

## SESLIP AD Education Network Update: February 23<sup>rd</sup> 2024

### In Today's Update:

- DfE: Guidance about mobile phone use in schools, new Making Significant Changes to an Academy guidance, minimum teaching hours for post-16 GCSE resits, response to report on 11 to 16 education, funding to support extended childcare roll-out, updated pupil premium guidance including financial info.
- National reports: Better understanding access to extracurricular activities and evidence of positive outcomes as a result, the case for a plan for children (from ADCS), comparing post-16 education across the four home nations, analysis of children leaving the English state school system (EHE, CME or to independent).
- Research: Evidence of positive long-term impacts as a result of socio-emotional learning at KS2, longitudinal study demonstrates strong correlation between GCSE attainment and adult outcomes.
- News: investigation identifies increasing numbers EHE, headteacher appointed as school safeguarding tsar, SIMS in hot water again, plans to make reporting child abuse mandatory, further pressure on at least 4,000 schools due to lower than expected DfE funding increase, are 46 larger MATs vulnerable due to falling primary rolls.

### 1. DfE:

- Non-statutory guidance on mobile phone use in schools by pupils. The DfE's advice is to prohibit the use of phones during the school day. As well as guidance there is a toolkit of ideas for schools to use to implement prohibition of phones and case studies about the approach adopted by some schools.  
<https://www.gov.uk/government/publications/mobile-phones-in-schools>
- Updated 'making significant changes to an academy' guidance, for implementation from April 2024. Trusts are guided to work collaboratively with LAs in fulfilling their role in pupil place planning and MATs should act reasonably when responding to requests to raise or lower PAN.  
[https://assets.publishing.service.gov.uk/media/65c61e73cc433b000ca90b52/Making\\_significant\\_changes\\_to\\_an\\_academy\\_February\\_2024\\_-\\_applies\\_from\\_April\\_2024.pdf](https://assets.publishing.service.gov.uk/media/65c61e73cc433b000ca90b52/Making_significant_changes_to_an_academy_February_2024_-_applies_from_April_2024.pdf)
- As part of announcing a 1.89% increase in post-16 funding for schools and FE, the DfE will expect minimum weekly teaching hours for students needing to undertake GCSE resits in English (3 hours) and maths (4 hours). These will be expected from 2024-25 and mandatory from 2025-26.  
<https://www.gov.uk/guidance/16-to-19-funding-information-for-2024-to-2025>
- The Department's response to the House of Lords review of 11-16 schooling. Nearly all recommendations are rejected but the response illustrates exploratory research into issues such a recruitment of MFL teachers, digital skills and moving to online assessments.  
[https://assets.publishing.service.gov.uk/media/65cf4a154239310011b7b8f8/CP1026\\_Education\\_for\\_11\\_to\\_16\\_Year\\_Olds\\_-\\_Government\\_response\\_to\\_the\\_House\\_of\\_Lords\\_report.pdf](https://assets.publishing.service.gov.uk/media/65cf4a154239310011b7b8f8/CP1026_Education_for_11_to_16_Year_Olds_-_Government_response_to_the_House_of_Lords_report.pdf)
- Guidance and funding allocations for Delivery Support funding for LAs to support the implementation of extended entitlement to childcare for 2024-25.  
<https://www.gov.uk/government/publications/local-authority-delivery-support-funding>
- Updated Pupil Premium with information for the 2023 to 2024 academic year, including outlining the funding criteria and adding a link to the allocations and conditions of grant for the 2024 to 2025 financial year. <https://www.gov.uk/government/publications/pupil-premium#full-publication-update-history>.

### 2. Reports:

- Exploring the level of access to extracurricular activities across secondary schools and the benefit of these opportunities. Vulnerable and disadvantaged pupils are less likely to participate in extracurricular activities, whilst, when factors such as FSM, ethnicity and SEND are controlled for, attending extra-curricular clubs during secondary school is associated with a range of positive outcomes when young people are in their early twenties. <https://epi.org.uk/wp-content/uploads/2024/02/EC-and-outcomes-final-1.pdf>
- Paper from ADCS profiling the crisis faced by many families with approximately 4.2 million children living in poverty. The report makes the case that the lack of a concerted Government response following the pandemic is a key contributor and calls for better coordination across the nine departments and a long-term vision and funding settlement for children. [https://adcs.org.uk/assets/documentation/ADCS\\_Childhood\\_Matters\\_FINAL.pdf](https://adcs.org.uk/assets/documentation/ADCS_Childhood_Matters_FINAL.pdf)
- Post-16 across the four UK nations: comparing policies, participation and inequalities. The report finds a lack of good data to make comparisons across all students in post-16 education and training across all 4 nations and that apprenticeship uptake among 16 - 18s is significantly lower in England and Wales. There is evidence of inequalities across the system but the current data reporting is not good enough to pinpoint key areas of disadvantage. <https://epi.org.uk/wp-content/uploads/2024/02/UK-Nations-post-16-Report-1-FINAL.pdf>
- Children's Commissioner's investigation into what is known about children moving out of the state education system. In the year analysed about 82,000 were recorded as leaving state schools (about 0.9% of the school population) and of these, about 13,000 (16%) moved to EHE whilst just over 10,000 (12.5%) had no known school or were 'whereabouts unknown'. The characteristics of the EHE subset showed they are more likely to have SEND and live in a deprived community and have been severely or persistently absent. Whilst those 'unknown' children are more likely to be non-white, live in a non-deprived community and have been persistent or severe absentees. <https://assets.childrenscommissioner.gov.uk/wpuploads/2024/02/Lost-in-Transition-Final.pdf>

### **3. Research:**

- Study reporting on the long-term follow-up to a randomised trial of a social and emotional learning programme implemented in the equivalent of early KS2 in primary schools across Zurich, Switzerland. The panel follow-up with the children who took part in the PATHS programme of weekly lessons evidence that after 17 years (at age 24) there are lasting effects including higher grades achieved and fewer impulsive and disruptive behaviours among the treatment group. <https://www.restud.com/the-causal-impact-of-socio-emotional-skills-training-on-educational-success/> *Note there is some scope for sampling error in the longitudinal element of this study.*
- Performance at GCSE is a predictor of future outcomes in adulthood, such as level of employment and higher education attainment. This predictor effect is stronger at age 16 than at any other time in the English education system. <https://osf.io/eb5rf/download/>

### **4. News:**

- An investigation based on FOI responses from two-thirds of LAs finds a significant increase in the estimated numbers of children who have been EHE for at least part of 2022-23. The investigation suggests larger increases in LAs serving poorer communities. The DfE response says they are linking with the private members bill which aims to address the lack of a register of all school-aged children who are EHE. <https://schoolsweek.co.uk/rate-of-pupils-leaving-for-home-education-doubles/>
- A primary headteacher has been appointed as a schools safeguarding lead for 12 months by the DfE as part of implementing the MacAlister Review. In particular he will assist with deciding whether schools should become a fourth statutory safeguarding partner, which would require legislation. <https://schoolsweek.co.uk/primary-head-named-as-first-school-safeguarding-tsar/>

- Continuing disputes over practices employed by SIMS when schools are wanting to transfer to another management information service provider have resulted in calls for the Competition and Markets Authority to get involved once more. <https://schoolsweek.co.uk/competition-watchdog-pulled-into-mis-dispute-again/>
- The Government has announced plans to amend the Criminal Justice Bill to make it a legal requirement for anyone working in regulated activity relating to children in England (including school staff) to report child sexual abuse concerns. Details of how and when this might be implemented are not yet known. <https://schoolsweek.co.uk/new-legal-duty-on-school-staff-to-report-child-sexual-abuse/>
- Concerns about the financial position of over 4,000 schools whose core allocation is based on minimum per-pupil funding levels (MPPFLs). The DfE has stated this minimum guarantee is only increasing by 0.5% in the year ahead, rather than the 1.9% across other school budget allocations from the DfE, whilst inflation is still higher than both these increases. <https://schoolsweek.co.uk/severe-hardship-as-thousands-of-schools-get-0-5-funding-rise/>
- Analysis of the composition of MATs, with a particular focus on mixed mainstream trusts with only one or two secondary schools. The hypothesis is that the 46 large trusts with one or two secondaries are financially vulnerable due to falling primary rolls. <https://ffteducationdatalab.org.uk/2024/02/the-composition-of-mats/>