Tony Stephens Education Support

http://tonystephens.org.uk

tonystephens856@gmail.com

07977804899

**161 Academy and School News and Resources Update, March 26-31 2022**

*Copyright, Tony Stephens*

***Website references are given where needed in all cases***

**http://tonystephens.org.uk**

**Government White paper**

* **The Opportunity for All White Paper**

The DfE has issued:

* The **white paper, print version**, <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063602/Opportunity_for_all_strong_schools_with_great_teachers_for_your_child__print_version_.pdf> **web version**, <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063601/Opportunity_for_all_strong_schools_with_great_teachers_for_your_child__web__-_accessible.pdf>
* **The case for a fully trust-led system**, <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063615/The_case_for_a_fully_trust-led_system__web_.pdf>
* **Economic** benefits of meeting the ambitions set out in the Schools White Paper <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063572/Economic_benefits_of_SWP_ambitions_March_2022.pdf>
* **Methodology for obtaining mean GCSE grades for English language and mathematics**, <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1064055/KS4_average__mean__grade_derivation_methodology.pdf>

**The two new ‘ambitions’** …

* + Government has already set a target in its levelling up paper for 90 per cent of children by 2030 leaving primary school with the expected standard in reading, writing and maths, up from 65 per cent currently.
	+ The white paper now sets out a new “ambition” to increase the national GCSE average grade in both English language and in maths from 4.5 in 2019, to 5 by 2030.
	+ The two ambitions will be the “measure of this white paper’s success”. The government has clarified that these ambitions “do not introduce any additional school-level accountability measures”. Ofsted already looks at measures to address underperformance in English and maths under its inspection framework, the DfE said.
	+ There are **two key principles**:
		- a rigorous commitment to using, building and sharing evidence so that every school knows ‘what works’ for all of their children;
		- a focus on enabling collaboration between teachers, schools and wider children’s services so that every child is supported to realise their full potential.
	+ There is **no extra funding** to support the white paper

**The NEW white paper policies**…

An excellent teacher for every child

* Consultation on a new leadership level NPQ for SENCOs, which would replace the National Award in SEN Coordination as the mandatory qualification for all new SENCOs.
* New scholarship to attract the most talented language graduates and a new ITT course to support more engineers to teach physics.
* A new digital service will recognise teaching qualifications “from all over the world”.
* There will be the biggest ever early years training programme
* The overall aim is to improve teacher quality

Delivering high standards of curriculum, behaviour and attendance

* A new literacy and numeracy test for a sample of year 9 pupils to “estimate performance at a national level. This will “consist of a short series of digital activities undertaken by a small number of children in school”.
* Legislation to “modernise” rules on recording attendance, with a new “national data solution” which will provide a blueprint for other parts of the system.
* Legislation to increase Ofsted’s powers to inspect schools that are operating illegally without registration.
* An expectation that all mainstream schools run a 32.5 hour week by September 2023.
* A new network of modern foreign language hubs from 2023, and more effective professional development for language teachers.
* Updated plans to support sport and music education will be published this year, and a new cultural education plan will come out in 2023.
* A new careers programme for primary schools in areas of disadvantage and improved professional development for teachers and leaders on careers education.
* Better behaviour and higher attendance through more effective use of data, including an annual behaviour survey and a national data system, to drive up attendance and make it easier for agencies to protect vulnerable children.
* The government wants to make it the local authority's legal duty to re-engage pupils missing most of their lessons. New statutory expectations will be set out for local authority attendance services to help "severely absent" pupils get back to school.

Target support for every child who needs it

* Ofsted will hold schools to account for the new a new “parent pledge’ – that “any child that falls behind” in English and maths should receive “timely and evidence-based support to enable them to reach their full potential”. Government has “pledged” to make sure schools communicate this to parents.
* New guidance on providing catch-up “targeted support”, keeping parents updated and effective assessment for children who have fallen behind will be published in partnership with Ofsted.
* Tutoring to become a “core academic option in the pupil premium menu” with a “vibrant tutoring market” from 2024. Schools will be expected to use their core budgets, including pupil premium, to pay for support.
* The DfE will drive greater social mobility in Higher Education, strengthening the engagement between schools and Higher Education Providers.

A stronger and fairer system. There will be a clear role for every part of the school system, with local authorities empowered to champion the interests of children and a new collaborative standard requiring trusts to work constructively with all other partners.

On academies

* A fully trust led system with a single regulatory approach, which will drive up standards, through the growth of strong trusts and the establishment of new ones, including trusts established by local authorities.
* A target for all schools to be in strong multi-academy trusts, or have “plans to join or form one”, by 2030.
* The DfE will “expect” most trusts to work towards serving at least 10 schools or 7,500 pupils.
* The proportion of schools a trust can run in a particular area will be capped, though no cap will be imposed on trust size overall.
* A review in May to consider new intervention powers over academy trusts if they fail to meet new statutory standards for being “strong” MATs.
* The white paper calls for a regulatory review of Mats, potentially paving the way for an independent regulator of school trusts and their operations.
* Clearer expectations for trusts over providing high-quality, inclusive education, school improvement, financial management, parental engagement and workforce deployment, training and retention.
* They also face new statutory duties to work collaboratively with other trusts, councils and public bodies, and follow the admissions code.
* Top-slicing faces new “transparency measures”.
* In “exceptional circumstances”, good schools may be able to request moving trust. It will allow schools to switch between Mats by appealing to the new regulator
* A three-year £86 million pot is earmarked for trust capacity funding, with extra “financial support” for dioceses to launch trust following a pilot.
* A new CEO development scheme will be open to executive heads and senior trust staff.
* A consultation to move schools with two consecutive Ofsted judgments below “good” into strong trusts.
* A consulation proposes new powers to force “coasting” maintained and academy schools (those with two consecutive Ofsted ratings below “good”) to convert or change trusts.
* Regional schools commissioners to be rebranded as regional directors.
* The DfE will “consider” bids for high-quality standalone trust free schools, but “avoid converting schools as standalone academies”.
* A £40 million fund is promised for 24 “priority” areas among the 55 disadvantaged “education investment areas” to address particular needs, such as literacy, numeracy or absence. These areas will also be targeted for establishing new “academically focused” 16-19 free schools.
* Legislation will protect faith schools’ “statutory freedoms and protections” on conversion, will “ensure” selective schools are “secure” in MATs.
* Will “discuss with sector” plans for all trusts to have “local governance arrangements for their schools”.
	+ On councils …
* Councils will get “backstop powers” to force trusts to admit children, and to object to schools’ published admissions numbers. They will take responsibility for in-year admissions, while admissions faces a “new statutory framework” to put children’s needs first and reform over-subscription rules.
* Councils will be able to launch MATs as expected, but the focus will be “where too few strong trusts exist”. The minister will have powers to mass convert all a council’s schools at their request.
* A new system of proactive assurance with Local Safeguarding Partnerships commissioning safeguarding audits every three years. This will “help ensure that all schools’ policies are consistent with local safeguarding arrangements and the academy trust standards”.
	+ Grammar schools
* The DfE wants to absorb more grammar institutions into a "family of multi-academy trusts", while still protecting their status.

**Policies already announced**

 An excellent teacher for every child

* 500,000 teacher training and development opportunities by 2024, establishing a flagship Institute of Teaching, and teacher trainers being reaccredited.
* Specialist training to drive better literacy through a new National Professional Qualification for Leading Literacy; a new National Professional Qualification for Early Years Leadership; and up to £180m investment in the early years workforce, including training for early years practitioners to support literacy and numeracy teaching.
* Old policies with money attached include the pledge to raise teacher starting salaries to £30k by 2023 and the £3k retention payments for maths and science teachers in disadvantaged areas.
* There is also a new relocation premium to help teachers from around the world with visas and other expenses and bursaries for international trainees.
* Ofsted will also inspect all ITT providers by July 2024, and then every three years after that.
* The government will fulfil its promise of offering six million tutoring courses by 2024 to help pupils catch up, using the National Tutoring Programme.
* Ofsted will inspect every school by 2025, including the backlog of "outstanding" schools that haven't been inspected for many years.

Delivering high standards of curriculum, behaviour and attendance

* Turn Oak National Academy into a new arms-length curriculum body, offering free, adaptable digital curriculum resources and video lessons, free for all teachers.
* It commits to no changes to the national curriculum “for the remainder of the Parliament”, and GCSEs and A-levels to remain in place, returning to pre-pandemic grading in 2023.
* New behaviour guidance, and legislation for a register for children not in school, leading to policies being in place in each school.

 Target support for every child who needs it

* The Education Endowment Foundation will be funded with at least £100 million so it can “continue its crucial work to build the evidence base” for “at least the next decade”.
* £55 million for the Accelerator Fund to “develop and scale-up the best-evidence literacy and numeracy interventions”.
* Every school to have access to funded training for a senior mental health lead.
* The government will make £86 million available to grow and strengthen multi-academy trusts over the next three years, with a particular focus on Education Investment Areas. Across a subset of 24 priority Education Investment Areas – including all previous Opportunity Areas – which have some of the highest rates of disadvantage in the country, a further £40 million of additional funding is to be provided for bespoke interventions to address local needs, such as high absence rates.
* The **NEU** has released analysis it claims **calls into question the government’s “case for a fully trust-led system**”. The NEU accused the government of “systematically misreporting Ofsted grades for many schools”, with data not taking account of schools that have converted since their last inspection. Its own analysis found that that 90 per cent of maintained schools previously rated less than good improved to ‘good’ or ‘outstanding’, compared to 74 per cent of sponsored academies. And 11 per cent of maintained schools currently rated ‘inadequate’ or ‘requires improvement’ were previously ‘good’ or ‘outstanding’. In comparison, 28 per cent of sponsored academies were downgraded. See <https://www.theguardian.com/education/2022/mar/31/education-union-criticises-badly-flawed-evidence-behind-academy-drive>
* Researchers have dispute evidence behind the call for academy trusts to be 'on a trajectory' to running 10 schools or 7,500 pupils. The **Education Policy Institute** (EPI) think tank said its previous research, looking at the impact of Covid on school finances, had found bigger trusts were not always more resilient in the face of financial pressures when all of their academies' finances come under pressure at once. The **NFER** said there is "no conclusive evidence" that MATs are more effective than maintained schools or single school trusts at managing their finances and that the DfE's claims were "difficult to evidence".

**Documents issued relating to the white paper**

* The DfE is proposing **to make all schools with two consecutive Ofsted judgments of below ‘Good’ eligible for intervention**.
* This will enable the Secretary of State to **move these schools into strong trusts**. This change to the Department’s policy on intervention in schools would be introduced from September 2022, pending the outcome of a consultation. The consultation says the government will initially focus its efforts on “coasting” schools in the 55 education improvement areas (EIAs), and those with a “long-term history of underperformance”. Government describes these as schools with five consecutive less than ‘good’ Ofsted judgments, of which there are 200 educating around 110,000 pupils. But intervention will not be “automatic”. The consultation says that 4.2 per cent of state-funded schools in England – more than 900 schools – have successive less than ‘good’ grades. This rises to 5.7 per cent in EIAs. The consultation states that regional directors – the rebranded regional school commissioners – will decide on a case-by-case basis if action is required.
* “**Coasting” academies** already part of a MAT “may” be transferred to another trust if the regional director is “not confident that the current MAT is likely to secure necessary improvements”. Coasting schools are currently defined by pupil performance and progress, but the DfE will “revoke these regulations” in favour of reference to consecutive Ofsted judgements. Intervention in academies will result in a termination warning notice, which is currently issued where academies are put in special measures. However the consultation says “inspection histories” of academies will be taken into account – meaning the school’s previous grades under the local authority or old trust will be counted. When local authority-maintained schools convert to an academy, it becomes a new school. The consultation adds: “This will allow RDs to hold academy trusts to account for improving their academies rapidly once they have converted or transferred.” However government will “not normally intervene” before an academy has received a full inspection under their current trust.
* Analysis by Education Datalab in February revealed just 1,215 of about 22,000 schools nationally had been **rated less than ‘good’** in their two most recent inspections. Just over 600 of those were in EIAs.

See <https://www.gov.uk/government/consultations/supporting-schools-that-are-not-making-necessary-improvements> **For the consultation**, which closes on May 23, see <https://consult.education.gov.uk/intervention-policy-team/schools-that-are-not-making-necessary-improvements/>

* The DfE has provided information on the expectation for all state-funded mainstream schools to **deliver a school week of at least 32.5 hours** by September 2023 at the latest. This follows the publication of DfE’s review of time in school and 16 to 19 settings in November 2021, <https://www.gov.uk/government/publications/review-of-time-in-school-and-16-to-19-settings> See <https://www.gov.uk/government/publications/length-of-the-school-week-minimum-expectation> All schools maintained by the local authority and special schools not maintained by the local authority are required to:
	+ Meet for at least 380 sessions or 190 days during any school year to educate their pupils
	+ Operate two sessions on every school day divided by a break in the middle of the day
	+ From September 2022, all state-funded schools are expected to publish their opening times on their school website.
	+ From spring 2023, all state-funded schools are expected to submit the length of their school week via the spring collection of the school census.
	+ By September 2023 at the latest, all state-funded, mainstream schools will be expected to provide a compulsory school week of at least 32.5 hours.
	+ Ofsted will provide checks
	+ The expectation does not apply to pupils in:
		- early years and 16-19 education1 (including school sixth forms)
		- specialist settings (special schools and alternative provision

According to government survey data published last year, 52 per cent of primary schools and 62 per cent of secondary schools already run a day of six-and-a-half-hours or more. A further 41 per cent of primary schools and 35 per cent of secondary schools run a day that is between six hours and fifteen minutes and six and a half hours long, meaning they would only need short extensions to comply. Just 8 per cent of primary schools and 5 per cent of secondary schools run a school day of less than six hours and fifteen minutes.

* The DfE has issued details of the **methodology and data used to select Education Investment Areas** based on sustained low attainment at key stage 2 and key stage 4, and the subset of 24 Priority Education Investment Areas. See <https://www.gov.uk/government/publications/education-investment-areas-selection-methodology> The government has named the 24 “priority education investment areas” which will split around £40 million to tackle issues like absences. This subset is made up of 12 existing opportunity areas, and 12 other areas with low achievement and high levels of deprivation. As set out in the levelling-up white paper, there will also be a “targeted number” of “high quality, academically focused 16-19 free schools in the areas where they are most needed”. The 24 priority education investment areas are:

|  |  |  |
| --- | --- | --- |
| * Blackpool
* Bradford
* Derby
* Doncaster
* Fenlands and East Cambridgeshire
* Halton
* Hartlepool
* Hastings
 | * Ipswich
* Knowsley
* Liverpool
* Middlesbrough
* North Yorkshire Coast
* Norwich
* Nottingham
* Oldham
 | * Portsmouth
* Rochdale
* Salford
* Sandwell
* Stoke-on-Trent
* Tameside
* Walsall
* West Somerset
 |

* The DfE has issued statutory guidance on local authorities' and regional schools commissioners' **responsibilities relating to schools and PRUs causing concern**. See <https://www.gov.uk/government/publications/schools-causing-concern--2>

**Documents relating to school funding, including capital funding**

* The DfE has issued “**Trust Capacity Fund (TCaF)” Apply for TCaF 2022 to 2023**, a fund to help trusts develop their capacity and take on underperforming schools in education investment areas and other places of higher need. The government is also increasing the amount of trust capacity funding handed out across England to encourage the “strongest trusts” to expand into education investment areas. Ministers will make £86 million available over three years, almost 80 per cent more than was paid out over the last three years. Trusts will receive up to £310,000 for projects that involve taking on at least one additional ‘inadequate’ or ‘requires improvement’ rated school from education investment areas and other places of “higher need”. For all other trust capacity building projects, trusts will receive up to £100,000.
* The DfE has issued a list **of successful applicants who applied to the Trust Capacity Fund in the 2019 to 2022** funding rounds. See <https://www.gov.uk/government/publications/trust-capacity-fund-tcaf-award-recipients>
* The DfE has issued an overview of **school capital funding**, who it's for, current and past allocations, how it's calculated and spending guidance. See <https://www.gov.uk/guidance/school-capital-funding>
* The DfE has issued details of **basic need capital funding** allocated to each local authority to create new places from 2011 to 2025. See <https://www.gov.uk/government/publications/basic-need-allocations>
* The DfE consulted on completing the reforms to the **National Funding Formula,** and has now given its response. See <https://www.gov.uk/government/consultations/fair-school-funding-for-all-completing-our-reforms-to-the-national-funding-formula>
* The Department will move to allocate funding for all mainstream schools according to a single, national formula
* The Government will bring forward the relevant legislation to achieve this change when parliamentary time allows
* From 2023-24, the Department will require:
	+ LAs to use all, and only, NFF factors in their local formulae
	+ All local formulae factors to move at least 10% closer to the NFF, except where local formulae are already “mirroring” the NFF
	+ LAs to use the NFF definition for the English as an Additional Language (EAL) factor (although flexibility over the sparsity factor methodology will remain in 2023-24)
	+ The approach to transition in subsequent years will depend on the impact in the first year
* Over the coming year, the Department will:
	+ Consult on an approach to the split sites factor and to the PFI factor in the NFF
	+ In the second stage consultation, include proposals for the revised growth and falling rolls factor – and some options which would allow a degree of local flexibility
	+ In the second stage consultation, include proposals for an exceptional circumstances factor
* The DfE has issued “Information on **pupil premium funding** and how school leaders can use it effectively”. See <https://www.gov.uk/government/publications/pupil-premium>
* The DfE has issued “**High needs provision capital allocations**” Local authority funding to support the provision of new places and improve existing provision for children with special educational needs and disabilities or requiring alternative provision. See <https://www.gov.uk/government/publications/high-needs-provision-capital-allocations>
* ESFA has issued **High needs: allocated place numbers,** <https://www.gov.uk/government/publications/high-needs-allocated-place-numbers>
* ESFA has issued “**Schools supplementary grant 2022 to 2023**”. See <https://www.gov.uk/government/publications/schools-supplementary-grant-2022-to-2023>
* ESFA has issued **Dedicated schools grant (DSG): 2022 to 2023,** <https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2022-to-2023>
* ESFA has issued **Pupil premium: allocations and conditions of grant 2022 to 2023,** <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023>
* ESFA has issued “**Academies general annual grant allocation guides: 2022 to 2023**”. See <https://www.gov.uk/government/publications/academies-general-annual-grant-allocation-guides-2022-to-2023>

**SEND and AP Green Paper**

* **SEND and alternative provision Green Paper, issued two years after the review was launched**

The green paper, titled “Right support, right place, right time”, commits to identifying children’s needs more quickly.

Ministers want to simplify the education, health and care plan (EHCP) process and change "the culture and practice in mainstream education to be more inclusive" as part of plans to improve provision for children with special educational needs and disabilities (SEND). The government has said that its proposals are backed by the equivalent of £70 million in new funding.

The Green Paper identifies **three key challenges** facing the SEND system. These are:

* Outcomes for children and young people with SEND or in alternative provision are poor;
* Navigating the SEND system and alternative provision is not a positive experience for children, young people and their families
* Despite "unprecedented investment, the system is not delivering value for money for children, young people and families", with a postcode lottery for provision

The **Consultation** closes on 1.7.22. See <https://consult.education.gov.uk/send-review-division/send-review-2022/>

**The report in various formats** can be found at <https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>

A report summary can be found at: <https://www.gov.uk/government/publications/send-and-ap-green-paper-responding-to-the-consultation/summary-of-the-send-review-right-support-right-place-right-time>

 **A summary of the Proposals**

The plans to reform the system will now be open for a 13-week public consultation.

A single, national SEND and alternative provision (AP) system

* Establish new, nationally consistent standards across provision, process and systems for how needs are identified and met at every stage.
* Establish new local SEND partnerships across education, health, care and local government to produce a local inclusion plan setting out how each area will meet the national standards.
* Review and update the SEND Code of Practice to ensure consistent systems.
* Introduce a standardised and digitised EHCP process and template to minimise bureaucracy and deliver consistency.
* Support parents and carers to make an informed preference for suitable placements for their child by providing a tailored list of settings, including mainstream, specialist and independent, that are appropriate to meet the child and young person's needs.
* Streamline the redress process, including through mandatory mediation, and retaining the tribunal for the most challenging cases.

Support from early years to adulthood

* Increase core schools' budgets by £7 billion by 2024-25, compared with 2021-22, as set out in the recent Spending Review.
* Consult on the introduction of a new Sendco national professional qualification (NPQ) for school Sendcos and increase the number of staff with an accredited Level 3 Sendco qualification in early years.
* Training 5,000 more early-years teachers to be SEN co-ordinators (Sendcos)
* Commission analysis to better understand "the support needed from the health workforce by children and young people with SEND need to inform strategic planning".
* £2.6 billion over the next three years to deliver new and improve existing specialist and alternative provision.
* By 2030 special and alternative provision part of a strong multi-academy trust, if the DfE achieves its aim of having MATs for all.
* Fund more than 10,000 additional respite placements and spend £82 million to create a network of family hubs.
* Introduce common transfer files to improve transitions to further education.
* Invest £18 million in the supported internships programme over the next three years.
* Pilot the rollout of adjustment passports to prepare young people with SEND for employment.

Alternative provision (AP)

* Make alternative provision an integral part of local SEND systems and require new local SEND partnerships to plan and deliver an alternative provision service focused on early intervention.
* Give alternative provision schools funding stability by requiring local authorities to create and distribute an alternative provision-specific budget, “ideally for a minimum of 3 years”.
* Mainstream schools will have a “clear, tiered package of support” from alternative provision settings, including “targeted support” in mainstream schools and “time-limited placements” in AP.
* Partnerships will detail the number of targeted mainstream support places, time-limited placements, and transitional placements necessary to “meet expected needs each year”. They will agree the cost of each service or placement type that they will provide, and how changes in demand will be managed within the budget. Councils will then be expected to distribute funding in line with the plan, with funding “no longer following the movement of each individual child or young person”.
* “Longer-term”, transitional placements in AP will only be used when they are in the “best interests” of the child or young person.
* Build system capacity through plans for all alternative provision schools to be in a strong multi-academy trust, or have plans to join one, and open new alternative provision free schools where they are most needed.
* Develop a bespoke performance framework for alternative provision schools, setting robust standards focused on children and young people's progress and re-integration into mainstream or post-16 education. This will be based on five key outcomes: effective outreach support, improved attendance, reintegration, academic attainment, with a focus on English and maths, and successful post-16 transitions.
* A new performance table for AP schools, which will recognise that most children arrive in AP “at a late stage in their education, having already fallen a long way behind their peers”.
* A review of “how children and young people move around the school system, including through off-site direction and unregulated managed moves”. This will be carried out with a view to introducing a “statutory framework” for all pupil movements, which aims to deliver greater oversight and transparency over the process.
* Launch a call for evidence on the use of unregistered provision before the summer to investigate existing practice.

System roles, funding and accountability

* Deliver clarity in roles and responsibilities with every partner across education, health, care and local government having a clear role to play, and being equipped with the levers to fulfil their responsibilities.
* A plan to consult on giving councils the power to direct academy trusts or schools to take on children with SEND.
* Equip the DfE's new "regions group" to hold local authorities and MATs to account for delivery including through new funding agreements between local government and the department for high-needs funding.
* Introduce a new national framework of banding and price tariffs for funding, matched to levels of need and types of education provision set out in the national standards.
* At the moment, councils set “notional” special educational needs budgets for their mainstream schools. The DfE said it would move to standardise these, with central government setting budget allocations for mainstream schools “though a single, national formula”. The DfE said mainstream schools should continue to be expected to meet some of the additional costs of supporting pupils with SEND. But the green paper pledged to consider whether the current amount of £6,000 remains the “right threshold”.
* Introduce new inclusion dashboards for 0-25 provision, offering a picture of system performance at a national and local level across education, health and care.
* Work with Ofsted and the Care Quality Commission (CQC) on their plan to deliver an updated local area SEND inspection framework, with clear accountability in place showing where agencies can improve.
* Performance measures will also be updated to allow for “contextual information” about a school alongside its results data. This will “make it easier to recognise schools and colleges that are doing well for children with SEND”.

"Delivering change for children and families"

* Stabilise local SEND systems by investing an additional £300 million through the 'safety valve' programme' and £85 million in the Delivering Better Value programme, over the next three years, to support local authorities with the biggest deficits.
* Support delivery through a £70 million SEND and alternative provision change programme to test and refine key proposals.
* Establish a new National SEND Delivery Board, bringing together relevant government departments and partners, to hold partners to account for delivery.
* Publish a national SEND and AP delivery plan, setting out the government's response to the public consultation.
* Spending £10m to train more than 200 more educational psychologists, who will graduate in 2026 and can give advice and input into EHCP assessments and offer wider support.
* Approving up to 40 new special and alternative provision free schools. his is in addition to over 60 special and AP free schools already in the pipeline
* Capital funding allocations worth £1.4 billion have been published for councils to pay for new places and improve existing provision for children and young people with SEND, or those who will benefit from high-quality AP
* Following a contract award, Premier Advisory Group will provide support throughout the Department’s application and assessment process for new waves of mainstream, special and alternative provision free schools, taking over from the New Schools Network
* Low-income families with seriously ill or disabled children will be further supported through investment of £27.3 million next year. This funding will help pay for equipment, goods or services - from washing machines and fridges to sensory and educational equipment that they might not otherwise be able to afford
* Vulnerable children in care or with a social worker will also continue to be supported through continued Virtual School Head (VSH) funding, backed by £16.6 million for the next financial year.

**Key facts from the SEND green paper**

* 15.8% of all school pupils – 1.4 million – **were identified with Special Educational Needs (SEN)**. In 2021, 36% of pupils in year 11 had been identified with SEN at some point in their educational journey. 82% of pupils with SEN were in state-funded mainstream schools, 10% in state-funded special schools, 7% in independent schools, and 1% in state place funded alternative provision3
* 12.2% of pupils were identified as **requiring SEN Support**. A further 3.7% of all pupils had an Education, Health and Care Plan (**EHCP)**. 50% of pupils with EHCPs were in state-funded mainstream schools, 41% in state-funded special schools, 7% in independent schools, and 1% in state place-funded alternative provision
* The proportion of **3- and 4-year-olds** in receipt of funded early education with SEN was 6.3% in 2021
* 82.7% of children and young people in **alternative provision** were identified with SEN
* **Many parts of the SEN system aren’t working as well as they should**
	+ For **parents and carers**, in 2021 during the pandemic, 68% of parents reported that their child’s needs were ‘not met at all’ or only ‘somewhat met’ in accordance with their EHCP14, during the pandemic.
	+ For **teachers**, in 2019, only 41% of teachers reported that there is appropriate training in place for all teachers in supporting pupils receiving SEN Support
	+ For **local areas**, of the 141 local area inspections published by 21 March 2022, 76 resulted in a written statement of action, which indicates significant weaknesses in SEND arrangements16
* **Outcomes for those with SEN, or in alternative provision, on average are low**
	+ In the **Early Years Foundation Stage Profile**, in 2018/19, 76% of children identified with SEN did not achieve at least the expected level across all early learning goals, compared with 24% for those with no identified SEN
	+ In **key stage 2**, 22% of pupils with SEN reached the expected standard in reading, writing and mathematics in 2018/19, compared to 74% of those with no identified SEN
	+ In **key stage 4**, in 2020/21, there were 87,210 pupils identified with SEN at the end of key stage 4, with an average attainment 8 score of 31.1 This compares to pupils with no identified SEN with an average attainment 8 score of 54.520
	+ In state place-funded **alternative provision**, 55% of pupils from state place-funded alternative provision sustained an education, training, or employment destination after key stage 4 in 2019/20, compared with 89% and 94% from state-funded special and mainstream schools respectively

**Learning loss and recovery**

* For the **EPI research for the DfE on pupil learning loss** (March 2022), see <https://epi.org.uk/publications-and-research/epi-research-for-the-department-for-education-on-pupil-learning-loss-march-2022/> <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063488/Understanding_Progress_in_the_2020_to_2021_Academic_Year_Extension_report_covering_the_first_half_of_the_autumn_term_2021.pdf>
* Learning losses for **primary pupils** in the 2021/2022 autumn term had shown signs of recovery since the 2020/2021 summer term.
* But for pupils in **secondary** schools, in reading, there have been further losses amongst pupils over this period.
* Learning losses for **disadvantaged pupils** remain greater than their non-disadvantaged peers. Between the summer and autumn terms, the gap in progress between disadvantaged pupils and their peers widened in primary and secondary reading, but narrowed in primary maths.
* Large **regional disparities** in learning losses persist, with pupils in parts of the north of England and the Midlands seeing greater losses than those living in other regions

In more detail:

Pupil learning loss at a national level

* On average, pupils remain behind in reading and mathematics, compared with pre-pandemic progress. For secondary school pupils in reading, average learning losses increased between the summer and autumn terms.
	+ **Primary reading**: At a national level, by the end of the first half of the 2021/2022 autumn term, primary school pupils were on average 0.8 months behind in reading, compared to where they would be in a typical, pre-pandemic year. This level of learning loss was largely unchanged since the end of the 2020/21 summer term.
	+ **Primary maths**: Primary school pupils were on average 1.9 months behind in maths by the end of the first half of autumn term. Pupils had recovered by 0.4 months since the end of the summer term.
	+ **Secondary reading**: Secondary school pupils were on average 2.4 months behind in reading by of the end of the first half of the autumn term. Learning losses had increased by 0.5 months since the end of the summer term.

Learning loss for pupils from disadvantaged backgrounds

* Pupils from disadvantaged backgrounds (those eligible for free school meals at some point over the last 6 years) have on average experienced greater learning losses than their non-disadvantaged peers.
	+ **Disadvantaged primary reading**: At a national level, in the 2021/2022 autumn term, disadvantaged pupils in primary school were on average 1.4 months behind in their reading, compared to 0.5 months for non-disadvantaged pupils – a gap of 0.9 months. This difference in lost learning between disadvantaged and non-disadvantaged pupils has widened since the summer term.
	+ **Disadvantaged primary maths**: Disadvantaged primary school pupils were on average 2.2 months behind in maths in the autumn term, compared to 1.8 months for non-disadvantaged pupils – a gap of 0.4 months. This difference in lost learning between disadvantaged and non-disadvantaged pupils has reduced since the summer term.
	+ **Disadvantaged secondary reading**: Disadvantaged secondary school pupils were on average 3.5 months behind in reading in the autumn term, compared to 2.0 months for non-disadvantaged pupils – a substantial gap of 1.5 months. This difference in lost learning between disadvantaged and non-disadvantaged pupils has also widened since the summer term.
	+ The disproportionate impact of the pandemic on pupils from disadvantaged backgrounds is in addition to the **existing gap** in school attainment between disadvantaged pupils and their peers, which was evident prior to the pandemic.
* Ministers will **overhaul the National Tutoring Programme so all the catch-up cash goes straight to schools next year**, with under-fire HR firm Randstad axed, the DfE says. From September, all £349 million of tutoring income will go directly to schools, for them to decide how to spend it. The DfE will launch a procurement process in April for a new supplier to run the scheme, on a much smaller contract. They will only be responsible for quality assurance, recruiting and deploying academic mentors and offering training. In what could be seen as a bid to ensure they meet the promise to deliver two million tutoring courses this year, the government will also announce schools can continue to deliver tutoring over the summer holidays. Schools that are currently working with Tuition Partners will be able to continue to do so in the next academic year. Similarly, eligible schools can continue to employ Academic Mentors who are on their staff this year, and will also still be able to recruit Academic Mentors directly. See <https://www.gov.uk/government/news/national-tutoring-programme-simplified-to-reach-as-many-pupils-as-possible>
* The latest **NTP participation data** estimates just 59.9 per cent of schools have engaged with the programme since September. But three in four starts have been on the school-led tutoring pillar, where schools arrange their own provision. Just 14.1 per cent of schools have used the tuition partners’ pillar – where schools can choose from a group of approved tutor organisations – and 4.8 per cent have taken part in the academic mentors arm, both run by Randstad. The government estimates that there have been 887,521 tutoring courses started since September. The target is two million courses by the end of the academic year. Even with the extra time, the government would have to secure 44,499 starts a week to reach two million starts before September. The starts so far this year average out at 32,871 a week. Of the 887,521 starts so far this year, 674,941, or 76 per cent, were on the school-led tutoring arm, which provides money directly to schools to secure their own tutoring provision. 128,776 starts, or 14 per cent of the total, were with tuition partners and 83,805, or around 9 per cent, were with academic mentors. See <https://www.gov.uk/government/news/national-tutoring-programme-simplified-to-reach-as-many-pupils-as-possible>

**Covid related issues**

* ASCL says it is "unforgivable" that **schools still don't have guidelines from the government on how it expects them to move to the "living with Covid**" phase. The situation with Covid is now on a "knife edge", with school leaders reporting that they are having to use office administrative staff to run lessons and have lost close to 1,500 hours of in-person learning in a single term. With no free testing, do staff and students with possible symptoms come to school or stay at home?
* The **number of Covid cases** was up across all age groups in the latest Office for National Statistics (ONS) data, covering up to the end of last week (19 March). Cases among primary pupils were up from 7.55 per cent to 8.48 per cent of children aged 2 to Year 6, compared with a week previously. For Years 7 to 11, the figure was 5.29 per cent, up from 3.99 per cent the previous week.
* **Pupils and staff in special schools, alternative provision and SEND units in mainstream schools will no longer be advised to test twice weekly for Covid from Friday**, the government has confirmed.. Twice-weekly home testing advice was removed for mainstream schools last month, but kept in place for specialist settings. But the government has now announced that asymptomatic testing will only continue in some “high-risk settings” from April 1. The list includes residential SEND provision, but not any non-residential schools. Itis not yet known whether schools will continue to have access to free Covid tests in the event of a local outbreak and whether the DfE will maintain its ordering service for Covid tests for schools to use in the event of an outbreak.
* The **in-school Covid vaccination programme for 12 to 15-year-olds** will end on Friday – with more than four in 10 children in this age group still unvaccinated. School leaders were informed today via an email from the DfE that the programme will halt on Friday, but schools are asked to “signpost parents” to alternative vaccination options. Youngsters will still be able to access the vaccine outside of school at vaccination centres, pharmacies or walk-in centres. Healthy 5 to 11 year-olds will be eligible for the Covid-19 vaccine from Friday, with the jab having only previously been offered to the most at-risk children in the age group. The email states: “For **5 to 11 year old** and 12 to 15 year old vaccinations, please signpost parents to where they can book COVID-19 vaccination appointments online, at a vaccination centre or pharmacy, or find a walk-in COVID-19 vaccination site without needing an appointment”. The email from the DfE also warns leaders that “some schools have received campaign letters and emails with **misinformation about the vaccine programme**”. Schools are asked to notify their regional DfE team of “any anti-vaccination activity” and ensure “they only share information from trusted sources”.

**Student welfare and safety**

* Schools are being asked to **consider the financial impact of fun events and special occasions on children living in poverty**. A new study reveals just how little access disadvantaged children actually have to fully enjoying school events such as fairs, book sales, fundraising activities, dress-up or non-uniform days, proms, residential trips, and leavers’ celebrations. Not only are children in poverty unable to access many events due to the cost, but they also suffer from stigma and embarrassment in front of their peers. And while some events are free to attend, pupils are still required to pay to fully participate, such as in book sales or school fairs. See <https://cpag.org.uk/sites/default/files/files/policypost/The_Cost_of_Having_Fun_at_School.pdf>
* Much tougher guidelines for schools will be introduced in response to the "hugely distressing" **strip-searching** of a black schoolgirl referred to as Child Q, the education secretary has said. Nadhim said he would set out a new policy after the "appalling" incident. Met Police data showed five children are strip-searched every day on average by the force. The figures showed that out of 5,279 children searched after an arrest in the past three years, 3,939 - about 75% - were from ethnically diverse backgrounds. The data did not cover children who were not arrested but still strip-searched - like Child Q - so it was likely the number was even higher.
* **Childhoods have got worse in the UK**, with the majority of adults believing children’s futures have been blighted by the Covid pandemic, declining levels of mental health and financial hardship, a survey has found. More than half of parents and nearly two-thirds of grandparents believe life is more difficult and stressful now than when they were children, citing money issues, house prices, the climate crisis and emotional anxiety linked to school and social media, according to the charity Action for Children. Although children overall are more likely to have a positive outlook, a third believe their parents enjoyed a better childhood than theirs. Many cite increasing worries around mental health, school stress and family finances, with those from poorer backgrounds much more likely to be pessimistic. While 38% of children from low-income households (up to £20,000 a year) were more likely to say their childhoods were worse, this fell to 26% of children from households with an income of £70,000 or more. Similarly, 64% of poorer parents thought children’s lives were worse, compared with 48% from richer households. See <https://www.actionforchildren.org.uk/media-centre/almost-a-third-of-children-in-the-uk-worry-about-their-family-having-enough-money/>
* The more time girls aged between 11 and 13 **spend on social media**, the less likely they are to be satisfied with life a year later, a study suggests. The UK study, in Nature Communications, shows the same pattern for boys aged 14 to 15, and 19-year-old boys and girls. The study does not prove that social media harms wellbeing, but the researchers suspect there may be “windows of vulnerability”, which open at different times for boys and girls. Scientists speculate the vulnerability to social media at particular ages may be linked to brain, hormonal and social changes during adolescent development. They say more research is needed to fully understand and prove the link. See <https://www.nature.com/articles/s41467-022-29296-3>
* **Children as young as five** **use social media**, despite most platforms having rules users must be over the age of 13. An annual study into media habits, from Ofcom, highlighted the mini social-media mavens, with a third of parents of five- to seven-year-olds revealing their child had a social-media profile. Among the eight- to 11-year-olds who used social media, the most popular platform was TikTok, with one in every three having an account. TikTok is a "strictly a 13+ platform". The report noted even younger children - TikTots as Ofcom dubbed them - were watching videos on TikTok, including 16% of the three- to four-year-olds.
* The DfE has issued analysis of large-scale trial data to assess the **impact of the pandemic on adolescent mental health and wellbeing**. See <https://www.gov.uk/government/publications/the-impact-of-the-covid-19-pandemic-on-adolescent-mental-health>

**Ofsted**

* Ofsted has issued “**State-funded school inspections and outcomes as at 31 December 2021**”. Provisional data for the period September to December 2021 and revised data for the period September 2020 to August 2021. See <https://www.gov.uk/government/statistics/state-funded-school-inspections-and-outcomes-as-at-31-december-2021>

**Overall effectiveness of state-funded schools at their most recent inspection, by phase**

| **Phase** | **% Outstanding** | **% Good** | **% Requires improvement** | **% Inadequate** |
| --- | --- | --- | --- | --- |
| Alternative provision (327) | 18 | 67 | 9 | 6 |
| Special (1,018) | 38 | 52 | 5 | 5 |
| Secondary (3,317) | 20 | 58 | 15 | 7 |
| Primary (16,643) | 16 | 72 | 9 | 3 |
| Nursery (386) | 64 | 35 | 1 | 0 |
| All schools (21,691) | 19 | 68 | 10 | 3 |

* **Ofsted will use results from this year’s SATs and GCSEs to judge the impact of school curriculums**, the government has confirmed today. The government will provide both key stage 2 and key stage 4 data to Ofsted to go into the Inspection Data Summary Report (IDSR). This will “inform inspection activity under the Quality of Education judgement, for example, on the impact of curriculum decisions”. But the guidance adds inspectors will be “sensitive in their use of this data”. “Inspectors will be clear that 2021/22 data is not comparable with earlier years and aware of the caveats on the data due to the changes to the methodology outlined in this document and the uneven impact of the pandemic on pupils and schools.” **ASCL** said it “makes no sense whatsoever” for Ofsted to use this data. “The pandemic has had a prolonged and serious impact on schools and has done so to a greatly varying extent with some schools more badly affected by staff and pupil absence than others. This means that there cannot possibly be a level playing field in results from tests and exams and it is unfair and potentially damaging to judge schools on the basis of this data.”

**Remote education**

* The DfE has issued “**Providing remote education: guidance for schools**”. See <https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools> This sets out expectations over how schools should "deliver high-quality remote education" when in-person teaching is not possible. The guidance says that, "where needed", schools should consider providing the same quantity of remote education as the core teaching that pupils receive in school. The DfE adds that video content can be provided by external providers and does not need to be directly produced by the school. This could include "recorded or live direct teaching time", alongside independent work. The DfE sets out "good practice" as:
	+ Three hours a day (on average) across the cohort for key stage 1, with less for younger children.
	+ Four hours a day for key stage 2.
	+ Five hours a day for key stages 3 and 4.

This updated government guidance on remote learning for schools has been criticised as "**unrealistic"**. For schools in disadvantaged areas, the resource and budget requirements "would be huge" **ASCL** said, "we need to be realistic about what is and isn't possible in terms of providing remote learning, particularly at short notice. And "practical realities" of the school day could interfere with providing regular feedback and interaction to those at home. There is a finite limit in terms of staff availability and time “.

**ITT and new teachers**

* The DfE has issued guidance on **COVID-19 related absences during early career teacher (ECT) induction**. See <https://www.gov.uk/government/publications/early-career-teacher-ect-induction-coronavirus-covid-19-absence-exemption> Early-career teachers won’t have to extend their induction period because of Covid absences this year after the government relaxed the rules. Normally if they are absent for 30 days or more in a year, their induction period is automatically extended for the same number of days. It is now announced that any Covid-related absences will not count towards the 30-day limit. Such absences include not only sickness but also self-isolation and school closures between September 2021 and the end of this academic year. The 30-day absence limit for ECTs will remain in place for non-Covid absences. The regulations are also expected to only come into force on April 18.
* The DfE has issued “**Induction for newly qualified teachers during the coronavirus (COVID-19) pandemic**”. Guidance about additional funding for those currently undertaking induction. See <https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers>
* The DfE has issued information on the process for providers wishing to **close ITT provision and withdrawal of initial teacher training accreditation**. See <https://www.gov.uk/government/publications/initial-teacher-training-itt-provision-closure>
* The DfE has issued information for initial teacher training providers about the government's **market review of initial teacher training (ITT**). See <https://www.gov.uk/government/publications/initial-teacher-training-itt-market-review>
* The DfE has issued **monthly statistics on initial teacher training** (ITT) recruitment. See <https://www.gov.uk/government/publications/monthly-statistics-on-initial-teacher-training-itt-recruitment>

**Governance**

* Almost all (90%) of the 4,000 governors who responded to a questionnaire by resource provider GovernorHub **were white**. More than half (57%) were **over the age of 55**. See <https://thehoot.news/topics/what-do-most-people-understand-about-school-governance/>
* To support governing boards evaluate and improve their practice, the National Governance Association has updated the long standing **governing board self-evaluation questions**. See [https://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/Governing-Board-Self-Review-(1)/Self-evaluation-questions.aspx](https://www.nga.org.uk/Knowledge-Centre/Good-governance/Effective-governance/Governing-Board-Self-Review-%281%29/Self-evaluation-questions.aspx)

**Early years and primary**

* The DfE is seeking views up to May 20 on changes to the **eligibility criteria for the free early education entitlement for disadvantaged 2-year-olds from households who have no recourse to public funds** (NRPF). See <https://consult.education.gov.uk/2-year-old-early-education-entitlement-team/free-early-education-for-disadvantaged-2-year-olds/>
* The DfE has updated:
* **Choosing a phonics teaching programme**, <https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme>
* **Systematic synthetic phonics (SSP) teaching programme validation**, <https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment>

**Education news for schools**

* In 2018, 16 grammar schools were given about £50 million to expand. A further six split another £14.3 million in 2019. In exchange, they had to put plans in place to recruit more disadvantaged pupils. Despite a pandemic surge in the number of pupils eligible for free school meals, figures from the campaign group Comprehensive Future show that **grammars have fallen further behind on inclusivity**. The difference between the number of pupils on free school meals across the 22 grammars and their non-selective neighbours grew from 12.2 percentage points to 16.8 in just two years, a rise of 38 per cent. See <https://comprehensivefuture.org.uk/64-million-spent-on-grammar-schools-that-continue-to-fail-disadvantaged-pupils/>
* The white paper says that “any child that falls behind” in English and maths should receive “**timely and evidence-based support to enable them to reach their full potential”**. The government also pledged that schools would **communicate this work to parents**. A **Teacher Tapp survey** found 76 per cent of secondary English teachers and 66 per cent of maths teachers said their school at present provided specific interventions for pupils with low attainment in their subjects. But a smaller proportion – 54 per cent of English teachers and 48 per cent of maths teachers – said they told parents about these interventions. Primary schools were more likely than secondary schools to provide interventions (88 per cent vs 67 per cent) and tell parents about them (72 per cent vs 49 per cent).
* The DfE has issued “**Parent, pupil and learner panel omnibus surveys for 2021 to 2022**”. Findings from regular surveys with school pupil’s parents or carers, secondary school pupils, and 16 to 18 learners. See <https://www.gov.uk/government/publications/parent-pupil-and-learner-panel-omnibus-surveys-for-2021-to-2022>
* The DfE has issued “**School and college panel: omnibus surveys for 2021 to** **2022**” Findings from regular surveys with school and college teachers and leaders. See <https://www.gov.uk/government/publications/school-and-college-panel-omnibus-surveys-for-2021-to-2022>
* The DfE has issued statistics and outcomes **for children under local authority care** at national and local authority level. See <https://www.gov.uk/government/collections/statistics-looked-after-children> <https://www.gov.uk/government/statistics/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england-2020-to-2021>
* The DfE has issued a report assessing the **effectiveness of the summer school programme** for secondary schools over the 2021 holiday. See <https://www.gov.uk/government/publications/summer-schools-final-report>

**School and academy management**

* The **public sector apprenticeships target** for public bodies with 250 or more staff in England is coming to an end on 31 March 2022. From this date there will no longer be a target set for public sector employers. Public sector employers who are currently required to report against the public sector apprenticeships target are asked to continue to gather, and later report:
* new apprenticeship starts
* total number of apprentices
* organisational headcount

See <https://www.gov.uk/government/publications/public-sector-apprenticeship-target>

* For details about a new **School Mental Health Specialist qualification**, see <https://www.mindsahead.org.uk/school-support/>
* Schools should **not allow their existing energy contracts to expire**, as buying out of contract will be “more expensive”, the DfE has said. Schools should instead “contact their current suppler to discuss a contract extension, as buying energy out of contract is more expensive than buying at market rate”, the DfE said.
* In an email to school leaders, the DfE has pointed to Cabinet Office guidance to public bodies, which states they should **identify any contracts where the "prime contractor" is a Russian or Belarusian supplier and "consider terminating that contract"**. It says that this should be done following a "legally compliant process". The email also warns that leaders should only proceed to terminate a contract if an alternative supplier can be sourced "in line with value for money, affordability and with minimal disruption to public services". Leaders are also told to seek advice from an energy expert or a relevant public sector buying organisation before taking action to terminate an existing deal. Ending an energy contract mid-way through a deal can result in high exit or severance fees.
* For details of the **Schools Week’s annual academy and trust CEO pay** **investigation**, see <https://schoolsweek.co.uk/best-paid-trust-ceos-wages-rise-fastest-but-some-rein-in-pay/>
* For the latest **ESFA Update**, see <https://www.gov.uk/government/publications/esfa-update-30-march-2022>

**Post 16**

* Bids have opened for the second year of the **Turing Scheme**. Universities, schools and colleges are invited to submit applications for grants to the scheme, which is backed by £110m for the next academic year. See <https://www.gov.uk/government/news/thousands-more-global-study-and-work-opportunities-for-uk-students> <https://www.turing-scheme.org.uk/>
* ESFA has issued “**Coronavirus (COVID-19) 16 to 19 tuition fund**”. See <https://www.gov.uk/government/publications/coronavirus-covid-19-16-to-19-tuition-fund>
* ESFA has issued “Information about the range of **help and support available for further education from the FE Commissioner, Department for Education and delivery partners**”. See <https://www.gov.uk/guidance/help-and-support-for-colleges>
* ESFA has issued:
* **16 to 19 funding allocations supporting documents for 2022 to 2023**, <https://www.gov.uk/government/publications/16-to-19-funding-allocations-supporting-documents-for-2022-to-2023>
* 16 to 19 education: **funding guidance**. Rules and guidance for using 16 to 19 formula funding allocated by ESFA, <https://www.gov.uk/guidance/16-to-19-education-funding-guidance>
* The **funding rates and the formula used** in the funding arrangements for 16 to 19 year olds, <https://www.gov.uk/government/publications/funding-rates-and-formula>
* Advice about **post-16 funding regulations**, <https://www.gov.uk/government/publications/advice-funding-regulations-for-post-16-provision>
* **16 to 19 Bursary Fund guide 2022 to 2023** academic year, <https://www.gov.uk/government/publications/16-to-19-bursary-fund-guide-2022-to-2023-academic-year>
* **Free meals in further education funded institutions guide 2022 to 2023** academic year, <https://www.gov.uk/government/publications/free-meals-in-further-education-funded-institutions-guide-2022-to-2023-academic-year>
* Guidance for sixth form and FE colleges **on preparing and submitting their annual report and financial statements ‘accounts’ to ESFA**, <https://www.gov.uk/government/publications/college-accounts-direction>
* Guidance for all institutions with a **16 to 18 Residential Support Scheme** (RSS) allocation in the 2022 to 2023 academic year, <https://www.gov.uk/government/publications/residential-support-scheme-2022-to-2023-academic-year>
* **Residential Bursary Fund 2022 to 2023**, <https://www.gov.uk/government/publications/residential-bursary-fund-2022-to-2023>
* ESFA has issued a review of **complaints received by the Education and Skills Funding Agency about academies admissions appeal**s. See <https://www.gov.uk/government/publications/academies-admissions-appeals-review-2021>
* ESFA has issued “**T Levels: next steps for providers**”. See <https://www.gov.uk/guidance/t-levels-next-steps-for-providers>
* ESFA has issued “**T Level industry placements delivery guidance**”. See <https://www.gov.uk/government/publications/t-level-industry-placements-delivery-guidance>
* ESFA has updated “**College financial planning handbook and CFFR**”. See <https://www.gov.uk/government/publications/financial-planning-handbook>

**Key Facts as of 2020-21 for the state-funded education system in England from the white paper**

* There were **8.9m** **children and young people in education**
* 4.7m in primary, 3.5m in secondary, 0.6m in other 16-19 settings, and 0.1m in special & alternative provision (AP).
* 21% were eligible for Free School Meals.
* 16% of pupils were identified with a Special Educational Need.
* 10% had received support from children’s services (‘children in need’ or CIN) in the last six years.
* There were **22k schools**
* 16.8k were primary schools, 3.5k secondary schools and 1.4k specialist or alternative provision schools.
* 44% of mainstream schools were academies and 87% of these were in a multi academy trust.
* 41% of alternative provision and special schools were academies and 88% of these were in a multi academy trust.
* Almost 1m people **work in schools** This includes 460k teachers (including 70k leaders), 270k teaching assistants and 230k other support staff.
* The proportion of **schools rated Good or Outstanding by Ofsted** was 86% in 2020.
* **Covid:** In autumn 2021, the average primary school pupil had lost 1.9 months in maths and 0.8 months in reading. Disadvantaged children lost an additional 0.3 months in maths and 0.4 months in reading.

**Tony Stephens**