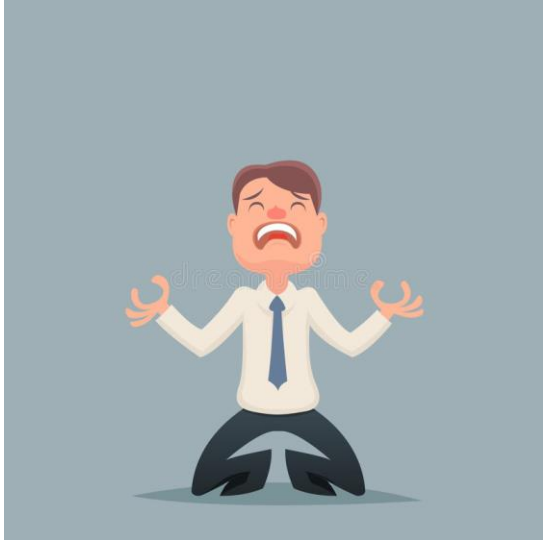




Cambridgeshire Primary Headteachers Forum

18th November 2022

Jonathan Lewis – Service Director: Education



Its tough and challenging at the moment....but there
are lots of positives and we must celebrate!

Agenda

Politics

School Place Planning

- School organisation planning / demography
- Emergency planning
- Fair Access / Place Planning Challenges
- Attendance

SEND and Inclusion

- SEND Strategy
- SEND Transformation Update
- Safety Valve

Finance

School Improvement

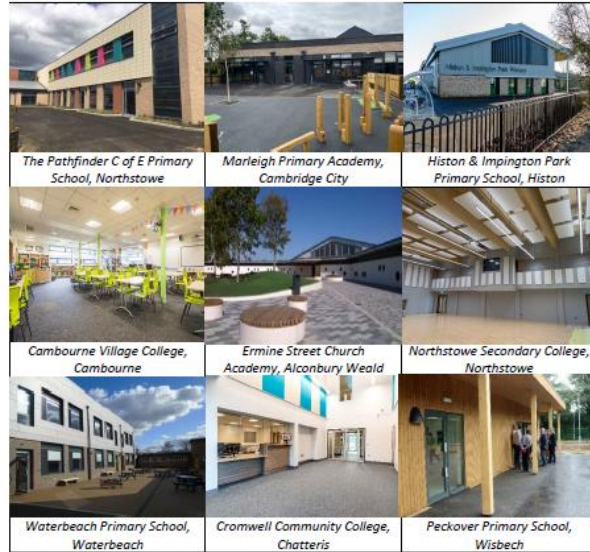
- Ofsted feedback
- 2022 outcomes summary

Politics



- British Baccalaureate? 3 year?
- Compulsory English and Maths to 18.
- Slimmed down set of examinations at 16.
- Drive on vocational education and apprenticeships.
- Future of Schools Bills (White Paper) and restarting the Green Paper?
- Changes in DfE.
- Austerity, the upcoming budget and fiscal balance?

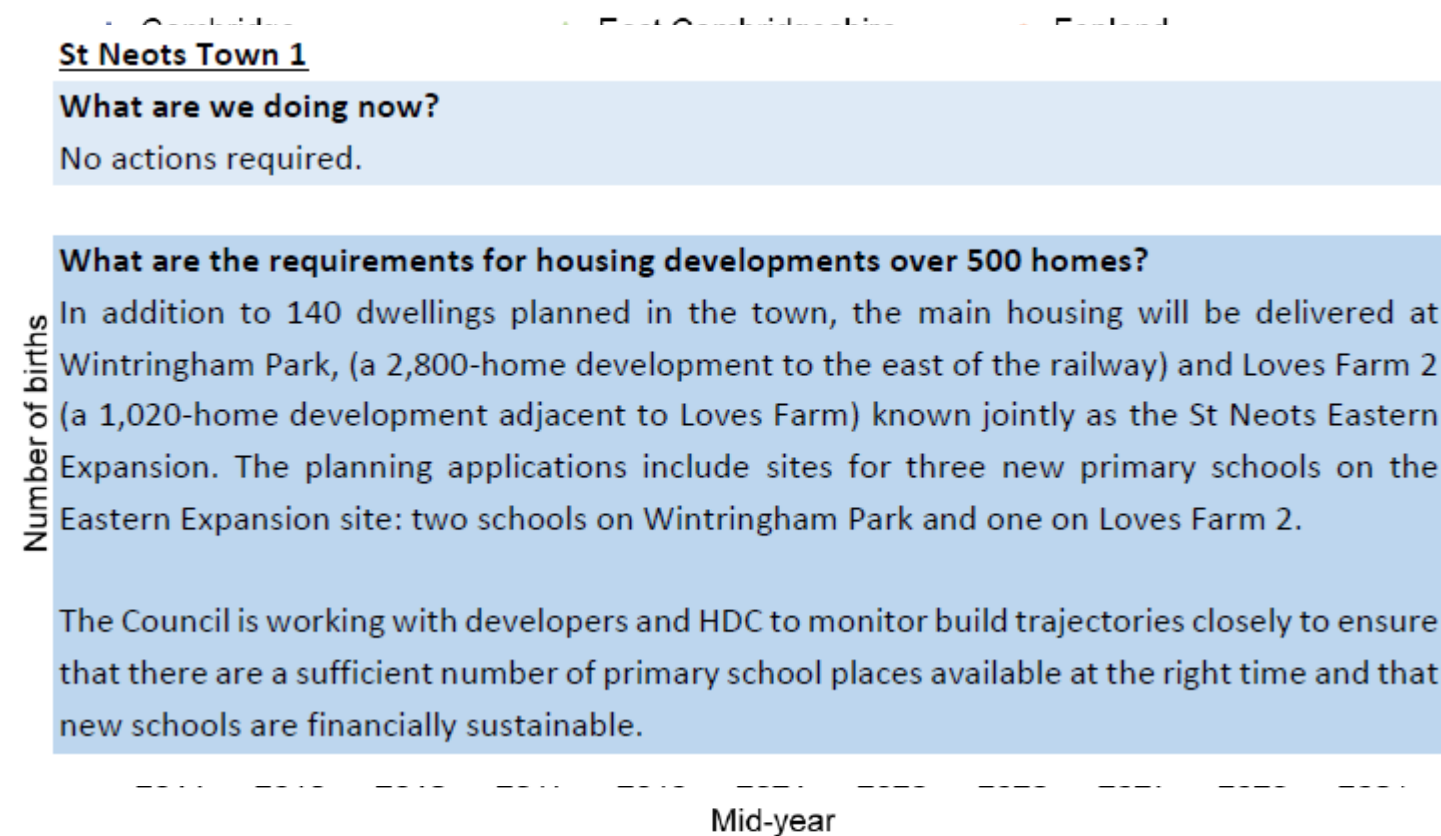
Cambridgeshire's 0-19 Education Organisation Plan 2022-2023



Place Planning

- Education Organisation Plan for Cambridgeshire has now been updated for 2022-23.
- Now includes Early Years, SEND and post 16.
- Demographic forecasts due early December which will outline a 5 year forecast for primary schools.

Figure 1: Number of births in Cambridgeshire



Admissions – In catchment pressures

- Mainstream school growth is evident across key areas of Cambridgeshire
- In rural areas where in-catchment schools are full, children are needing to be transported lengthy distances to the next nearest school with places.
- This can often be the only viable option, however we would like to consider a *Local Protocol for Overadmission* to understand whether in some circumstances, it might be appropriate to work with the catchment school and ask them to over-admit.

Admissions – In catchment pressures

Local Protocol for Over-admission (2.16e of the School Admissions Code)

- Needs to be fair
- Needs to be appropriate
 - the overadmission will not result in the total number of children exceeding the net capacity of the school;
 - the overadmission will not result in the school being able to accommodate all catchment area children the following September;
 - the headteacher and governing body of the catchment area school have no objection to the overadmission;
 - the headteacher and governing body of the school support the overadmission;
 - class sizes in KS2 are not expected to exceed 32 for a mixed year group class or 34 for a single year group class
 - Is an allowable reason for breaching infant class size legislation
- Your thoughts are welcome

Fair Access Protocol

- Following the changes to the Code and subsequently to the fair access process in September 2021, we sought to undertake an annual review of our process, to ensure we were working in compliance with the Code.
- The Outcome of the review has presented a variety of issues regarding our current practice, and we have reached out to other bodies, including other local authorities, to confirm our considerations.
- It is therefore necessary that we make some changes to our current practice by updating our Fair Access Protocols, to ensure we are adhering legally and ethically to the ethos of the Code.

Fair Access Protocol

Key Points

Having communicated directly, the DfE have highlighted the changes that need to be made to the Fair Access Protocol, to ensure the process is conducted appropriately and in line with the Code. The changes are:

- All schools **must** participate - in agreeing the Protocol, it is thereby binding on all parties.
- Fair access must not be used to circumvent the in-year admissions process. This means applications should be processed as normal and if places are available, they **must** be offered.
- A school cannot refuse to offer a place on the belief that they feel the child should be placed via the fair access process.
- Retrospective admissions are not appropriate and go against the Code.

Fair Access Protocol

Key proposed changes to current Fair Access Protocol

- School applications will no longer be interrupted during the admissions process to be referred to Fair Access. The admissions process must conclude and if places are available, they **must** be offered, and they will be, without Fair Access consideration.
- Schools will no longer be allowed to refuse admission if they have places available, on the basis that they believe the application should be processed through Fair Access.
- Automatic logging of admissions as fair access, by the Admissions Team, will stop.
- Additional criterion cannot be added by local authorities.
- Schools can refuse places on the grounds of challenging behaviour but the parameters around this are very strict and only the most exceptional cases will be supported and only those that meet the high threshold criteria defined by the School Admissions Code.

Purpose of Fair Access

The Code stipulates that the purpose of Fair Access is to ensure that unplaced children, especially the most vulnerable, are found and offered a school place as quickly as possible.

This means Fair Access is **ONLY** appropriate to children, who meet the defined criteria, where:

1.

They have been unsuccessful in securing a school place through the normal in-year admissions process – this could be that their preference schools are full **and/or** there are no school places available, within a reasonable distance.

2.

the school has a particularly high proportion of children with challenging behaviour or previously excluded pupils on roll in comparison to other schools; and it believes admitting another child with challenging behaviour would prejudice the provision of efficient education or the efficient use of resources.

Fair Access – The Criteria, para 3.17 of the School Admissions Code

- a. children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the FAP
- b. children living in a refuge or in other Relevant Accommodation at the point of being referred to the protocol
- c. children from the criminal justice system
- d. children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education
- e. children with special educational needs (but without an Education, Health and Care plan), disabilities or medical conditions
- f. children who are carer
- g. children who are homeless
- h. children in formal kinship care arrangements as evidenced
- i. children of, or who are, Gypsies, Roma, Travellers, refugees, and asylum seekers
- j. children who have been refused a school place on the grounds of their challenging behaviour and referred to the Protocol in accordance with paragraph 3.10 of this Code
- k. children for whom a place has not been sought due to exceptional circumstances as decided by the Local Authority based on the circumstances of the case. School Attendance Orders may be included in this category.
- l. children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted.
- m. previously looked after children for whom the local authority has been unable to promptly secure a school place.

Fair Access Protocol

Review Process

We want to hear from you in terms of your thoughts, concerns and ideas around what the DfE have asked us to change and amend.

Please get in touch with
Samantha Bacon (Samantha.bacon@cambridgeshire.gov.uk)
and
Karen Beaton (karen.beaton@cambridgeshire.gov.uk)

Energy Crisis – Business Continuity Planning

- Some indication of planned power outages occurring in Jan/Feb 2023
- Schools are not likely to be exempt from the power outages. We will see blocks of 3 hours based upon geographic 'blocks'.
- No direct advice/guidance from DfE and no set strategy from UKPN (UK Power Network) at this stage
- In readiness it would be timely to refresh and renew business continuity plans
- Some key areas to consider below...

Energy Crisis – Business Continuity Planning

1. Access Control Systems, Security alarm systems, Fire alarm systems
2. BMS Systems/Heating controls
3. Hot water
4. Lighting
5. Out of hrs use of facilities
6. Phone and IT systems
7. Internet and wireless
8. Servers

**Further information/guidance
coming out to all schools week
beginning 21st November.**

**We will provide advice, guidance
and support like we did with
Covid-19 for this scenario.**

What does the funding position look like for 2023/24?

	2022-23 Baseline per pupil (£)	Rank (out of 150)	2023-24 Baseline provisional (£)	Rank (out of 150)	% Change
England	5,534		5,641		1.94
Tower Hamlets	7,747	1	7,762	1	0.19
Hackney	7,685	2	7,727	2	0.55
Cambridgeshire	5,210	137	5,315	136	2.03
Peterborough	5,529	59	5,660	58	2.36
Wokingham	5,113	150	5176	150	1.22

Supplementary funding has been rolled into the overall formula – will this remain and if it does, what is the impact of a different distribution approach.

Chancellors Announcement

- The core schools budget in England will receive an additional £2.3 billion of funding in 2023-24 and £2.3 billion in 2024-25.
- **After adjusting Spending Review 2021 budgets down to account for the removal of the compensation for employer costs of the Health and Social Care Levy, this brings the core schools budget to a total of £58.8 billion in 2024-25, £2 billion greater than published at Spending Review 2021.**
- This restores 2010 levels of per pupil funding in real terms and provides an average cash increase for every pupil of more than £1,000 by 2024-25, compared to 2021-22
- Education total budget – £77.1bn / core schools £53.8bn – so £2.3bn is an additional 4%. It cushions the blow!

2023/24 budget consultation

- Launched [budget consultation here](#).
- We have produced school level figures based upon October 21 data to provide an illustration of the potential impact of the scenarios being considered. You can find the [illustrative budget figures here](#).
- Move to national formula but will this be unaffordable in current context.
- LA officers meeting with MPs – useful to have feedback.
- Check your census data

Appendix 2 - Illustrative 2023/24 Budgets - v1.0 - Updated 5th October 2022

Please note:
These figures are illustrative based on 22/23 datasets with proposed uplifted NFF fact
Comparisons show the illustrative impact if 22/23 budgets were funded at 23/24 fund
Final budgets will be based on revised pupil numbers and datasets to be received in 23/24

DfE No	School Name	Sector	2022-23 Final Baseline Budgets (including business rates)	2022-23 Final Baseline Supplementary Grant	2022-23 Final Baseline Budgets (including business rates & supplementary grant)	Illustrative 2023-24 Budget (including business rates)	Illustrative Change compared to 2022/23 Baseline		Per Pupil Funding (including baselined supplementary funding & excluding premises factors)		
			22/23	22/23	22/23	23/24	£	%	22/23	23/24	%
ALL	Total for LA Use only		£417,940,5	£12,332,04	£430,272,647	£436,797,0	£6,524,3	1.5	£4,96	£5,1	
8734603	Abbey College, Ramsey	Secondary	£5,053,896	£160,472	£5,214,369	£5,333,387	£119,019	2.3%	£5,873	£6,008	2.3%
8735401	Bassingbourn Village College	Secondary	£3,784,721	£114,393	£3,899,114	£3,930,845	£31,730	0.8%	£5,693	£5,740	0.8%
8734002	Bottisham Village College	Secondary	£7,434,785	£229,847	£7,664,632	£7,748,242	£83,610	1.1%	£5,697	£5,760	1.1%
8734006	Cambridge Village College	Secondary	£6,802,158	£206,064	£7,008,222	£7,163,643	£155,421	2.2%	£5,721	£5,849	2.2%
8734008	Cambridge Academy for Science and Technology	Secondary	£1,817,477	£54,312	£1,871,789	£1,880,373	£8,585	0.5%	£6,473	£6,503	0.5%

2023/24 Budget Consultation

Key changes in budget -

- Broadband
- Growth
- Safety Valve / High Needs - additional 0.5% transfer
- Review of notional SEND funding
- Minimum per pupil level - £4,405 funding guarantee between 0% and +0.5%

Budget consultation will take place on zoom on the following dates:

- Monday 21st November (6pm until 7:30pm) <https://www.eventbrite.co.uk/e/452943605517>
- Thursday 24th November (3pm until 4:30pm) <https://www.eventbrite.co.uk/e/452954959477>

The consultation will run until 5pm on Friday 2nd December 2022

Union view – please share any redundancies early and remember that they are ‘unfunded payraises’ not redundancies due to the payrise.



Outline of the Joint SEND Strategy



Our Pledge

A Shared Vision :

Children and young people will be able to :

Dream Big – Achieve Well- Have Choice – Control - Lead happy and fulfilled lives

Principles :

Our commitment is that everybody can be :

Aspirational – Confident – Healthy – Included – Respected – Safe - Successful

3 Priority Areas :

1. **SEND is Everybody's Business**
2. **Identify and Respond to Needs Early**
3. **Deliver in the right place at the right time**

5 Year Themed Plan

Intent

Outcomes

Theme 1: SEND is Everyone's Business

There is a shared vision and expectation that children and young people with Special Educational Needs and/or Disabilities are everybody's business not just the concern of the few.

Parents, young people and carers say that they are listened to and have improved confidence that everybody provides timely communication and clear signposting to local support.

All service providers understand that SEND is Everybody's Business

The Local Offer is accessible and used by families as a source of advice

Information and training is available to support parents and professionals

Information is shared well between partners

Information about the SEND system is clear and accessible to parents/carers and processes are as straightforward as possible, particularly in relation to SEN Support

There is a range of ways of engaging well with all parents, carers, children and young people and communication is a key priority

Theme 2: Identify and Respond to Needs Early

Integrated systems work together effectively so that everybody is confident and has access to the resources, tools and professional development they need to be effective

There are good opportunities from the earliest years for independence, community inclusion, being healthy and employment so that children and young people with SEND are actively engaged in their communities.

Needs are identified as early as possible and addressed within effective SEN support processes

Integrated working provides high quality EHC needs assessments, Plans and annual reviews that conform to statutory expectations and requirements

Health organisations are well integrated with the system as a whole

Transitions are well-managed and the impact is minimised as much as possible

There is help available to support young people with SEND into employment

Young people with SEND are supported towards independence from the earliest years

Theme 3: Deliver in the Right Place at the Right Time

Children, young people and their families have their needs met in a timely way using local resources so that families say that there are good and appropriate local options for children and young people

Strategic planning, including joint commissioning, is informed by high quality local area information so that parents and carers say that they are confident in the quality and consistency of the local SEND system.

Specific areas of provision and support are developed to enable children and young people to have their needs met in a timely way using local resources

Access routes to support are clear and timely

Provision of transport enables children and young people to have their needs met locally

Local needs are understood and information is in easily accessible formats so that it informs strategic commissioning and planning

Effective quality assurance processes are in place that ensure provision of services are high quality, value for money and meet agreed outcomes

The criteria for and use of personal budgets across education, health and social care is clear and understood

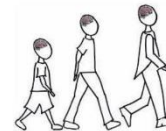
The participation of parents/carers and young people is embedded in commissioning

What did Parent-Carers tell us was the priority for their SEND children and young people ?

1. Early Support in schools needs to be more effective (SEND support)
2. The SEND system should be legally compliant (timescales and delivery of quality / targeted intervention and reviews). This includes effective Quality Assurance
3. Transitions for young people should work better and information about this should be available earlier




Transition into adulthood



Focus Areas for CCC - Phase 2 - Nov '22 to Nov '23

Theme 1: SEND is Everyone's Business

1. *Information about SEND System is clear and assessable to parents / carers and processes are as straightforward as possible, particularly in relation to SEN Support.*
2. *Information and training is available to support parents / professionals / young people / wider stakeholders.*
3. *There is a range of ways of engaging well with parents / professionals / wider stakeholders.*

Theme 2: Identify and respond early

1. *Needs are identified as early as possible and addressed with effective SEND support processes*
2. *Integrated working provides a high quality EHC needs assessment, plans and annual reviews that conform to statutory expectations and requirements*
3. *Health organisations are well managed and the impact is minimised as much as possible*
4. *Transitions are well managed*

Theme 3: Right Place – Right Time

1. *Local needs are understood and information is in easily accessible formats so that it informs strategic commissioning and planning*
2. *Effective quality assurance processes are in place that ensure provision of services are high quality, value for money and meet agreed outcomes*
3. *The criteria for and use of personal budgets across education, health and social care is clear and understood*



SEND – Safety Valve

- Over 60% of Local Authorities have a deficit on their high needs block.
- Invited to submit a bid to DfE in May for financial support in return for achieving in year financial balance.
- Developing proposals since May in line with our SEND Transformation Programme.
- Financial and demand model developed to understand the changing position in Cambridgeshire.
- Likely to be the last round of the Safety Valve process.
- If we cannot secure a deal, it will mean a direct 30% reduction on all SEND funding.

Our Approach

1. Act to reduce the number of requests for assessment, build resilience in the system to support children with SEND, recognise particular pressures around SEMH and Autism.
2. Look at our current cohorts, ensure the support they are getting is as closely aligned with their needs as possible, now and in the future.
3. Look at individual budget areas to ensure value for money and efficient use of the High Needs Block.

Underpinned by our Transformation Principles:

**Investing in early
years and earlier
prevention**

**Embedding a
focus on
outcomes**

**Developing a system-
wide view and working
with partners to shape
and deliver change**

**Measuring
and sharing
our impact**

Our Programme

- Demand Management
 - Increasing special school places and enhanced resource bases (478 places) and 2 new special schools.
 - Reducing children in tuition placements and independent schools
 - Reviewing our funding and banding arrangements in mainstream schools
 - Reduced expectation on full time education post 16.
- Budget reductions
 - Reduce funding for LA services from DSG / removal of all non-statutory activity from high needs block - £2.8m
 - Cut in LA funded services - £660k
- Increasing independence
 - Review of high cost places / low need support
 - Investment in support for OAP / prior to EHCP

Focus on our Safety Valve Proposal

- DfE view is that we are high spend in the following areas relative to similar authorities –
 - EHCP numbers
 - Our growth in demand over the last 3 years
 - Post 16
 - Demand for specialist places

£m DSG	Actual / Forecast Accumulated Deficit	Actual / Forecast In-Year Deficit Growth	Safety Valve Savings & Mitigations Plan	Revised Deficit Forecast
2018-19	£7.3m			
2019-20	£16.6m	£9.3m		
2020-21	£26.8m	£10.2m		
2021-22	£39.3m	£12.5m		£39.3m
2022-23	£50.2m	£10.9m		£50.2m
2023-24	£64.7m	£14.5m	-£9.8m	£54.9m
2024-25	£82.5m	£17.8m	-£15.3m	£57.4m
2025-26	£103.1m	£20.6m	-£19.5m	£58.5m
2026-27	£126.9m	£23.8m	-£23.8m	£58.5m

Current Position

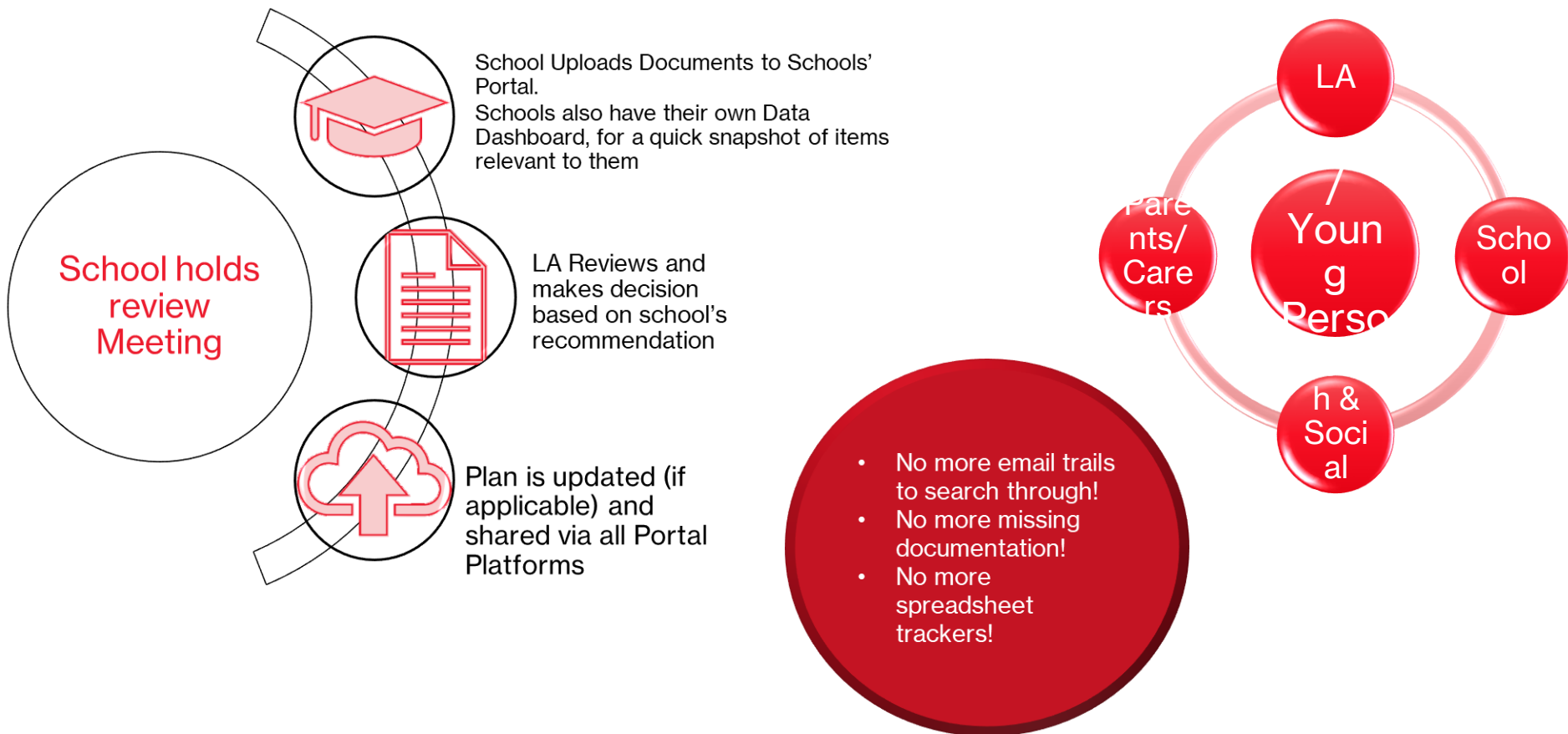
- Civil servants have agreed our proposals – up to £100m to support the challenges in Cambridgeshire. This will include a £10m+ contribution from the County Council.
- Recommendation made to Minister to consider proposals.
- Public announcement likely to be January 2023.
- Concerns from parents around implication – full communications strategy to be released in new year

SEND Transformation Highlights

November 2022



- ✓ OAP web-based toolkit due for launch January 2023 - focused on schools but linked to parents. Developed by SENCOs on Secondment.
- ✓ SEND Transformation FAQ for parents published [SEND Transformation - Learn Together \(cambslearntogether.co.uk\)](https://cambslearntogether.co.uk)
- ✓ Initial design for SEND Information Hub (new Local Offer microsite) is drafted and under review
- ✓ SEND Dashboard developed and published monthly
- ✓ Special School Admissions Panel exploratory interviews with Special School Heads completed
- ✓ Continued work with Special Schools to develop capacity Tuition deep dive completed, January workshop to agree recommendations and action plan
- ✓ New case management system for SEND



SEND Transformation Highlights

November 2022



- ✓ Focus groups with Heads/SENCOs on mainstream funding process booked for Nov/Dec
- ✓ Visits to schools who will have potential SEMH ERB sites undertaken
- ✓ Enhanced Resource Bases: review complete, workshop held and SLAs being reviewed
- ✓ First draft of Exclusions Guidance complete
- ✓ Medical Needs and Restrictive Physical Intervention policy complete
- ✓ £122k grant (over the next 3 years) for PfA employment work
- ✓ Transport Engagement Officer has begun work with special schools
- ✓ EHCP Improvement Plan: complaints review complete, special school admissions panel planning and full review of the Annual Review process in Cambridgeshire

Cambridgeshire Provisional Education Performance 2022

Summary

- Cambridgeshire improved its performance compared to other authorities across all measures
- Closed the gap to national in many areas and the improvement in progress at Key Stage 2 is also encouraging. There is still work to do in a number of areas but it is pleasing to see ongoing progress.
- For Early Years, KS1 and KS2 performance is inline or above the national average except for writing.
- Although writing attainment at KS2 is below the national average the progress score has continued to improve over the three-year trend.

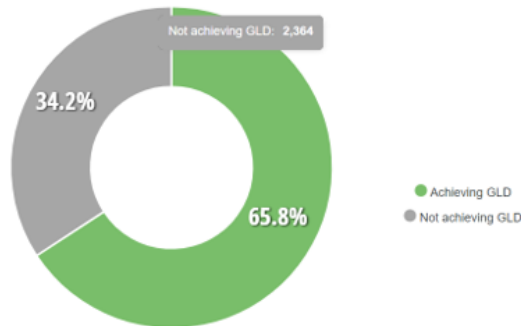
Cambridgeshire Provisional Education Performance 2022

	Peterborough	Rank	Cambridgeshire	Rank	National	East of England
EYFS - GLD	61%	84	66%	44	65%	
YEAR 1 Phonics	71%	92 (+7)	74%	73 (+4)	75%	74%
End of KS1 Phonics	85%	82 (+11)	87%	49 (+15)	87%	87%
KS1 Reading	58%	100 (0)	67%	51 (+11)	67%	66%
KS1 Writing	49%	98 (+1)	57%	58 (+10)	58%	58%
KS1 Maths	61%	96 (+2)	68%	55 (+6)	68%	67%
KS2 Combined	51%	93 (+6)	57%	55 (+18)	59%	
KS2 Reading	69%	97 (+2)	75%	50 (+11)	74%	
KS2 Writing	61%	95 (+5)	66%	75 (+14)	69%	
KS2 Maths	68%	78(+20)	71%	51(+26)	71%	
KS2 Reading Progress	-0.5	70 (+20)	0.2	47 (+8)	0.1	
KS2 Writing Progress	-0.6	75 (+12)	-0.3	66 (+12)	0.1	
KS2 Maths Progress	0.1	58 (+14)	0.2	56 (+9)	0.1	

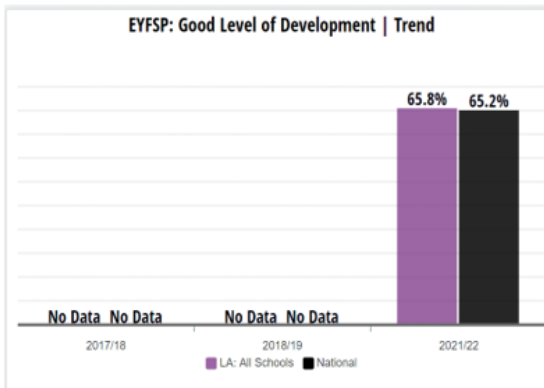
Cambridgeshire Provisional Education Performance 2022

From a cohort of 6,911 pupils, 65.8% achieved a good level of development. The average total points score in all GLD goals is 22.0 out of a possible 24.

EYFSP: Good Level of Development | Value



EYFSP: Good Level of Development | Trend



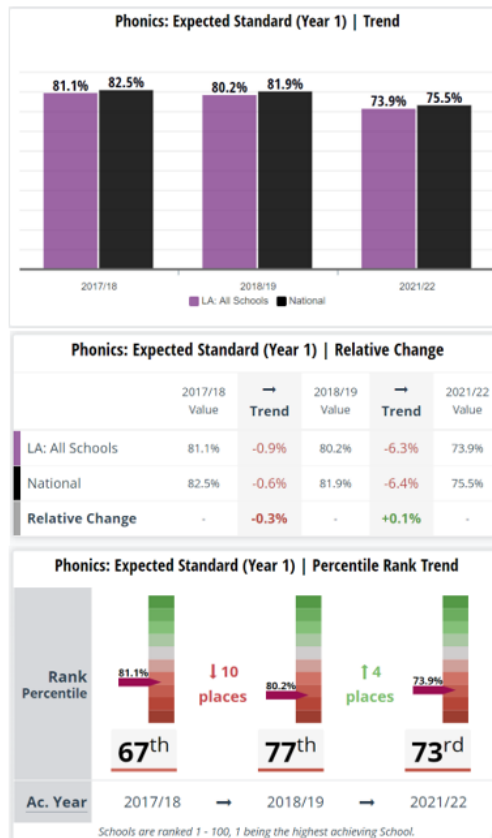
Cambridgeshire Provisional Education Performance 2022

From a Year 1 cohort of 7,198 pupils 73.9% achieved the expected standard of 32 marks.

Cambridgeshire's average Year 1 expected standard percentage for the last 3 academic years is 78.4%

The relative change has improved by 0.4% when compared to the National average.

Cambridgeshire's percentile rank when compared to all LAs nationally is 73. This is an improvement of 4 places



A teacher assessment framework which is partly informed using tests with a scaled score outcome. From the cohort of 7,364 pupils, a proportion achieved above or in line with the national average when measuring the expected standard and greater depth.

Actions

- A writing conference is being held this year
- All LA maintained schools expecting an Ofsted inspection are being offered a reading and phonic audit
- A pilot for 12 targeted school is being developed focusing on writing
- Disadvantage pupils' maths projects
- Projects focusing on girls' attainment, mixed age classes and reasoning are taking place across the year

The expected standard percentile rank when compared to all LAs nationally;

Reading expected standard 49 - an improvement of 11 places.

Reading greater depth 47 - a decline of 1 place

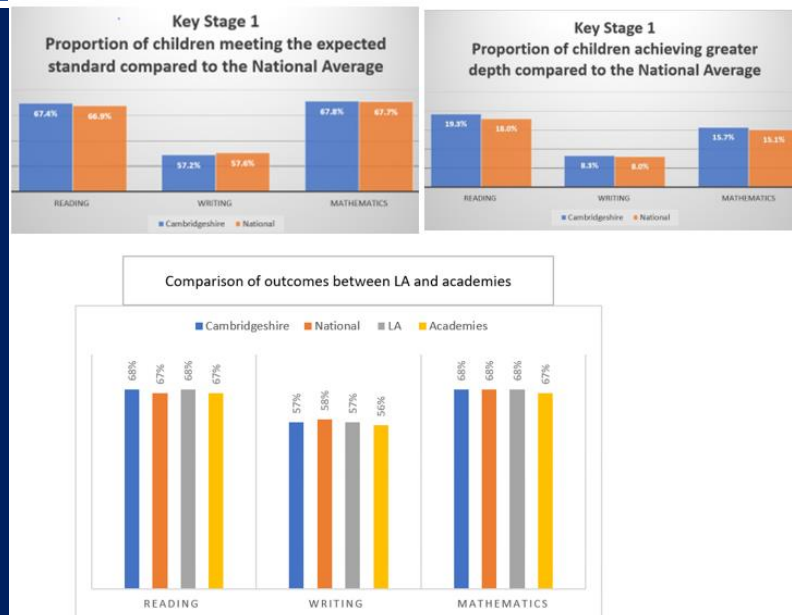
Writing expected standard 74 - an improvement of 14 places.

Writing greater depth 49 - an improvement of 33 places

Mathematics expected standard 52 - an improvement of 26 places.

Mathematics greater depth 47 - an improvement of 13 places

RWM expected standard 56 - an improvement of 18 places



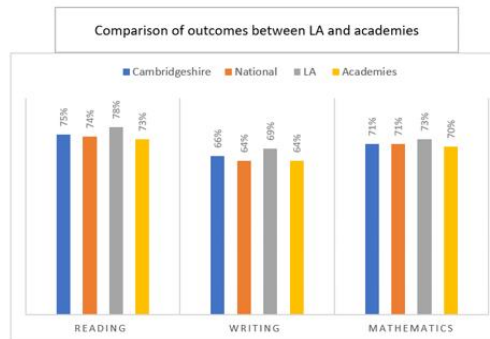
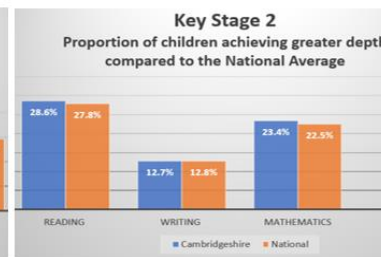
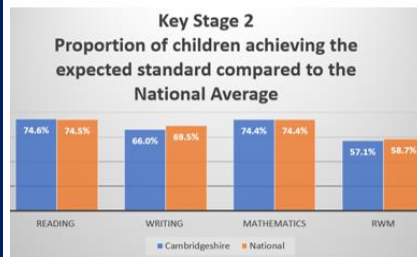
Schools are held to account for the percentage of pupils achieving the expected standard at the end of key stage 2 and whether they make sufficient progress.

Reading, Mathematics and Grammar punctuation and Spelling are primarily informed by tests with a scaled score of 100 indicating the pupil reaching the expected standard. Writing remains as a teacher assessment.

A key performance indicator is also the combined level where pupils achieve the expected standard in reading, writing and Mathematics.

From a cohort of 7,484 a proportion achieved above or in line with the National average, except for writing. This continues to be a focus area. Analysis highlights that this is linked to increasing independent writing opportunities across the curriculum.

The expected standard percentile rank when compared to all LAs nationally;
Reading expected standard 49 - an improvement of 11 places.
Reading greater depth 47 - a decline of 1 place
Writing expected standard 74 - an improvement of 14 places.
Writing greater depth 49 - an improvement of 33 places
Mathematics expected standard 52 - an improvement of 26 places.
Mathematics greater depth 47 - an improvement of 13 places
RWM expected standard 56 - an improvement of 18 places



The progress measure is based on a value-added model which will be adjusted to take account of missed education due to the pandemic.

The figures in this report are provisional.

Progress figures for reading and mathematics are above national. Although writing is below the progress score has continued to improve over the last three years.

Actions

- A writing conference is being held this year
- A pilot for 12 targeted school is being developed focusing on writing
- Disadvantage pupils' maths projects
- Projects focusing on girls' attainment, mixed age classes and reasoning are taking place across the year
- A focus on tracking a pupil level to emphasis the importance of combined achievement is running across the academic year

The percentile rank when compared to all LAs nationally for progress;
Reading expected standard 47 - an improvement of 8 places.
Writing expected standard 66 - an improvement of 12 places.
Mathematics expected standard 55 - an improvement of 10 places.

Key Stage 2: Reading Progress | Value



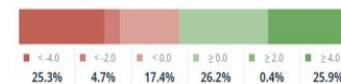
Key Stage 2: Reading Progress | Breakdown by Score Range



Key Stage 2: Writing Progress | Value



Key Stage 2: Writing Progress | Breakdown by Score Range



Key Stage 2: Maths Progress | Value



Key Stage 2: Maths Progress | Breakdown by Score Range



Cambridgeshire Provisional Education Performance 2022

	Progress 8					
	2021		2022		Change	
	Progress 8	Rank (out of 149)	Progress 8	Rank (out of 151)	Progress 8	Change in rank
Cambridgeshire	0.13	30	0.22	22	0.09	8
England	-0.03		-0.03			

	Progress 8 - Disadvantage					
	2021		2022		Change	
	P8 Disadvantaged	Rank (out of 149)	P8 Disadvantaged	Rank (out of 151)	P8 Disadvantaged	Change in rank
Cambridgeshire	-0.53	76	-0.47	43	0.06	33
England	-0.46		-0.55		-0.09	

	% <u>children</u> achieving the Basics Measure 5+ 2021	% <u>children</u> achieving the Basics Measure 5+ 2022	Rank (out of 151)
Cambridgeshire	56	54	29
England	52	50	

	English - % of children achieving a 5+	Maths - % of children achieving a 5+
Cambridgeshire	67	59
England	65	55

Ofsted Focus – Autumn 2022

- **Safeguarding** – ensure a culture of safeguarding is evident from the minute they step through the door.
 - Signing in, leaflet, DSL photos, ID check and key messages (all staff need to know procedures in case they arrive early or when office staff are unavailable).
 - Reporting and monitoring concerns is prevalent. Systems and processes need to be regular and robust. Ensure timely follow up of referrals and actions which are recorded accurately. School should be persistent with concerns.
 - Single Central Record, must be up to date and accurate.
- **Reading** – remains a key priority. Lowest 20%, reading books matched to phonics scheme/reading ability and appropriate. Systems for hearing reading, changing books, monitoring, record keeping, tracking and intervention. Does your classroom reflect the phonics scheme you are following?
- **SEND** – a key priority. Are provisions on EHCP evident? How are needs met? How is the curriculum made accessible whilst be ambitious?
- **Governance** – Are governors clear about priorities and school evaluation? Are minutes an accurate account? How do governors hold leaders to account? Do governors understand the key elements in the framework such as safeguarding, phonics and reading?
- **Staff Well-being and Leadership Capacity** - Is there adequate time allowed for staff to undertake their duties and does your leadership model delegate responsibilities so that there is sustainable support? How do Governors ensure this is in place?

Ofsted Advice

- Know and understand the framework.
- Ask questions of the inspection team and use the meetings to offer feedback. This is your time to raise a concern or express where you do not feel the handbook is being followed.
- Ask for clarification.



You must use the ring-fenced PE and sport premium to:

- build capacity and capability within the school to ensure that improvements made now are sustainable and will benefit pupils joining the school in future years
- develop or add to the PE, sport and physical activity that your school provides

Schools are encouraged to prioritise professional development for staff, mentoring, appropriate training and resources to enable more effective PE and sport for all pupils and the embedding of physical activity across your school.

The PE and sport premium Key indicators

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of activities
5. Increased participation in competitive sport

You should not use your funding to:

- fund capital expenditure – CCC definition is available [here](#)
- replace / Displace teachers with coaches to cover (PPA)
- teach the minimum requirements of the national curriculum

Accountability

This ringfenced funding must be spent for the purpose it was provided – to make additional and sustainable improvements to the PE, sport and physical activity offered to pupils.

Within the conditions of grant, Local authorities will be required to certify that the funding has been spent in line with the terms set out above.

Other Key LA Updates

- Covid / winter flu
- Industrial action – NASUWT / NAHT / NEU. Guidance will be provided – top tips
 - Unable to ask staff on their intention to strike or not.
 - Action short of strike action – staff must meet requirements of contract.
 - NAHT - Refuse to facilitate or cooperate with unsolicited Ministerial and senior civil servant visits to schools.
- Holiday voucher scheme will continue at Christmas and Household support funding has been extended until March 2024. pupil premium on census!



Thank you and goodbye!

- Anna Hayesmore, Burrough Green
- Bridget Harrison, Rackham
- Leon Robichaud, Sawtry Infants
- Sally Allen, St Philips
- Louisa Kenzie, Teversham

And to anyone else who is leaving (please let us know).

Thank you for your hard work and dedication supporting the children and young people of Cambridgeshire.



Cambridgeshire
County Council

Merry Christmas from the Education
Management Team at Cambridgeshire
County Council

