

# SESLIP Education Network

Update: 24<sup>th</sup> June 2022



## From SESLIP:

- A request from Prof Toby Greany for a survey to be circulated to your mainstream secondary schools. The focus is: 'tell us about your school's approach to inclusion' and an off-line copy of the survey is attached for information. The blurb for a headteachers' bulletin: "The University of Nottingham, in partnership with The Difference, is researching approaches to inclusion in mainstream secondary schools in England. Headteachers, and leaders/senior leaders with direct responsibility for pastoral and inclusion are asked to complete a short online survey (approx. 8 minutes). To learn more and participate, follow this link: [School Inclusion Survey](#) "

## In Today's Update:

1. DfE: September offer place data, HNF block guidance (safety valve and Better Value), case study research about effective HNF block management, updated school accountability measures guidance.
2. National reports: Poor and BME children disproportionately disengaged from early years during pandemic, social mobility 'State of the Nation' report.
3. Research: What incentives work for teacher recruitment?
4. News: At least 250,000 pupils could pass attendance fines threshold, personal interests survey improves engagement with tutoring, NEU talking possible strike action, how do we identify strong MATs? Summary of current education policy, school performance table dilemmas for heads.

### 1. DfE:

- Statistics about primary and secondary school place offers for a start in Sept 2022. Data show that for this year, the proportion of parents being offered their first preference of secondary school is the highest for 5 years, at 83.3%, and it is 92.2% for primaries. <https://explore-education-statistics.service.gov.uk/find-statistics/secondary-and-primary-school-applications-and-offers>
- Guidance for managing the high needs funding block as effectively as possible. Together with information about the Delivering Best Value programme, involving 55 LAs with significant deficits, which has a focus on financial management, and the latest on the Safety Valve programme for LAs with the biggest HNF deficits. <https://www.gov.uk/government/publications/creating-sustainable-high-needs-systems>
- Research commissioned into 10 LAs seen as effectively managing their high needs budget. Findings include: LAs had good systems of listening to communicating with parents, there were good partnership especially with mainstream schools (for good SEN support and leader involvement in system decisions) and robust joint commissioning arrangements across education, care and health. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1084458/DFE\\_HN\\_Budget\\_case\\_study\\_report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1084458/DFE_HN_Budget_case_study_report.pdf)
- Updates to the accountability measures for 2021-22 for secondary: <https://www.gov.uk/government/publications/progress-8-school-performance-measure> and primary: <https://www.gov.uk/government/publications/primary-school-accountability>

### 2. National reports:

- Thorough analysis of early years and childcare during the height of the pandemic finds that the fall in uptake was particularly severe among families from disadvantaged backgrounds and from minority ethnic backgrounds. Among the report's recommendations are for an enhanced role for LAs in the childcare market, with resources to fulfil this role. <https://www.nuffieldfoundation.org/wp-content/uploads/2022/06/Implications-of-Covid-for-ECEC-in-England-June-2022-.pdf>

- The Social Mobility Commission's State of the Nation report. The evidence is more positive than much of the popular narrative, with there being a narrowing of most indicators for young people over the past decade both in school and university. The report does not capture effects due to covid-19, however. <https://www.gov.uk/government/publications/state-of-the-nation-2022-a-fresh-approach-to-social-mobility>

### **3. Research:**

- Research into the current teacher labour market with consideration whether the current salary offer and incentives for shortage subjects will address teacher supply problems. The conclusion is that the Government will need to offer better pay, especially to attract enough STEM graduates into teaching and that targeted training bursaries can be an effective way to boost recruitment to ITT. [https://www.nfer.ac.uk/media/4957/assessing\\_the\\_impact\\_of\\_pay\\_and\\_financial\\_incentives\\_in\\_improving\\_shortage\\_of\\_subject\\_teacher\\_supply.pdf](https://www.nfer.ac.uk/media/4957/assessing_the_impact_of_pay_and_financial_incentives_in_improving_shortage_of_subject_teacher_supply.pdf)

### **4. News:**

- Piece analysing a sample of attendance from schools in spring 2022 to provide an estimate of numbers of pupils who could be beyond the new thresholds for fines set out by the DfE. Conservatively, at least 260,000 could be affected, with disproportionate numbers affected who have SEND or are from poorer families. Missing 10 or more sessions of school is particularly a challenge for secondary schools. <https://ffteducationdatalab.org.uk/2022/06/how-many-pupils-fall-below-the-proposed-national-thresholds-for-legal-intervention-due-to-absence/>
- News of short evaluations conducted by the EEF to inform more effective engagement with tutoring. The strategy that showed some promise involved short, online, personal interests surveys for student and tutor and reminder prompts for tutors each week. <https://schoolsweek.co.uk/how-can-quick-fire-research-help-us-answer-timely-questions/>
- NEU is threatening to ballot members about future strike action about teachers' pay award. At the moment there is a proposal for 8.9% for starting salaried but 3% for other teacher and leader bands. <https://schoolsweek.co.uk/neu-teachers-pay-rise-strike-threat-inflation-2022/>
- Informative discussion and analysis of what makes a strong MAT and how do you identify one, using data from schools and MATs in the Education Investment Areas (EIAs). Measures such as the size of the disadvantage gap at KS4 and the correlation between year 11 attainment and termly KS4 unexplained exit rates are discussed. <https://epi.org.uk/publications-and-research/white-paper-analysis-identifying-the-strong-trusts-in-education-investment-areas/>
- Clear summary of the current state of education policy in England, for an audience of teachers. <https://chartered.college/2022/06/23/the-policy-landscape-and-teachers/>
- School performance tables are to be published by the DfE based on this year's SATs and GCSEs. This article discusses the dilemmas leaders face due to the uneven impact of covid across different schools. <https://www.tes.com/magazine/analysis/secondary/gcse-league-tables-changes-schools-covid-exams>
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