

Director Update

Cambridgeshire Primary Heads

Covid Update

Consultations / Horizon Scanning DfE

SEND Challenges

Other Updates

24 March 2022

COVID-19

Is the Covid-19 crisis over?



Region	R Rate	Growth rate % per day
England	1.1 to 1.4	+2 to +6
East of England	1.1 to 1.4	+2 to +7
London	1.1 to 1.4	+2 to +7

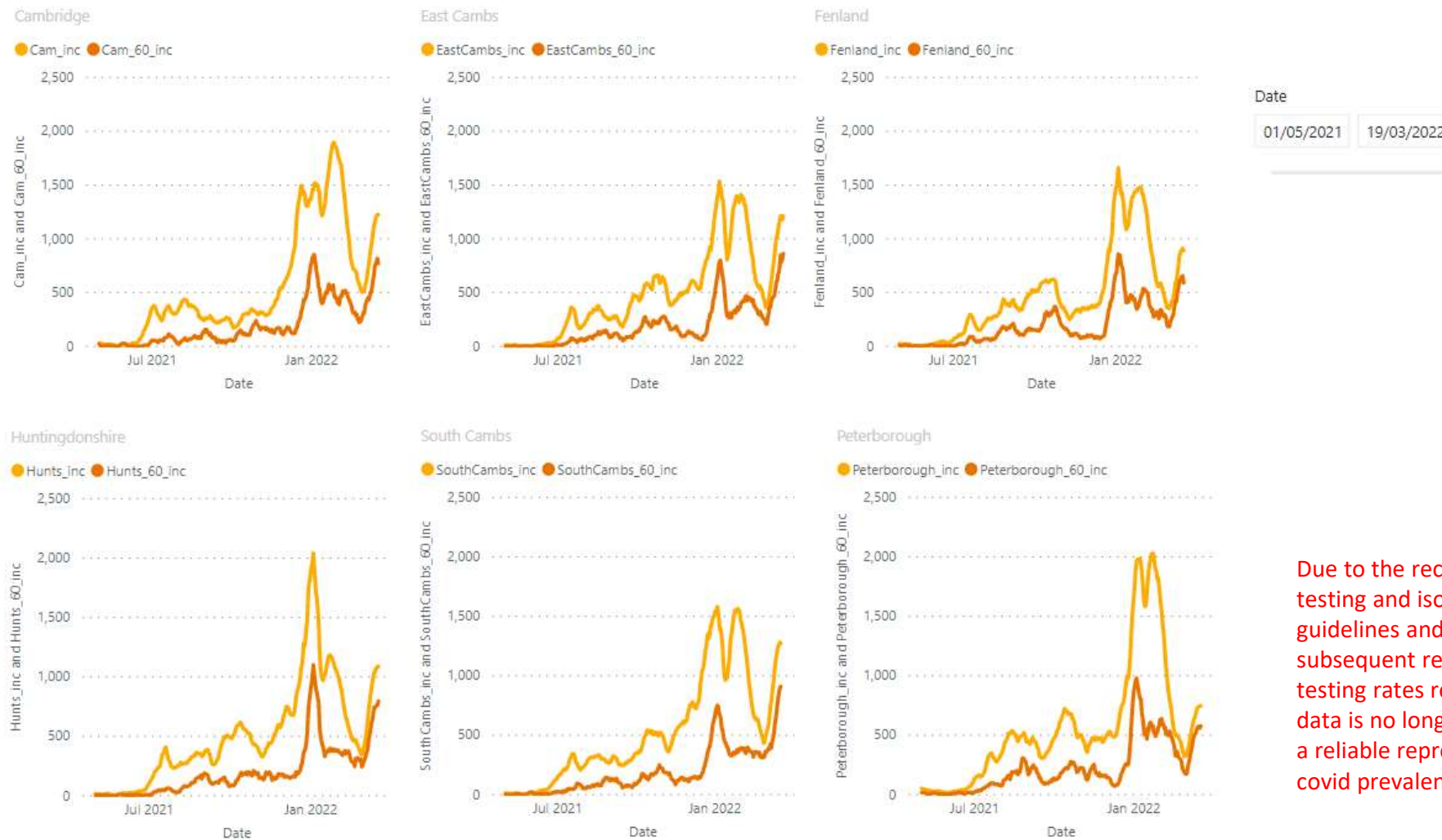
National case rate – 17th to 23rd March cases per 100,000 (3 weeks ago)

- ◆ England – 803.9 (456.5)
- ◆ North Somerset 1,470
- ◆ Cornwall – 1,323
- ◆ Cambridgeshire – 1,135 (619.9) – 17th
- ◆ Peterborough – 751.6 (555.7) – 31st

Last week -

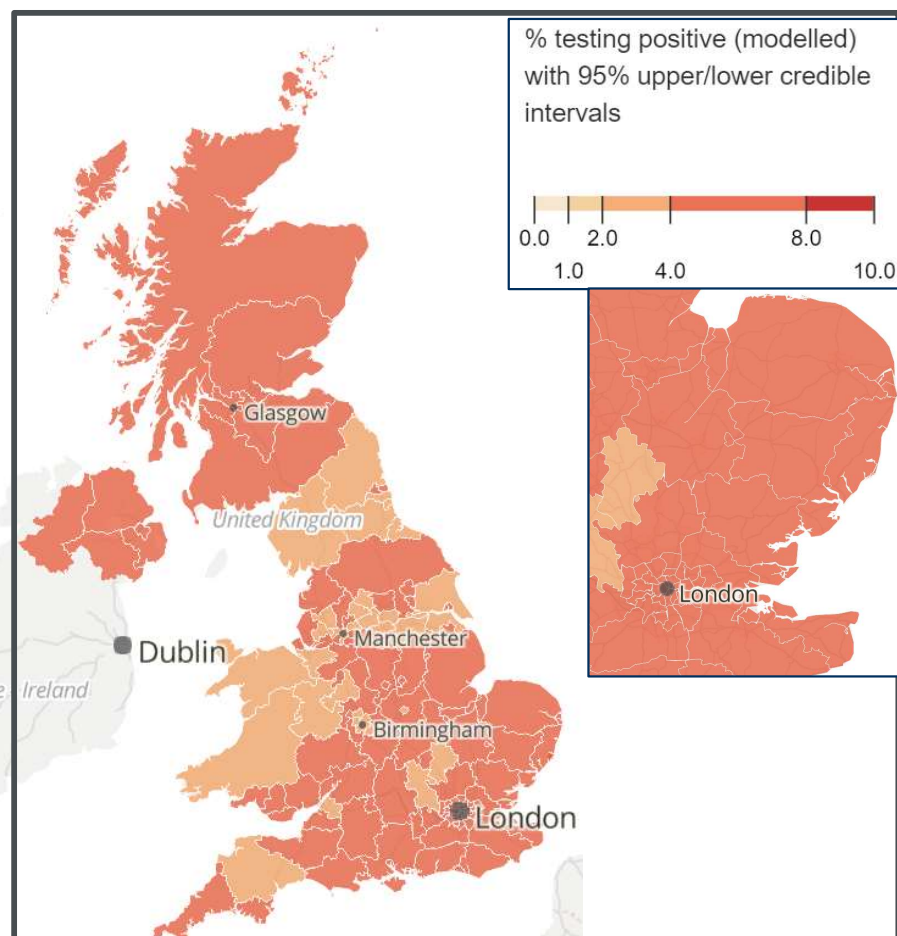
- 34 supportive calls
- 8 settings have had class closures, all were able to provide remote learning and accommodate keyworker and vulnerable children.
- Some setting have lifted hand hygiene and touch point cleaning, which was reinforced during calls
- Reinfections noted in many setting
- Most settings reporting staff off till day 10
- Symptoms reported remain the same.

Reported case rates are increasing in all areas for all-age and for 60+.



Due to the recent changes to testing and isolation guidelines and the subsequent reduction in testing rates reported case data is no longer considered a reliable representation of covid prevalence.

Covid infection survey (CIS) to 12th March shows the percentage of people testing positive for COVID-19 varied across sub-regions of the UK. Cambridgeshire and Peterborough appear to be among the lowest modelled positive population within the East of England.



Modelled percentage of the population testing positive for coronavirus (COVID-19) on nose and throat swabs by sub-regional geography, East of England

Modelled % of the population testing positive for COVID-19 on nose and throat swabs by sub-regional geography									
Region	Local authority areas	Data 31 Dec 2021 to 6 January 2022	Data 16 January to 22 January 2022	Data 23 January to 29 January 2022	Data 30 January to 5 February 2022	Data 6 to 12 February 2022	Data 13 to 19 February 2022	Data 27 February to 5 March 2022	Data 6 th to 12 th March 2022
EOE	Breckland; Broadland; Great Yarmouth; King's Lynn and West Norfolk; North Norfolk; Norwich; South Norfolk	4.03	3.82	4.18	4.66	4.53	3.42	4.57	4.73
EOE	Peterborough	5.23	5.09	5.79	4.73	5.08	3.2	3.48	5.18
EOE	Cambridge; East Cambridgeshire; Fenland; Huntingdonshire; South Cambridgeshire	3.48	2.65	5.05	6.23	3.58	2.47	3.64	4.22
EOE	Suffolk Coastal; Waveney	4.37	3.61	3.16	5.53	5.54	4.74	4.19	6.28
EOE	Tendring; Babergh; Forest Heath; Ipswich; Mid Suffolk; St Edmundsbury	3.68	3.29	3.9	4.55	5.45	2.97	3.84	5.91
EOE	Luton; Bedford; Central Bedfordshire	4.75	4.81	4.54	5.43	3.95	3.94	4.19	3.73
EOE	Broxbourne; Dacorum; Hertsmere; North Hertfordshire; Three Rivers; Watford; St Albans; Welwyn Hatfield; East Hertfordshire; Stevenage	5.76	3.46	4.25	5.35	4.61	3.58	4.49	5.11
EOE	Southend-on-Sea; Braintree; Chelmsford; Colchester; Maldon; Rochford; Uttlesford	6.08	4.29	3.62	4.85	4.23	3.19	3.85	4.93
EOE	Thurrock; Basildon; Brentwood; Castle Point; Epping Forest; Harlow	4.56	4.6	4.93	4.29	4.1	4.15	5.45	4.36

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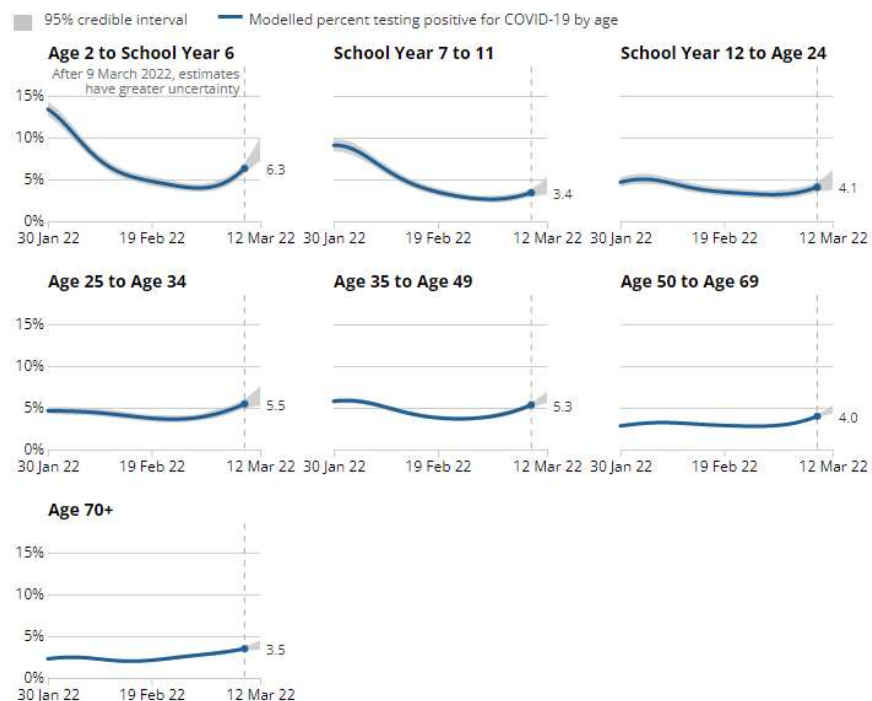
*No data update between 6 - 16 January due to data validation issues.

Covid infection survey (CIS) to 9th March shows those testing positive have increased for all ages particularly primary school age. Over 70+ has continued to increase since mid February.



Figure 4: The percentage of people testing positive for COVID-19 increased in all age groups in the week ending 12 March 2022

Modelled daily percentage of the population testing positive for coronavirus (COVID-19) on nose and throat swabs by age group, England, 30 January to 12 March 2022



Modelled percentage of the population testing positive for COVID-19 by age/school year, England

Grouped Age	Modelled % testing positive for COVID-19										
	Data to 3 rd Jan	Data to 12 th Jan	Data to 19 th Jan	Data to 26 th Jan	Data to 2 nd Feb	Data to 9 th Feb	Data to 12 th Feb	Data to 16 th Feb	Data to 23 rd Feb	Data to 5 th Mar	Data to 9 th Mar
Age 2 to School Year 6	7.27	8.01	11.8	13.09	11.46	7.6	6.06	4.84	4.49	4.17	6.31
School Year 7 to School Year 11	6.21	5.26	6.45	7.63	8.73	6.26	5.15	3.87	3.14	2.40	3.40
School Year 12 to Age 24	8.98	5.74	3.81	4.13	5	4.36	3.71	3.59	3.40	3.17	4.07
Age 25 to Age 34	8.21	6.08	4.87	4.54	4.58	4	3.6	4.19	3.56	4.00	5.46
Age 35 to Age 49	6.55	4.94	4.85	5.34	5.55	5.06	4.58	3.91	3.64	4.05	5.33
Age 50 to Age 69	5.16	4.08	2.88	2.5	2.99	3.05	2.87	3.05	2.74	3.03	3.97
Age 70+	3.12	3.08	2.21	1.97	2.5	2.23	1.98	2.08	2.29	2.94	3.50

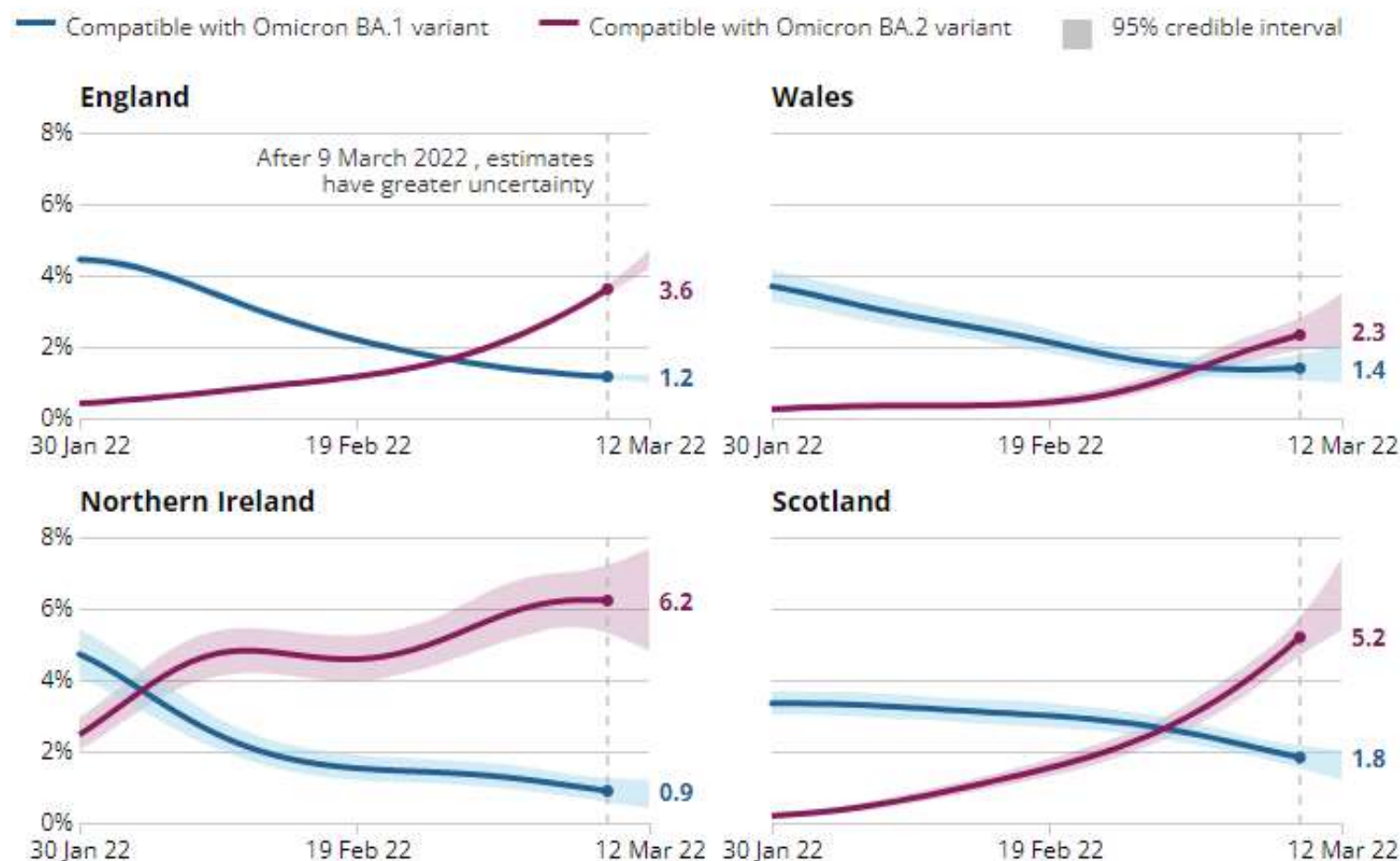
Modelled percentage of the population testing positive for COVID-19 by age/school year, East of England*

East of England			
14-day non-overlapping periods	Age band	Estimated % testing positive for COVID-19	Number of people in sample
	Age 2 - Age 11	6.20	1,047
	Age 12 - Age 16	2.92	826
	Age 17 - Age 24	4.97	547
	Age 25 - Age 34	5.28	985
	Age 35 - Age 49	5.62	2,894
	Age 50 - Age 69	3.66	5,587
Data 27 th Feb to 12 th March	Age 70+	3.62	3,640

*Due to small sample size and differences in weighting methodology caution is needed when comparing indication at a national and sub-regional level.

Source: Office for National Statistics – Coronavirus (COVID-19) Infection Survey

Covid infection survey (CIS) to 12th March shows the modelled percentage of population testing positive for Omicron BA.2 variant has recently increased across all countries of the UK.



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Source: Office for National Statistics – Coronavirus (COVID-19) Infection Survey

The number of people receiving a PCR test had increased slightly in Cambridgeshire and Peterborough in the last week. Positivity continues to increase throughout March.



Weekly number of people receiving a PCR test and positivity

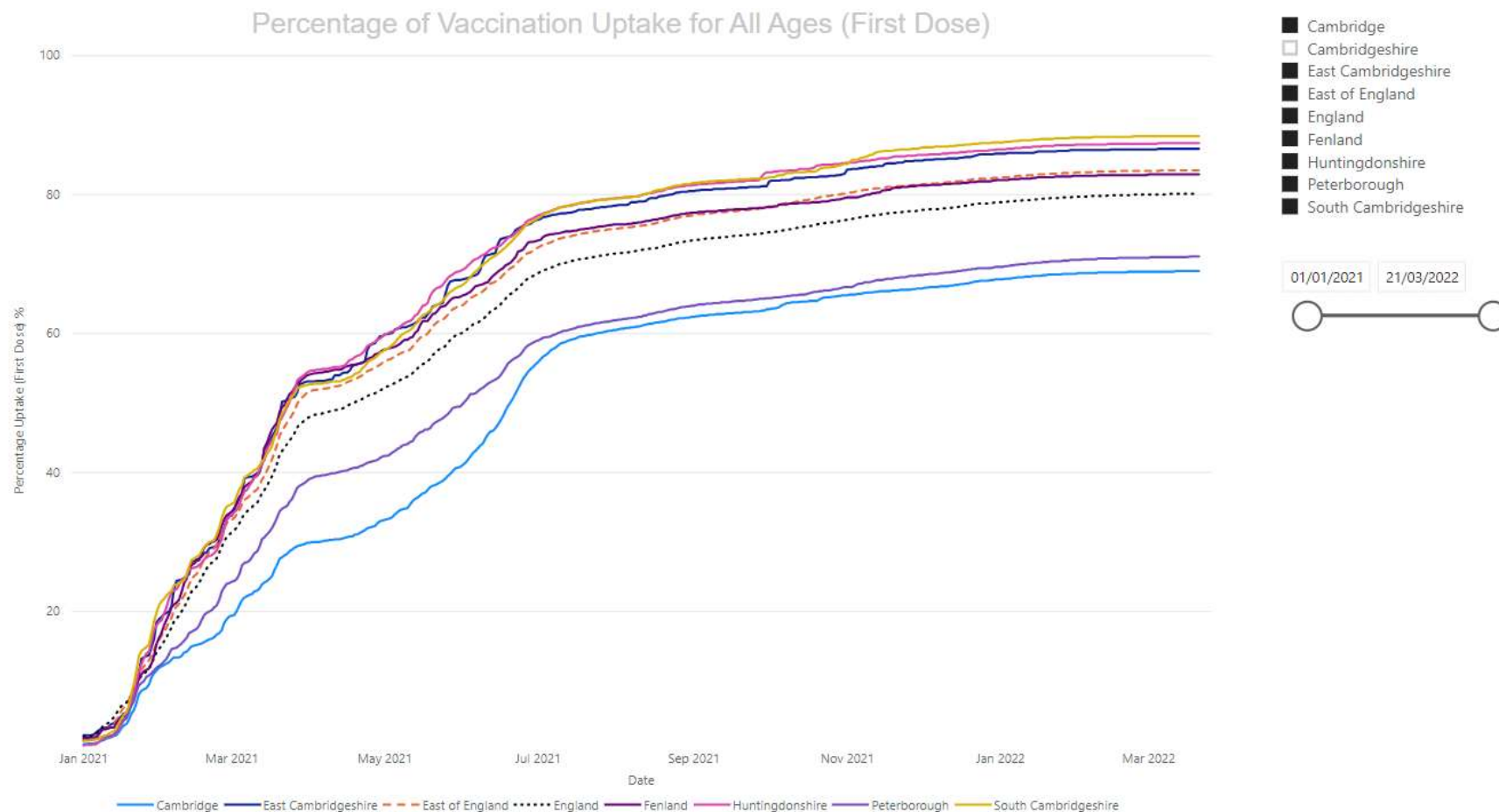
The number of people who received a polymerase chain reaction (PCR) test in the previous 7 days, and the percentage of those who had at least one positive COVID-19 PCR test result in the same 7 days. Data is shown by specimen date (the date the sample was collected from the person). People tested more than once in the period are only counted once in the denominator. People with more than one positive test result in the period are only included once in the numerator.



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Source: coronavirus.data.gov.uk, Last updated: 21 March 2022 at 4:00pm

All age first dose vaccinations remain below the regional and national average in Cambridge and Peterborough but still increasing



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Data uses NIMS denominator

Source: coronavirus.data.gov.uk, Last updated: 21 March 2022 at 4:00pm

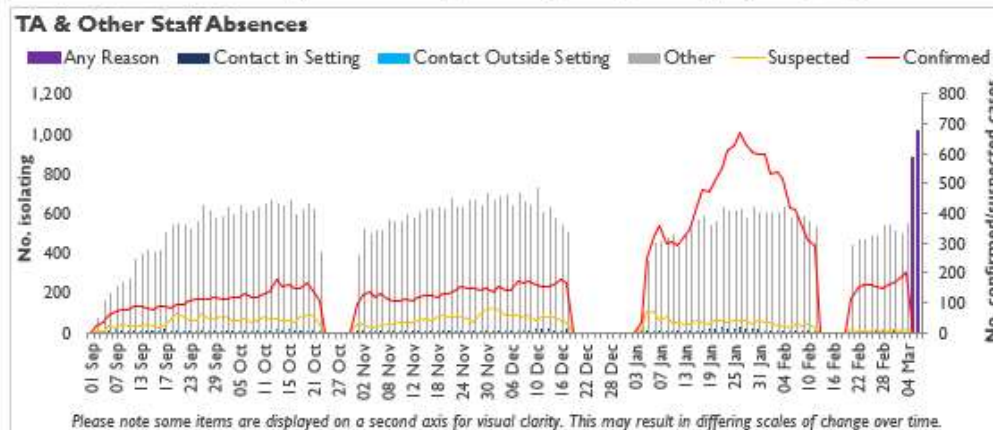
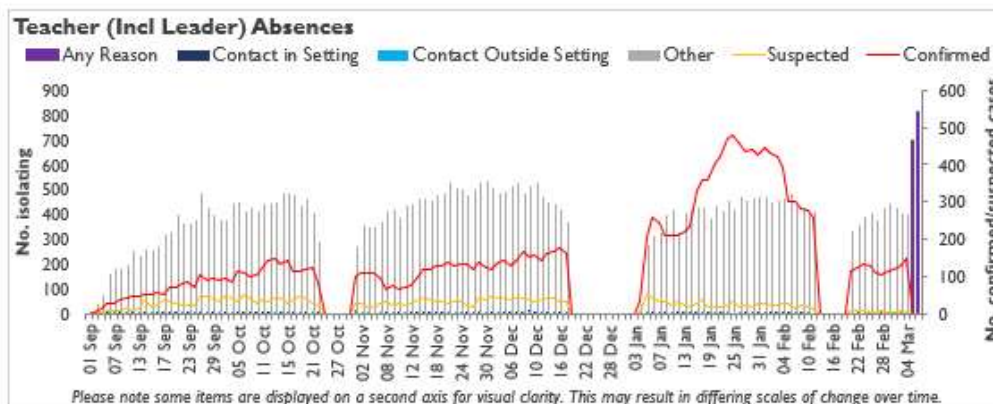
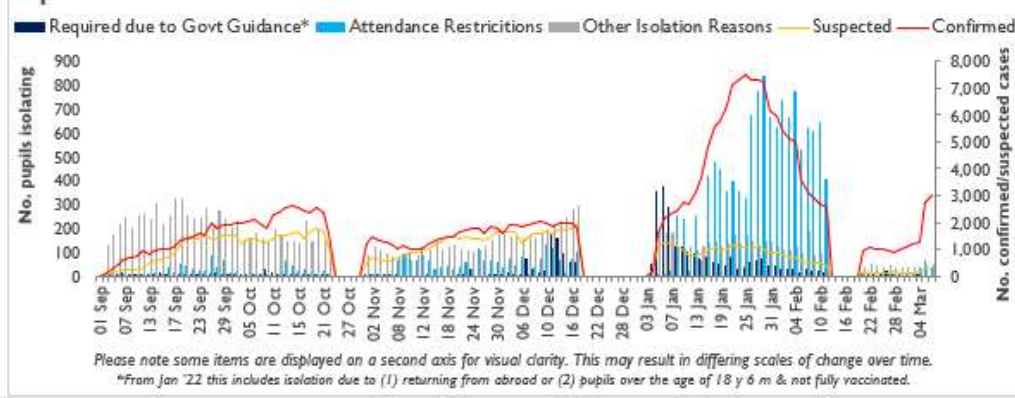
C&P schools reported 2,980 pupils absent due to being a confirmed Covid-19 case. 815 Teachers (including leaders), and 1,009 Teaching Assistants and other staff reported to be absent for any reason on 17 March.

106,681 Attending Pupils	89.1% Attendance Rate (Attending / Pupils in)	301 Reported Open	0 Closed due to Covid-19	815 Teacher (Incl Leader) Absences (Any Reason)
99.7% Open Rate (Fully Open / Total Expanded)	81.0% Response Rate (Total Expanded / All Entries)	2,980 Confirmed Covid-19 Pupils	260 Suspected Covid-19 Pupils	1,009 TA & Other Staff Absences (Any Reason)

Pupil Absences

Overall, 3328 pupils are reported to be absent due to COVID-19 related reasons.
2980 pupils are reported to have confirmed Covid-19.
260 pupils are reported to be suspected of having Covid-19.
36 are absent due to attendance restrictions put in place to manage an outbreak.
52 are absent due to isolation for other reasons.

Pupil Absences due to COVID-19 related reasons



Note: Data changes have been made to this dataset. Absence for staffing is now recorded as absent for any reason, rather than Covid-19 confirmed case.

Attendance – 17th March



% Attendance Summary (State-funded schools only)	Cambridgeshire	Peterborough	East of England	England
Overall Attendance	88.2%	90.4%	88.9%	89.8%
Primary	87.9%	92.7%	90.6%	92.0%
Secondary	89.0%	88.6%	87.2%	87.3%
Special Schools	89.7%	88.5%	84.2%	83.5%
Pupils with EHCP	85.1%	86.8%	83.8%	84.6%
Pupils with social worker	86.4%	83.3%	82.6%	83.1%
Pupils Eligible for FSM	86.6%	89.0%	87.1%	87.6%

Existing Teaching Staff (Teachers & Teaching Assistants)	Cambridge	East Cambs	Fenland	Huntingdonshire	Peterborough	South Cambs	Total
% Staff Available for Work	92.8	88.8	89.6	90.4	90.9	90.6	90.8
% Staff Unavailable for Work	7.2	11.2	10.4	9.6	9.1	9.4	9.2

9.2% of school staff were unavailable for work across Cambridgeshire and Peterborough on 17 March 2022, compared to 7.7% on 10 March.

So what next?

- ◆ Testing due to end on the 1st April – or will it?
- ◆ Awaiting guidance on what the approach will be in education / workplaces.
- ◆ I will write out over Easter with the changes but I am not doing another Heads meeting!
- ◆ We will consider approaches for outbreaks especially around testing / assessment due to be undertaken.
- ◆ Education Cell team will run until the end of May (I want to nominate them for a council award – can I get some comments on the work they have done).

Consultations / Horizon Scanning DfE

Upcoming Consultations



- ◆ Two significant papers - expect both to be released 28th March and will lead to further consultation
- ◆ SEND Green Paper
 - ◆ Accountability and outcomes for SEND pupils
 - ◆ Strengthening of focus on SEND support
 - ◆ Parental role in placement / EHCP
 - ◆ Funding arrangements
- ◆ White Paper on Education
 - ◆ New curriculum focus
 - ◆ Ongoing recovery / tuition
 - ◆ Assessment Review
 - ◆ Schools operating day (make sure you are doing the minimum hours – 6 ½ hours)
 - ◆ Teacher qualification and the deliver of CPD
 - ◆ Academisation
 - ◆ Future of Ofsted
 - ◆ Changes to funding arrangements.
- ◆ Don't panic – I will do a heads meeting to explain both (can do this briefing just not Covid!).

Keeping children safe in education: proposed revisions 2022



- ◆ We are proposing to strengthen KCSIE and explicitly set out that all governors and trustees should receive safeguarding and child protection training (including online safety) at induction. We will also say the training should be regularly updated
- ◆ As part of the shortlisting process, we have added a new paragraph suggesting schools and colleges, as part of their due diligence, should consider carrying out an online search (including social media) on shortlisted candidates. This would explore anything that is publicly available online which may be worth testing at interview.
- ◆ Whilst there has always been detailed guidance in Part 4 of KCSIE on managing allegations and concerns that meet the harms threshold, we had not in the past provided guidance on allegations or concerns that fall short of that threshold. In response to feedback from our last KCSIE consultation we added a new section about 'low level' concerns.
- ◆ We have withdrawn the Sexual violence and sexual harassment between children in school and colleges standalone advice and removed all references to it. This guidance has now been incorporated throughout KCSIE.
- ◆ Filtering and monitoring systems are an important part of a school or college's processes to keep their children safe online. KCSIE sets out that appropriate filtering and monitoring systems should be in place and signposts to advice from the UK Safer Internet Centre- Appropriate Filtering and Monitoring
- ◆ **Closed 11 Mar 2022**

School attendance: improving consistency of support

New duty requiring all schools to have an attendance policy and to include attendance improvement plans

- ◆ The plans include mandating all schools to draft, publish and regularly review policies on attendance management and improvement, which have regard to statutory guidance'
- ◆ Schools will need to have and communicate clear expectation to parents and pupils, to ensure that they have regard to schools' strategies for persistent absence reduction, and a clear escalation route for pupils not attending including support and sanctions
- ◆ Trusts and maintained school governors will be tasked with new duties to ensure that they promote good attendance, and hold school leaders to account in their rigour regarding attendance strategies

Minimum expectation for council oversight

- ◆ Further statutory guidance is planned for LA attendance services setting out a minimum set of expectations of their delivery. It is proposed that there will be a regulatory framework for the most used sanctions (penalty notices) to improve consistency and fairness across England.
- ◆ There will be a requirement to work with schools to provide support and advice, taking a strategic oversight to priorities the area's most in need of support, to do this there is need for LAs to retain attendance experts.
- ◆ Early prevention is highlighted as an essential element to address the root causes of attendance issues and local authorities will have an important role in facilitating access to family support.

School attendance: improving consistency of support



A clearer more consistent national framework for the use of attendance legal intervention, including a new regulatory framework for issuing penalty notices for absence.

- ◆ To promote a culture to ensure that supportive measures have been instigated first before legal sanctions by local authorities are instigated. Authorities will also face new minimum provision standards and an expectation to adhere to national thresholds for legal interventions to ensure a consistent approach taken across England

Bringing the rules for granting leave of absence in academies in line with other state funded schools.

- ◆ To increase consistency, there is the intention, subject to Parliament, to amend regulation 7 of the Education (Pupil Registration) (England) Regulations 2006, to apply the same rules on granting leaves of absence to all state-funded schools. This is likely to happen as part of wider education legislation change.
- ◆ A wider rewrite of the regulations is currently planned.

Closed 28 Feb 2022

Children not in school

- ◆ Proposal to place a duty on LAs to maintain a register of children of compulsory school age who are not registered at specified categories of schools (state or registered independent or Non-Maintained Special), with the register including some children educated under the Education Act (1996) s.19 arrangements (exceptional provision of education in pupil referral units or elsewhere), and those who are flexi-schooled.
- ◆ Parents should be under a legal duty to provide information to a register when their child is not in mainstream education. Specifications as to what data should be provided will be outlined in legislation, together with clear consequences when information is not supplied when requested by the LA. This does not mean that parents need state approval to educate their own children. Nor is it the Government's intention to establish a legal mechanism that will in future be used to withhold approval for EHE by imposing conditions for entry onto the register.
- ◆ Duty imposed on proprietors of specified settings providing a substantial amount of education to EHE children or children missing education within school hours to supply data to the register.
- ◆ Subject to the availability of resources, we should include in the proposed legislation a duty on LAs to provide support to home educators if requested by the family. Having some form of statutory duty would signal to parents that home education as an approach to education is recognised as legitimate and supported by Government. How closely the duty should be defined will need to be fully considered on the basis of both need and affordability. This could include, for instance, offering advice to home educators, examination support, or support for home education groups.
- ◆ **Consultation closed – legislation to follow**

Revised behaviour in schools guidance and suspension and permanent exclusions guidance



Creating and maintaining high standards of behaviour

- ◆ Section one looks at how to create and maintain high standards of behaviour, with a focus on developing a clear vision of what expected behaviour looks like and the strong leadership needed to implement this vision. This chapter draws upon the findings of Tom Bennett's review 'Creating a culture' (2017) to provide practical guidance on how to create a whole-school environment in which pupils are more likely to behave well. It also addresses how all staff should explicitly teach and exemplify positive behaviour, to ensure pupils know what is expected of them and how to achieve it. There is **guidance on developing and communicating the behaviour policy** and the role and expectations of school leaders, staff, pupils and parents to help create and maintain behaviour standards in schools. This includes a specific section on **how pupils with special educational needs and disabilities (SEND) should be supported to meet behavioural standards** and the related duties of schools in the Children and Families Act 2014 and the Equality Act 2010. The concept of a national minimum expectation of behaviour benchmarks behaviour expectations across schools in alignment with Ofsted's good grade description for behaviour and attitudes. The guidance indicates how **rewards and positive recognition should be applied consistently and clearly to reinforce the expectations and routines of the school's behaviour culture**.

After incidents of misbehaviour

- ◆ How schools should respond robustly to incidents of misbehaviour in order to deter further incidents, restore order and protect pupils from further disruption or harm. It provides guidance on how schools can **use sanctions lawfully**. It also outlines how sanctions should be applied in a fair and consistent manner and the relationship between sanctions and pupils with SEND. A small section signals how schools should support pupils following behavioural incidents and the **pastoral support that may be required**. There is comprehensive advice on **removal rooms**, how they should be used where necessary and the difference between a removal room and separation spaces. There is also **information on the governance of removal rooms and what schools should consider when removing pupils with SEND or who are otherwise vulnerable**.

Revised behaviour in schools guidance and suspension and permanent exclusions guidance

Preventing recurrence of misbehaviour

- ◆ Section three looks at how schools can prevent the recurrence of misbehaviour and reduce the likelihood of suspension and permanent exclusion. Along with guidance on **early intervention strategies** that can help pupils better manage their behaviour, there is information on **how schools can monitor and evaluate their behaviour policy**. The section on in-school units (ISU) includes a definition, the aims of an ISU and what good governance of these units looks like.

Responding to specific behavioural incidents

- ◆ Provides guidance to schools on their authority to respond to misbehaviour and their duties relating to safeguarding and protecting the welfare of all pupils with clear reference to **KCSIE guidance**. It also includes advice on criminal behaviour and behaviour outside the school premises, building on the 2016 guidance. The guidance covers how schools should respond to incidents of sexual violence and sexual harassment, including the importance of addressing inappropriate behaviour to prevent it leading to a culture of unacceptable behaviours and an unsafe environment for children, in line with current safeguarding guidance. **It also supports schools in addressing behaviour incidents which occur online**. The guidance recognises headteachers' autonomy in setting a policy on mobile phones within their school. It outlines that **any policy on mobile phones should take into account the need for phones to be used for reasons such as medical grounds or to enable children with SEND to access the curriculum**.

- ◆ Closes 31 Mar 2022

Changes to the School Admission Appeals Code

- ◆ Remote panels
- ◆ Able to continue where there are only 2 members of the panel.
- ◆ **Closes 3rd April.**

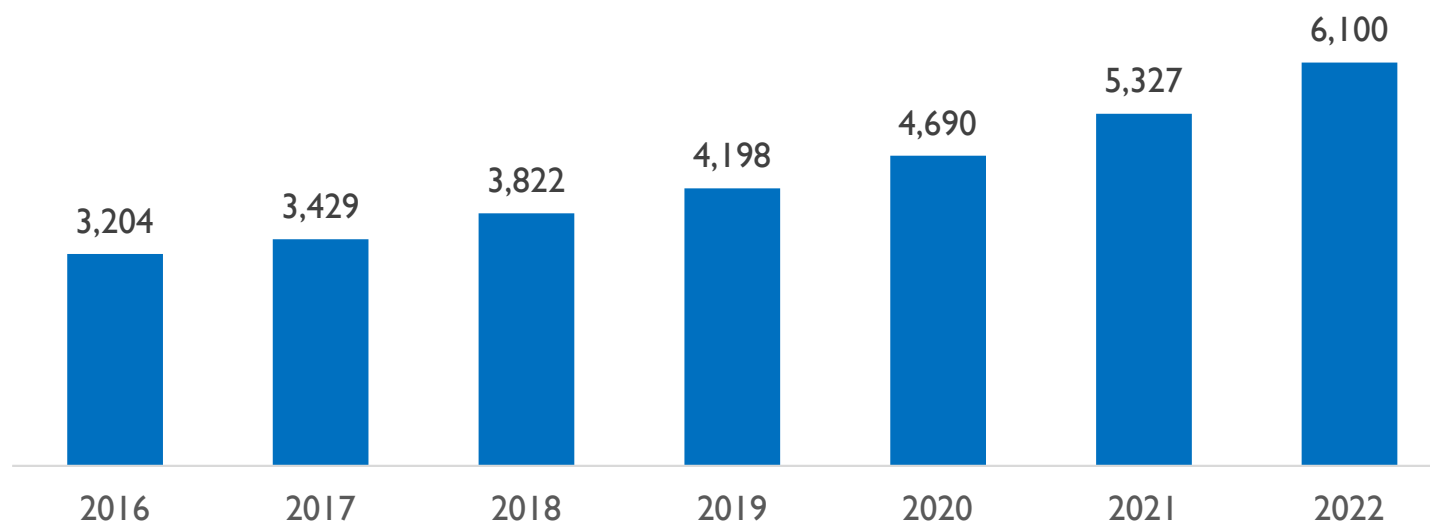
SEND CHALLENGES

Headlines from SEN2 Return

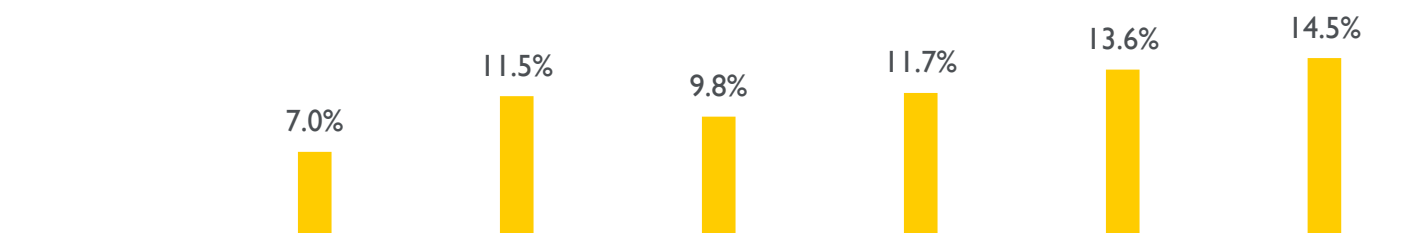
- ◆ The number of current EHCPs on the census day has increased by 14.5% over the last 12 months
- ◆ The rate of increase in new EHCPs issued in the last 12 months has decreased by -1.2% from last year (following a 41.5% increase the previous year)
- ◆ Between 2021 and 2022 there has been growth in all age groups, from a 12.5% increase in those aged 16-19, to a 17.9% increase in those aged 20-25
- ◆ The number of assessments and initial requests continue to increase.
- ◆ The number of people with an open EHCP on census day receiving a direct payment has decreased from 1,004 in 2021 to 880 in 2022

Current EHCPS on census day over time

Number of EHCPS

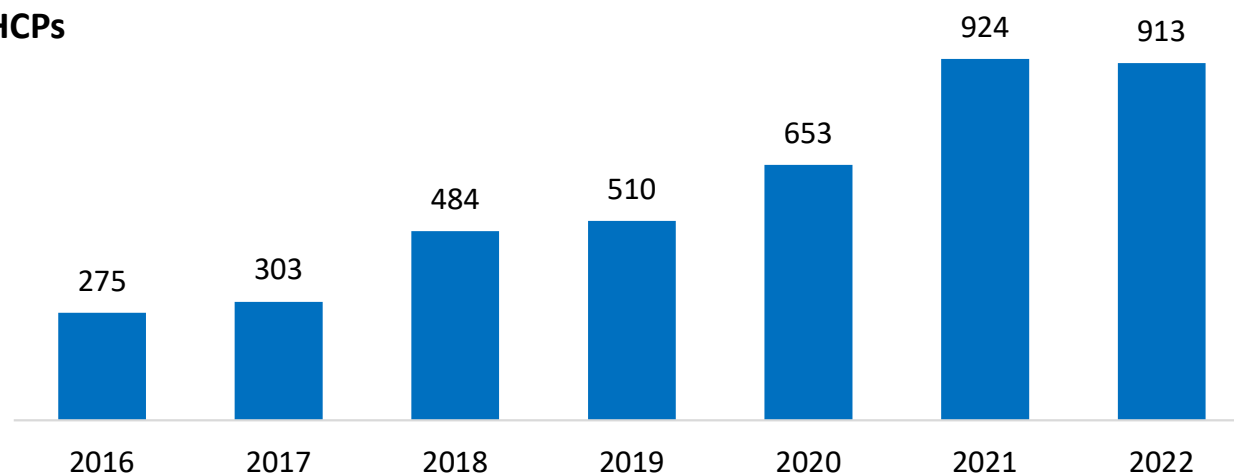


% Change year on year

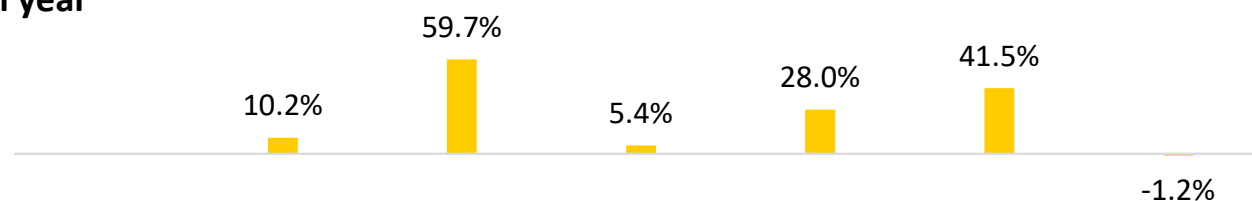


New EHCPs in the previous year over time

Number of new EHCPs

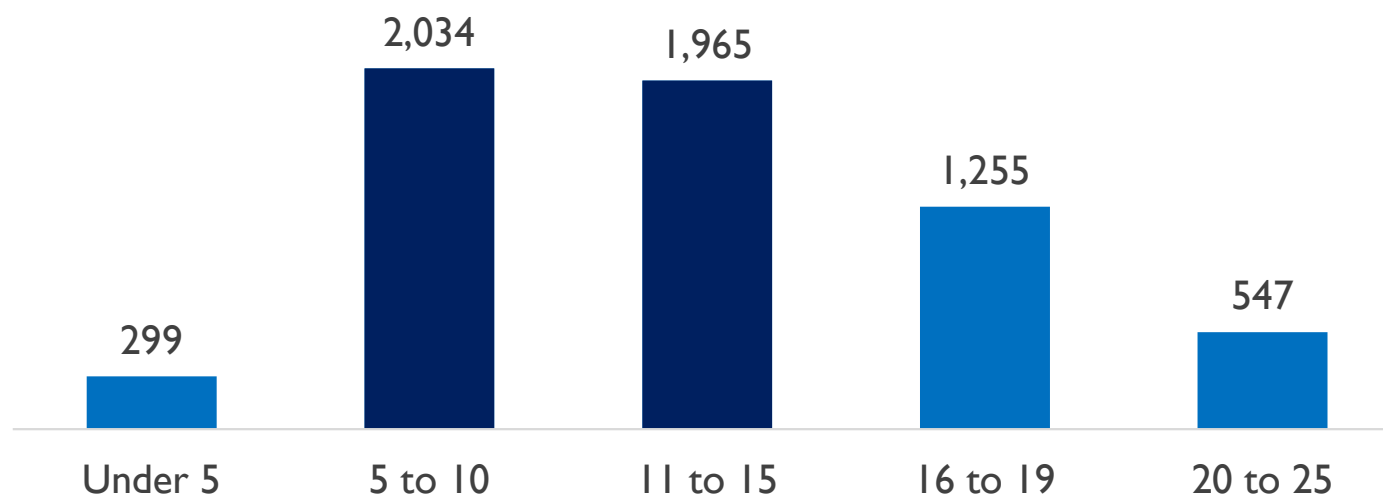


% Change year on year

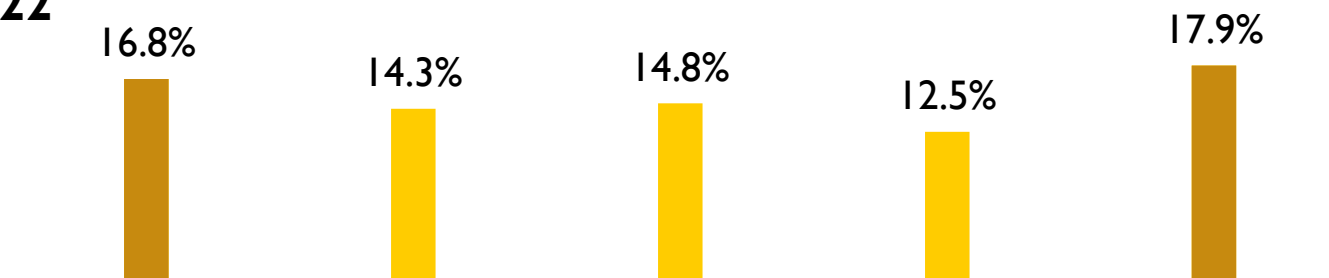


EHCPs on census day by age group - 2022

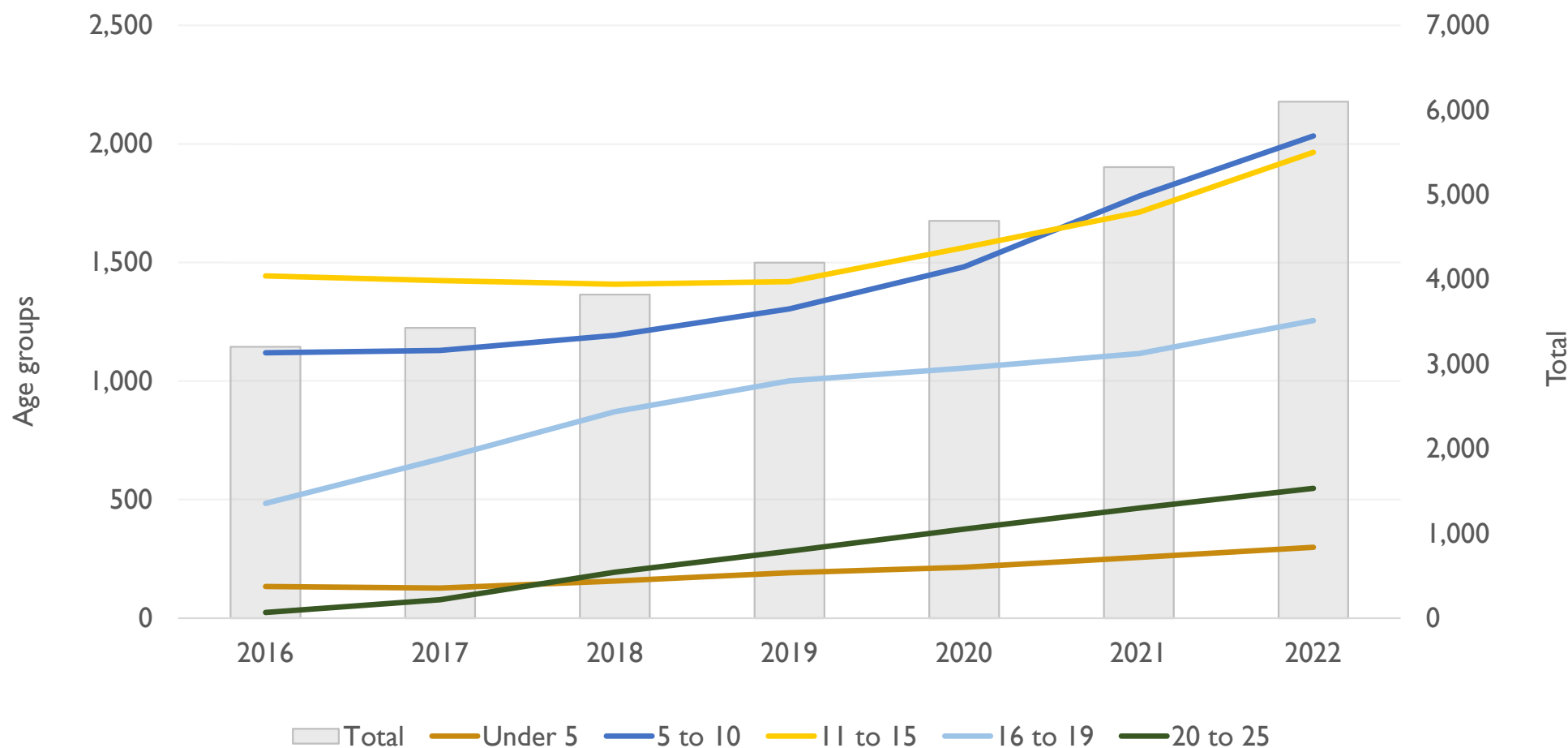
Number of EHCPs



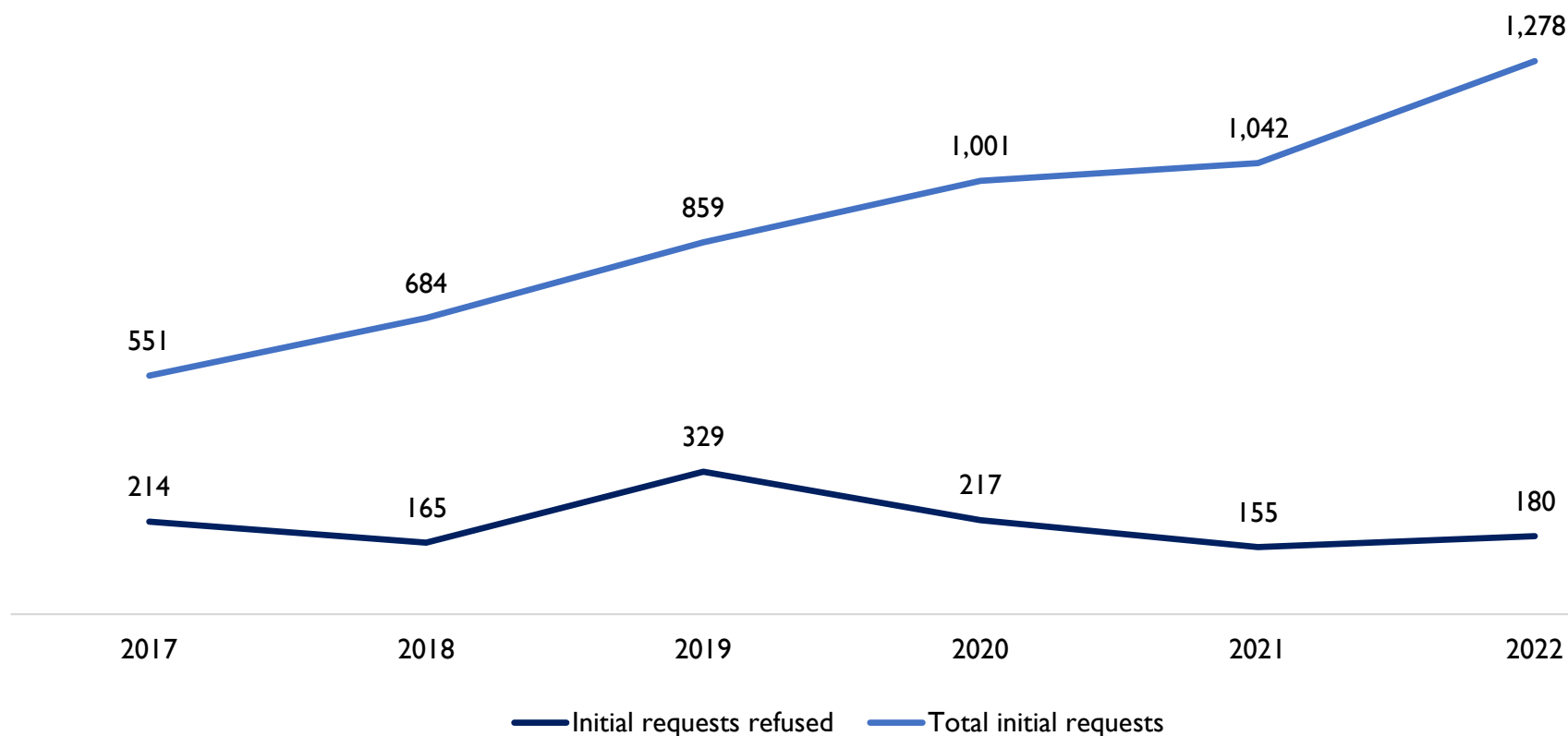
% Change 21-22



EHCPs on census day by age group over time



Initial requests for assessment in previous calendar year over time



High Needs Block (HNB)

- 2021/22 available HNB budget circa **£85.3m**
- Currently forecasting in-year HNB spend circa **£99.8m**
- The majority of the budget (circa 70%) funds activities in schools and 14% funds out of county provision.
- Main pressures due to increasing numbers continue to be:
 - High Needs top-up budget
 - Out of School Tuition Budgets
 - Special Schools
 - High Needs Units

High Needs Block (HNB)

- Initial 2022/23 HNB (Including supplementary funding and block transfers*) circa **£96.9m**
- ***£2.1m** agreed by Schools Forum to support SEND Transformation programme.
- **Adjusted Dedicated Schools Grant (DSG) Deficit b/fwd from 20/21 = £26.362m**
- **Forecast DSG Deficit to c/fwd to 22/23 = £40m+**
- **Basic HNB funding not sufficient to meet current commitments.**



Safety Valve Funding

- ◆ After many years of campaigning, the DfE have accepted the financial pressures on the high needs block in Cambridgeshire. We have been invited to the safety valve funding arrangements. But there are strings attached...

This unprecedented increase of 13% comes on top of the £1.5 billion increase over the last two years. Nonetheless, we know that in some areas the additional high needs funding will not, on its own, be enough to eliminate DSG deficits and enable authorities to manage themselves sustainably.

- ◆ The programme requires local authorities to develop substantial plans for reform to their high needs systems, with support and challenge from the department's expert team, to rapidly place them on a sustainable footing. If a local authority can demonstrate sufficiently that their DSG management plan creates lasting sustainability, including reaching an in-year balance as quickly as possible, then the department will enter into an agreement with the authority
- ◆ The DfE say that they have asked LAs *"to develop plans to reform their high needs systems as quickly as possible to provide a good service within their available funding."*

Safety Valve Funding



- ◆ The DfE have identified *“two principal goals”* that they judge are *“critical for the LAs’ ability to reach sustainable positions”*:
 1. *“appropriately managing demand for EHCPs, including assessment processes that are fit for purpose”*
 2. *“use of appropriate and cost-effective provision. This includes ensuring mainstream schools are equipped and encouraged to meet needs where possible, whilst maintaining high standards for all pupils.”*
- ◆ The most common things that LAs are being asked to do in these ‘safety valve’ agreements are:
 - ◆ Improve SEND support in mainstream schools *“to manage demand more effectively and reduce escalation of need;”*
 - ◆ *“Manage demand”* for EHCPs – including bearing down harder at each Annual Review to check whether an EHCP is still required;
 - ◆ Using fewer independent and non-maintained special school placements, using local provision wherever possible;
 - ◆ Increase early intervention, making more provision available to children on SEN Support;
 - ◆ *‘Reforming’* the offer to young people with SEND who are over the age of 16.
- ◆ Any decision on accepting the safety valve conditions will be shared with schools forum and the CYP committee.

Notional SEND Budget



- ◆ The LA is responsible for proposing the annual school budget. It consults Schools Forum. The final budget is agreed by council members.
- ◆ We do not produce an activity led budget for schools i.e. built on a model of how to run a school. We operate a formula that generates an overall budget and it down to individual schools on how best to allocate the funding.
- ◆ All mainstream schools are provided with resources to support pupils with additional needs including pupils with SEND. Schools have an amount identified within their overall delegated School Budget, called the '**Notional SEN budget**'.
- ◆ The calculation of this is devolved to each individual local authority and there is little national guidance on precisely how this should be done. We agree this with Schools Forum.
- ◆ It is a 'notional' budget and for schools to decide how much they spend on SEND.
- ◆ The calculation of the notional budget has not changed in Cambridgeshire for many years but was updated for formula changes in 2018/19.

Chart 3: High needs amount per head of 2-18 population

This chart compares budgeted and/or outturn spend per head, using aggregated section 251 categories as explained in the "Glossary and sources" worksheet. The data can be found in data table 3.

Note that place funding includes academies for the budget but excludes academies for outturn.

Note that the place funding category includes special schools and academies and PRUs and AP academies to enable comparison across years (refer to the "Glossary and sources" worksheet for category changes in 2018-19).

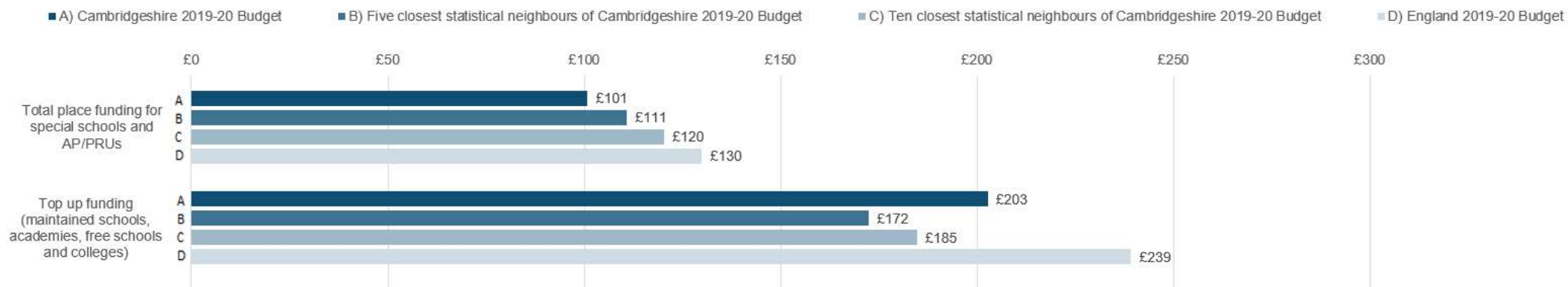
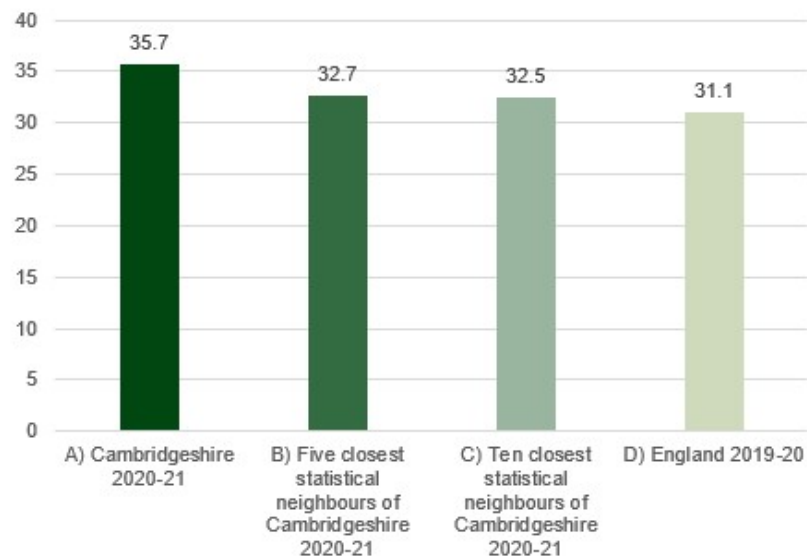


Chart 1: Number aged up to 25 with SEN statement or EHC plan (per 1000 of 2-18 population)

This chart compares the proportion of children and young people with SEN statements or EHC plans. Differences in proportions reflect not only differences in the level of needs but also variations between local authorities in the way that SEN assessments are undertaken, EHC plans are produced and special provision is made.



Notional SEND budget

- ◆ The notional SEN within the Cambridgeshire formula has been calculated using the proportions below as agreed by Schools Forum. The percentages were amended in 2018/19 to reflect the revised national funding formula:
 - 4.62% Basic Entitlement
 - 7.67% Deprivation (FSM)
 - 68.32% Deprivation (IDACI)
 - 33.74% Prior Attainment

Eastern Region / Statistical Comparison - Notional SEND Budget



Eastern Region	% Budget	Rank		Statistic Neighbours	% Budget	Rank
Cambridgeshire	7.09%	7		Cambridgeshire	7.09%	8
Bedford Borough	4.89%	11		Bath and NE Somerset	10.82%	4
Central Bedfordshire	4.93%	10		Gloucestershire	8.56%	6
Essex	11.11%	5		Hampshire	7.22%	7
Hertfordshire	6.62%	9		Oxfordshire	9.75%	5
Luton	10.64%	6		West Berkshire	6.52%	9
Norfolk	6.79%	8		West Sussex	19.49%	1
Peterborough	14.86%	2		Wiltshire	11.12%	3
Southend-on-Sea	17.25%	1		Worcestershire	16.26%	2
Suffolk	11.13%	4				
Thurrock	13.61%	3				

High Needs Contingency Funding Scheme (Provisional)



- ◆ As part of the transfer from the schools to high needs block, we requesting funding for additional targeted support to mainstream schools where the costs of supporting the first £6,000 towards Education Health and Care Plans (EHCPs) were not met by the notional SEN budget. An allocation of £400,000 towards this SEND contingency has been identified.
- ◆ In order to identify schools who would be eligible for additional support it is proposed to undertake an initial comparison between the notional SEN and required school level contributions towards the first £6,000 of each EHCP. The methodology below will therefore be applied:
 - The notional SEN will be calculated for each mainstream school as part of the budget setting process. This will then be compared to the required school level contributions towards the first £6,000 of each EHCP for pre-16 pupils.
 - Calculations will be undertaken at 2 points in the year:
 - May/June - Initial allocations based on the latest pupil data available at the time. This would cover the period April to August for both maintained and academy schools.
 - November/December – To reflect pupil movements at the start of the new academic year. This would cover the period September to March for both maintained and academy schools. This payment will also be adjusted for any under/overpayments within the initial allocations.

High Needs Contingency Funding Scheme (Provisional)



- ◆ ***Please note:** For the period April to August – The notional SEN used in the calculation for existing academies will be 5/12ths of the notional SEN based on the previous academic year budgets. This is due to the difference in funding between financial and academic years.
- ◆ No further reviews will be undertaken outside of these specified time periods.
- ◆ Any school with a revenue balance deemed as excessive would **not** be permitted to claim any additional funding. Schools Forum previously agreed to a relaxation of the balance control mechanism for maintained schools. An excessive balance is therefore currently defined as:
 - ◆ over 16% of ISB or £80,000 for nursery, primary and special schools
 - ◆ over 10% of ISB for secondary schools
- ◆ These instances will be reviewed on a case by case basis.

We are reviewing the situation with children from out of county (differing rates)

The final scheme will be finalised shortly – more information will be sent out.

OTHER UPDATES

Cambridgeshire Holiday Voucher Scheme



- ◆ February scheme is closing tomorrow with a deadline of 4pm – check mobiles / email addresses and resend if needed.
- ◆ 1,264 texts sent - 194 failed. 96 emails bounced back – over half could not receive voucher as mail box is too full.
- ◆ New Scheme up and running and will cover all holidays until February 2023. Please send out the [letter](#) / [FAQ](#)! We need you to check vouchers have been allocated to the right parent.
- ◆ Use as a mechanism to get sign up for FSM – get all parents to go online and checked – its free and we hold their data and can rechecked for years after so if their circumstances change.
- ◆ We are still working on other unclaimed vouchers!

Ukraine

- ◆ Information last week in relation to the situation in the Ukraine. We are still waiting for information from the Department for Education on the practicalities on Education.
- ◆ We have now received details on the 'Homes for Ukraine' scheme which outlines the LA responsibility for support this scheme. The scheme does outline funding for education to LA's for each pupil so it is important you let us know if you receive children through this route (we are trying to find out numbers). The guidance covers the funding -
- ◆ The government is also providing additional funding to councils to provide education services for children from families arriving from Ukraine under this scheme. The Department for Education (DfE) will allocate funding on a per pupil basis for the three phases of education at the following annual rates:
 - ◆ Early years (ages 2 to 4) - £3,000
 - ◆ Primary (ages 5 -11) - £6,580
 - ◆ Secondary (ages 11-18) - £8,755
- ◆ We believe this funding only applies to those children who access via the 'Homes for Ukraine' scheme and not family links – we have raised this as a concern.
- ◆ These tariffs include support for children with special educational needs and disabilities (SEND).
- ◆ We are working on approaches for SEND and access to free school meals etc. Just a reminder – you might want to access our updated [EAL Handbook July 2021 - Cambs and Peterborough.pdf](#).

Assessment / Accountability Updates



Progress Measure

- ◆ The DfE guidance suggests a progress measure will be produced but as this is the first set of data without levels, we are unsure of how they will measure this.
- ◆ We expect the progress measure will be calculated when they see what the attainment data looks like and the range of outcomes.
- ◆ It seems reasonable to assume that point scores will be assigned to teacher assessment categories. It is also likely the measure will combine pupils' teacher assessments in reading, writing and maths to produce one prior attainment measure, which is used as the basis for calculating progress in each KS2 subject area.
- ◆ An overall progress score will likely see maths weighted against reading and writing equally.
- ◆ Just remember there will be no published data for 2022.

Key Stage 1 SATs

- ◆ The Department for Education has refused to say when key stage 1 SATs will be scrapped, after pencilling-in rough dates for the tests in both 2023 and 2024.
- ◆ The tests for seven-year-olds were due to become non-statutory from 2023 following the introduction of the reception baseline assessment, which ran for the first time last autumn.
- ◆ But the department has now confirmed rough dates for key stage 1 SATs up to 2024 "as a precautionary measure to aid with school planning".
- ◆ Ministers still plan to make key stage 1 SATs non-statutory once the baseline assessment is "fully established".

Other Updates

- ◆ New Assistant Directors – both starting in April.
 - ◆ School and Setting Improvement – Carley Holliman
 - ◆ Education Capital and Place Planning – Fran Cox
- ◆ New Structure chart to be sent after Easter.
- ◆ Early Helps and Social Care Roadshows -
 - ◆ East Cambs, Fenland & Huntingdon - Thursday 24th March
2.30 – 4pm [Book Here](#)
 - ◆ Cambridge City and South - Friday 25th March
10.30am - 12pm [Book Here](#)



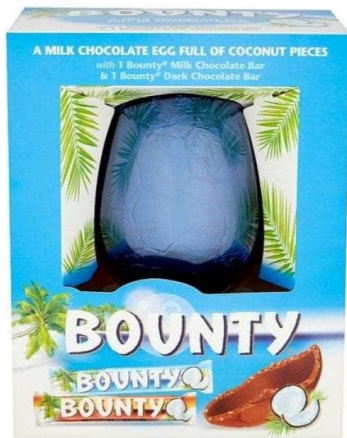
IT'S TIME TO SAY
GOODBYE

**Goodbye
and
Thank you**

- ◆ [Hazel Belchamber](#)
- ◆ Georgina Young (Houghton)
- ◆ Mike Fish (Over)
- ◆ Rachael Schofield (Bassingbourn)
- ◆ Diane Hawkes (Burrowmoor)

And to anyone else who is leaving.

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



And finally...



- ◆ A week and a day to go...
- ◆ Please take a break over Easter – Summer is going to be tough and its been 2 years non-stop.
- ◆ As always, **thank you so much** for all your hard work, commitment and support at this challenging time.
- ◆ The pressure on you and your staff remains significant – we are here to help so please just ask.
- ◆ Looking forward to seeing you all in person in the summer term CPH meeting.