

# Young People's Learning Agency Annual Plan 2011/12

July 2011

For information

Of interest to local authorities, schools, Academies, colleges and other providers

**Further information**

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## Foreword from Les Walton Chair, Young People's Learning Agency

This Annual Plan sets out our key objectives for the period to July 2012.

The Department has agreed that we should publish an Annual Plan that goes to the end of the academic year 2011/12, in order to give those that we work with, and those we fund, some assurance for the year ahead. As you will know the Education Bill is currently before Parliament and, if passed, the Young People's Learning Agency will be dissolved by the end of March 2012. Our current responsibilities will pass to a new Education Funding Agency, operating within the Department for Education.

In this last year we have had significant changes in the direction of education policy, funding arrangements, new forms of education provision as well as demographic changes and all within a challenging economic climate.

These changes affect us all, and I, with the support of the YPLA Board, need to have a very clear picture of the changing demands on the YPLA if we are to lead and support the organisation and staff through this period. It is unusual for an organisation to increase its activity whilst at the same time transferring to a new organisation. Many of the new requirements are wide-ranging and innovative. The rapidity of change combined with a much bigger and more diverse client base would be a challenge for any organisation, let alone one which has been in existence for only one year.

We are always driving for continuous improvement. How will we measure this at the end of this year? Our aim is to:

- Significantly improve the financial services we offer to 16-19 providers and Academies.
- Continue to improve the capacity and capability of our staff.
- Ensure our key stakeholders are satisfied with the work of the YPLA.
- Put the technology and systems in place to manage the transition without disruption to the business.

The most important priorities are; to deliver the present YPLA programme so that young people are able to continue to access the most suitable education for them; that the change will be managed smoothly and that there will be a very high degree of continuity in the service our partners receive. I am clear that changes should be made only 'where appropriate' and that we should harness the expertise and capacity which already exists in the YPLA to work alongside departmental colleagues to bring about the transition.

Throughout all the changes of this past year YPLA has managed its remit with the same set of core values at its heart. These values have guided us through the challenges and enabled us to work flexibly but remain focused. The aim of this organisation will continue to be that the needs of young people, and their ability to achieve and thrive is at the heart of what we do.

I believe the success of the EFA on 1<sup>st</sup> April 2012 will be dependent on the success of the YPLA on 31<sup>st</sup> March 2012 and this annual plan sets out how we will achieve this.



**Les Walton**  
Chair, Young People's Learning Agency  
30 June 2011

## Introduction by Peter Lauener Chief Executive, Young People's Learning Agency

This plan sets out very clearly what we intend to do in the coming year. It is important, however, that we are equally clear **how** we intend to achieve our objectives.

I am in the fortunate position of receiving many invitations to visit Academies, schools, colleges and training providers, and am often asked to speak at conferences and other events. I try to accept as many of those as possible, and I am always impressed by the enthusiasm and commitment I find throughout the system, from governors and heads of institutions through to teaching and support staff and, not least, the young people themselves. But I also see such events as an opportunity to ask what our partners want from us and how well the YPLA is performing.

Most of the replies I get say the same things, and make a number of requests. Allocations should be transparent, on time, and right first time; contracts and payments should be on time, and accurate; and, if we do have to issue any guidance, it should enable those receiving it to understand clearly what it implies, how they will be affected, and to see that any changes are fair.

Some simple requests – but challenging to deliver.

The objectives in this plan reflect what our partners see as key to our work. The objectives also include three that relate to the YPLA itself. I am proud of the skilled and professional way in which YPLA staff do their work, but not complacent. We work in the learning sector, and must, therefore, lead by example, and be an organisation that is constantly improving, simplifying our processes, being more transparent and being more effective.

This plan sets out our ambitions. I know I will be told by our partners in the education and training system whether we achieve them!



**Peter Lauener**  
Chief Executive, Young People's Learning Agency  
30 June 2011

## The Young People's Learning Agency

The Young People's Learning Agency (YPLA) is a non-departmental public body sponsored by the Department for Education (DfE). Its role and statutory functions are set out in the Apprenticeships, Skills, Children and Learning Act 2009 and in remit letters and grant letters from the Secretary of State. One of those statutory functions is that the YPLA must make and publish a plan for each academic year, setting out how it intends to achieve its objectives for the year, and how it proposes to use its grant funding.

Our main role is to fund the education and learner support of:

- All young people in open Academies, including secondary, primary and special schools, as well as City Technology Colleges, Studio Schools, Free Schools and University Technical Colleges.
- 16-19 year olds in a variety of settings, including:
  - School sixth forms.
  - General further education colleges.
  - Specialist further education colleges, including land based and art and design.
  - Sixth form colleges.
  - Independent training providers.
- Young people aged up to the age of 25 who are subject to a learning difficulty assessment (including learners attending Independent Specialist Providers), and for young people aged 10-18 in youth custody.

The YPLA is not responsible for funding 16-18 Apprenticeships, which are the responsibility of the Skills Funding Agency.

We work in partnership with local authorities, in their key strategic role as champions of young people, and with Academies, schools, colleges and other providers, to ensure the best possible outcomes for young people.

Details of our spending plans for the financial year 2011-12, and the planning assumptions of participation in learning in the academic year 2011/12, are set out in the Annex to this plan.

This plan covers the period to the end of July 2012. In November 2010, the Government announced that, subject to legislation, from April 2012 the main functions undertaken by the YPLA would transfer to the Education Funding Agency, an executive agency of the Department of Education; those functions will include delivery of the objectives set out in this plan.

### YPLA objectives for 2011/12

Our approach to planning for 2011/12 is to set out a small number of clear, high-level objectives. These objectives are then broken down into more specific objectives, each of which has a delivery plan. The delivery plans contain measurable milestones and targets. Accompanying this top-level plan is a communications plan that sets out how we will communicate with our partners and all those we fund. This plan, and the supporting plans, have been developed to ensure that we can achieve the objectives set out in our Single Equality Scheme.

## High-level objectives for 2011/12

### (A) Service delivery

- **Funding and Programme Development:** supporting the Department for Education: to develop a new simplified funding formula for Academies and for 16-19 education and training; to undertake the associated modelling; to identify the impact on types of institutions; to develop the formula, rates and systems to deliver; and to develop the YPLA's delivery programmes.
- **Allocations:** ensuring that funding allocations are accurate, understood, and are communicated on time. This includes allocations for school sixth forms, colleges, independent training providers and other providers (such as independent specialist providers and young offender institutions), and grant calculations pre-16 and post-16 for Academies.
- **Contracts and Payments:** ensuring that contracts are agreed and payments are made accurately and on time. This includes funding agreements with Academies and financial memoranda and contracts with other providers, and payments in respect of school sixth forms, colleges, independent training providers and other providers; payments to those providing goods or services to the YPLA; and payments to young people receiving financial support from the YPLA.
- **Assurance and Compliance:** ensuring that the providers who receive funding for education and training use it for the purpose for which it was provided. This includes ensuring compliance with Academies' funding agreements (to ensure the Academy itself, and the YPLA on behalf of the Secretary of State are fulfilling their obligations) and compliance by other providers with their contracts or financial memoranda.
- **Data and modelling:** ensuring that data is used effectively and transparently to drive funding decisions and inform self-improvement. This includes making data available to providers and local authorities, to inform their planning, to inform their understanding of the funding implications of choices they are making, and to enable them to compare their performance with that of others.
- **Monitoring and intervention:** working with providers, proportionate to need, to protect the interests of learners and to ensure the proper use of public funds and the financial stability of providers. This includes working with all providers where there are concerns about financial health or about the quality of education and training and (currently under review) monitoring the educational performance of open Academies.

### (B) Leadership, governance and system change

- **Managing transition:** preparing for the proposed transition from the YPLA to the Education Funding Agency.
- **Effectiveness:** ensuring the effectiveness of the YPLA as an organisation in delivering its objectives. This includes the transparency and accountability of the YPLA, governance arrangements, the management of central and shared services and a robust approach to risk management.
- **Simplification:** simplifying, wherever possible, all YPLA systems, to reduce the burden on providers and to deliver efficiency savings for the YPLA. This includes working with the Skills Funding Agency to align our processes and minimise bureaucracy for providers in the further education sector.

## Delivery plans

We have developed delivery plans to cover all aspects of our work. Those plans break down the high-level objectives into more specific objectives, with milestones that we can measure, monitor and report on. The delivery plans are grouped into programmes managed by strategic directors.

The delivery plans set out:

- Specific goals, and the purpose of those goals.
- Milestones (ie important steps on the way to each goal), and what we need to do to reach those milestones.
- Risks to achieving our goals, and how we will reduce the likelihood and impact of individual risks.
- How we will measure our performance.

## Communications plan

A communications plan sets out how we will communicate both externally and internally. It has two components: the first covers the work of the YPLA; and the second covers transition to the proposed Education Funding Agency.

## Learning and development

The knowledge and expertise of YPLA staff is widely recognised by our partners, and we regard continuing professional development as crucial to achieving our objectives. We ensure that staff have access to a wide range of opportunities, including access to e-learning. Some learning is mandatory for all staff.

All staff who have financial responsibilities have had training on financial probity, and over one-fifth of our workforce have received external specialist training on business writing, including the use of the YPLA's style guide.

## Monitoring and reporting

The YPLA is subject to rigorous monitoring of its performance. We report on a quarterly basis to our Audit and Risk Management Committee, and to the YPLA Board. These reports cover: financial expenditure and forecasts; risk management; and the performance of the YPLA as an organisation.

We also report on a monthly basis to the Department for Education, at regular performance review meetings, and the Chair and Chief Executive have quarterly performance review meetings with ministers.

For 2011/12, we will report our performance against the objectives set out in this plan and in the supporting delivery plans.

If, during the period covered by this plan, we feel that it needs revision, we will agree with the Department any changes that we should recommend to the YPLA Board.

**ANNEX****Spending plans and forecast numbers**

(source: revised YPLA Grant Letter from the Department for Education, 15 June 2011)

**Planned investment in 2011-12**

<b>16-19 Participation<sup>1</sup></b>	<b>£m</b>
Further education	3,989.30
School sixth forms (including Academies and special educational needs (SEN)/special schools post-16)	2,426.18
Specialist provision for learners with LDD 16-24	258.00
FE provision for learners with LDD 19-24	52.60
Young offender education	13.49
<b>Total 16-18 Participation</b>	<b>6,739.56</b>
Pre-16 Academies	4,915.81
<b>Total Participation</b>	<b>11,655.37</b>
16-19 Bursary Fund	85.70
EMA	316.80
Residential Bursaries	4.40
Dance and Drama awards	14.30
Care to Learn	38.60
<b>Total Learner Support</b>	<b>459.80</b>
Young Apprenticeships	15.30
Local Authority Transport Partnership <sup>2</sup>	3.80
<b>Total DfE Recurrent Programmes</b>	<b>12,134.27</b>
SFC Building Condition Improvement Fund	57.33
16-19 Demographic Growth Capital Fund	30.00
SFC Devolved formula capital	3.93
Devolved formula capital (pre-16) – Academies and CTCs	12.56
<b>Total Capital</b>	<b>103.82</b>
<b>YPLA Administration</b>	<b>48.07</b>
<b>Total DfE Funded Initiatives</b>	<b>12,286.16</b>
BIS programmes of Learner Support	19.80
<b>Total Funded Initiatives</b>	<b>12,305.96</b>

**Forecast Numbers of Young People Learning in England 2011/12**

(source: revised YPLA Grant Letter from the Department for Education, 28 March 2011. The forecast numbers were not changed in the revised Grant Letter of 15 June 2011)

<b>Total participation<sup>3</sup></b>	<b>estimated (000s)</b>
<b>Total</b>	<b>1,337</b>
Of which:	
16-19 further education	875
School sixth forms (including Academies and special educational needs (SEN)/special schools post-16)	454
Specialist provision for learners with LDD 16-24	4
FE provision for learners with LDD 19-24	4

<sup>1</sup> Planned funding for FE and sixth forms has been revised since the 16-19 Funding Statement published in December 2010, in the light of final allocations issued to providers.

<sup>2</sup> The local authority transport partnership fund comes to an end in 2010/11. These funds were drawn down in the 2010-11 financial year. £3.8m represents the proportion that falls into the 2011-12 financial year and is not additional funding.

<sup>3</sup> Learner volumes have been updated since the 16-19 Funding Statement to reflect final allocations issued to providers.

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