had been accepted for a placement at college and were waiting for it to start in September then that will be their recorded destination for the purpose of data collection. Anyone without a confirmed placement was recorded as NEET. The 12 month follow-up will then capture anyone who started a college place but was not able to continue.

### Changes in Youth Justice

There has been a decline in the number of lower level court orders, particularly Referral Orders. This has meant a decrease in the number of learners available and that those who are involved with youth justice are on higher level orders. These learners tend to have much more complex needs and therefore have more elements to complete on their orders.

### Engagement has continued to improve

Despite this trend, the level of engagement has remained very similar across all the years. Higher-level orders tend to be given when young people are older. This is reflected by the fact that the average age of our clients has increased to 16 (at the end of year 11).

### **A note about working with school leavers**

The young people we work with tend to be in their final year of statutory education. This means almost all the young people in a given cohort face being NEET unless they are able to access ETE. You would therefore expect NEET levels to increase but the intervention has helped to not only maintain the NEET levels, it has reduced the rate over this transition period.

In some cases, young people were helped back into ETE but this is missed in the figures because they finish school before the data is collected. For example, MJ was in year 11 and was NEET. As a result of the sessions, he managed to get back into full time education. He was registered as NEET however in our study because he was 16 and in transition at the time the statistics were collected.

### **Re-offending**

Some of the more serious offenders can end up with more than one entry, under the new 6 month rolling stats system. They finish their Communicate intervention and there is a 6 month gap so stats are collected. They then re-offend and complete more sessions so a separate entry is created. Young people with multiple entries typically need much more help to access ETE especially as their offence can also be a barrier to getting onto a course.

### **Behind the numbers**

Reducing learners to numbers only gives one part of the picture. For example, the day after we collect their ETE status, they could be offered a job or a course. It also misses the individual triumphs. Helping someone to move from NEET into a job, training or course shows up as one tally but the transformation that person has undergone is significant.

Similarly, simply looking at data misses some of the finer detail. For example, SS was in school when he started but his attendance was poor and he was disengaged. When looking at the stats, he is considered to be going from Full-Time Education to Full-Time Education but misses the fact that because he learned to read, he re-engaged with school and his attendance improved dramatically and has continued to be very good.

### **Multiple destinations.**

Sometimes, learners do not fall easily within one classification. For example, DB, was full-time at college and had a part-time job. He is down as being in full-time further education but the statistics miss the fact that he does also have a part time job. If someone is part-time at college and they have a part-time job, we have simply alternated our data because we can't have  $\frac{1}{2}$  a person.

### **Loss of data**

In February 2015, while the Communicate Tutor was on leave, Reading Borough Council unintentionally (while trying to update the Windows platform) wiped all learner data. All initial scores, progress scores and feedback were irrevocably lost and therefore cannot be included in this report. However, all session records were also written up on the Youth Offending team's database so it has been possible to collate all learners' initial and final destination information which was then cross-checked with the Connexions database.