

## SESLIP AD Education Network Update: October 27<sup>th</sup> 2023

### In Today's Update:

- DfE: Consultation about revised home education guidance, official absence data for autumn 2021 - spring 2022, updated KS4 accountability measures guidance, KS4 performance data, participation data shows NEET numbers up significantly, national pupil population estimates, DfE response to childcare report, latest teacher's pay guidance, NCS guidance, Mental Health in Schools - implementation survey 2023, impact evaluation of national tutoring programme finds school-led is most effective, trust capacity award recipients, LA employee personal information, school staff panel survey responses from June23, letter about RSHE materials sharing with parents.
- National reports: Effective headteachers have a significant positive effect on school performance and pupils' learning.
- Research: Strong connection between reduced play and declining mental health, longitudinal research continues to find evidence of significant learning gaps in primary pupils.
- News: What makes a good school? Minister won't make up the £370M funding shortfall, school buildings: more system builds at risk, hardship fund for maintained schools in 35 LAs, KS4 P8 / A8 performance is not about regional differences, data suggests significant increase in suspensions in 22-23, belonging at school can help leaders get under the lid of persistent absence, increasing use of unregistered AP, why a middle tier would improve equity.

### 1. DfE:

- Consultation has opened on revised home education guidance for LAs. In particular following the Portsmouth case this seeks to provide some more clarity about 'suitable education' and support to be provided for home educators. In the absence of legislation for a statutory register, the guidance proposes LAs set up a voluntary registration scheme for parents who home educate. Closing date: 18th January 2024. <https://consult.education.gov.uk/elective-home-education-team/elective-home-education-guidance-review/>
- Validated school absence data for autumn 2021 and spring 2022. These show that persistent absence (21.2%) is slightly down and severe absence (1.9%) slightly up, both are more than double the size recorded in 2018-19. <https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england>
- Updated guidance on secondary education accountability measures (attainment 8 and progress 8), including alterations to reporting of science and languages and what contributes to the EBacc point score. <https://www.gov.uk/government/publications/progress-8-school-performance-measure>
- KS4 performance data for 2022-23. The reports show that the disadvantage gap, based on attainment in English and maths, has increased from last year. Numbers completing a full set of EBacc subjects are nearly up to pre-pandemic levels, whilst attainment 8 average has reduced in reflection of normalising grade boundaries. <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2022-23> and at school and trust level: <https://www.compare-school-performance.service.gov.uk/>
- Participation in education, employment or training data for 16 - 18 year olds for 2022, show sharp increase in the number of males and females who are NEET at age 18 (up 6% to 16%). These NEET data have fluctuated significantly over recent years, but this year's are the highest since 2009. <https://explore-education-statistics.service.gov.uk/find-statistics/participation-in-education-and-training-and-employment/2022#dataBlock-b1dde013-2192-43e9-d6fc-08db513a05d2-tables>
- National pupil population projections for the period to 2030. These data estimate a reduction of 2% of primary pupils year-on-year; a cumulative reduction of 11.5% by 2030. Secondary pupils numbers are

estimated to start to reduce from 2026 and be 3% lower by 2030. <https://explore-education-statistics.service.gov.uk/find-statistics/national-pupil-projections/2023#releaseHeadlines-summary>

- HoC Education Select Committee publishes Government's response to its early years and childcare inquiry. Whilst supporting actions to recruit more childminders, the recommendations to remove VAT from childcare providers and to review the finances and funding for the extended offer of childcare were rejected. <https://committees.parliament.uk/committee/203/education-committee/news/197940/education-committee-publishes-government-response-to-landmark-childcare-report/>
- Updated guidance on teachers pay and conditions, including the revised pay scales reflecting the latest pay award and revisions for school pay and conditions policies. <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>
- Updated guidance about the National Citizen Service for schools and colleges. The document sets out the benefits for students across residential experiences, volunteering and online materials and encourages schools to support students to participate in residential and to utilise teaching materials in lessons. <https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-and-colleges/national-citizen-service-guidance-for-schools-and-colleges>
- Report based on the 2023 survey of schools about implementing the Mental Health in Schools Programme. Most respondents (a 22% sample return) were positive about the additional support available to their students, about the referral routes into the services and about being able to access support they might not otherwise be able to. [https://assets.publishing.service.gov.uk/media/65201a15aea2d0000d219950/Mental\\_health\\_support\\_team\\_school\\_and\\_college\\_survey.pdf](https://assets.publishing.service.gov.uk/media/65201a15aea2d0000d219950/Mental_health_support_team_school_and_college_survey.pdf)
- Impact evaluation, year 2 of the national tutoring programme. Impacts of tutoring are small and are observed in English and maths for school-led tutoring only. Pupil premium pupils make up less than half of year 6s (46%) and year 11s (35%) with access to tutoring. [https://assets.publishing.service.gov.uk/media/6530d24692895c0010dcba04/Independent\\_Evaluation\\_of\\_the\\_National\\_Tutoring\\_Programme\\_Year\\_2\\_Impact\\_Evaluation.pdf](https://assets.publishing.service.gov.uk/media/6530d24692895c0010dcba04/Independent_Evaluation_of_the_National_Tutoring_Programme_Year_2_Impact_Evaluation.pdf)
- List of MATs being awarded with trust capacity and trust establishment and growth funding for 2023-25. <https://www.gov.uk/government/publications/trust-capacity-fund-tcaf-award-recipients>
- How the DfE use the personal data it holds about LA employees: <https://www.gov.uk/government/publications/privacy-information-local-authority-employees/privacy-information-local-authority-employees>
- Latest findings from June 2023 from the panel surveys of school and college teachers and leaders. Topics covered include: procurement, SEND and in-school AP, attendance and mental health and wellbeing (pupils and staff). [https://assets.publishing.service.gov.uk/media/652ea734697260000dccb9dd/School\\_and\\_college\\_panel\\_June\\_2023.pdf](https://assets.publishing.service.gov.uk/media/652ea734697260000dccb9dd/School_and_college_panel_June_2023.pdf)
- SofS writes to schools updating about the importance of being willing to share teaching materials for RSHE with parents and carers. [https://assets.publishing.service.gov.uk/media/65377f9226b9b1000faf1dd5/LETTER\\_TO\\_SCHOOLS\\_ON\\_SHARING\\_CURRICULUM\\_MATERIALS.pdf](https://assets.publishing.service.gov.uk/media/65377f9226b9b1000faf1dd5/LETTER_TO_SCHOOLS_ON_SHARING_CURRICULUM_MATERIALS.pdf)

## **2. Reports:**

- Using data from 2017-19, this report identifies what the size of the impact of headteacher experience and effectiveness on a school. There is a sizeable correlation with improved attainment, when controlling for disadvantage, in primary and secondary and reductions in staff absence, especially in secondary. Headteachers' effectiveness is related to both their length of time as a head and length of

tenure at a school. <https://epi.org.uk/wp-content/uploads/2023/10/The-influence-of-headteachers-on-their-schools.pdf>

### **3. Research**

- Summary of research that points to the reduction in children and young people's opportunities for independent play and activity being connected with the declining mental wellbeing current decades. The authors propose that parents are supported to value children playing independently and to also help their children to learn skills to assess their own risk and act safely.  
<https://drive.google.com/file/d/1lkJQjywJ0wZT9-io-hY9IcY9KkTCrTJY/view>
- Latest evidence from the longitudinal study of children in KS1 during Covid-19 lock-downs. The lasting impact on attainment is the learning gap, especially of lowest attaining. In reading this is twice the size of the gap pre-pandemic. Headteachers continue to have concerns about the health and well-being of some pupils, offering small groups and RSE lessons in response.  
<https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Impact-of-KS1-school-closures-longitudinal-FINAL-2023.pdf>

### **4. News:**

- BBC Analysis programme about what makes a good school. <https://t.co/4FEuBGJlfY>
- Schools minister claims it would be irresponsible of government to make up the £370million shortfall in NFF that was a result of officials making an error in their calculations.  
<https://schoolsweek.co.uk/gibb-restoring-370m-funding-gaffe-cash-would-be-irresponsible/>
- Concerns about the state of other system built school buildings. Despite its commitment to have inspected 100 schools by now, the DfE has not yet appointed surveyors for the work. Some LAs, including Hampshire, are concerned these at risk structures are being de-prioritised due to RAAC.  
<https://schoolsweek.co.uk/checks-of-deteriorating-school-buildings-yet-to-start/>
- DfE announces 35 LA areas that will be offered money from a hardship fund for maintained schools with significant deficits. This includes several LAs in the South-east (IoW, Oxfordshire, Reading, Southampton, RBWM). <https://schoolsweek.co.uk/40m-hardship-fund-council-schools-in-just-35-areas-to-get-help/>
- Further analysis of the KS4 data, in terms of P8 and A8 by region. The key point is that the story is less about north-south difference than difference between similar schools in the same LA / region. Schools with lower levels of disadvantage and higher EAL are most likely to perform well in P8.  
<https://ffteducationdatalab.org.uk/2023/10/differences-in-school-performance-are-local-not-regional-mostly/>
- From FFT data from subscribing schools, analysis of attendance codes suggests that there was an increase in absence due to exclusion/ suspension (primarily suspensions) in 2023 compared to 2021-22. Comparing the number of spells of absence due to exclusion/ suspension in 2023 to the number in 2022 suggests an increase of about 33% overall, even higher among pupils in Years 8 and 9.  
<https://bit.ly/46r6nCr>
- Early evidence from ImpactEd's attendance project highlights the importance of pupils feelings of belonging to good school attendance. However there are more subtle themes for specific groups, such as girls in secondary for whom feeling safe through the school day is significant.  
<https://schoolsweek.co.uk/what-is-driving-persistent-absence-in-your-setting/>
- Investigation into unregistered AP flags a significant increase in numbers recorded as being placed in these settings since 2018-19. Ofsted are increasingly interested in the oversight of placements to AP by LAs and schools. Pressures on the SEND system are partly behind the increase, with 70% of LA placements to unregistered AP in 2022-23 being pupils with an EHCP. <https://schoolsweek.co.uk/out-of-sight-out-of-mind-the-rise-of-unregistered-alternative-provision/>

- Making the case for a middle tier of education that is independent of government in England. Evidence from the other home nations is that school and trust leaders can then be challenged to more strongly consider all local children and the author argues that then equity and excellence stand a better chance of thriving. <https://schoolsweek.co.uk/to-be-inclusive-and-equitable-education-must-be-independent-and-local/>