

Autumn term briefing 2023

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Safeguarding and Attendance

Key information

Keeping Children Safe in Education 2023

The new version of Keeping Children Safe in Education has been released and came into effect on 1st September 2023 – Part 1/Annex B has also been published. There are versions of both with changes highlighted on the EPHA website.

Here are the key changes you need to know about:

- ▶ Staff need to understand their expectations, roles and responsibilities around filtering and monitoring systems (paragraph 14). This new emphasis is repeated several times throughout the guidance.
- ▶ The term 'children missing education' is different from 'children absent from education'. Children being absent from education for prolonged periods and/or on repeat can act as a warning sign to a range of safeguarding issues. The guidance specifies it's important that your school's response to persistently absent pupils and children missing education supports identifying any abuse, and in the case of absent pupils, helps prevent the risks of them becoming a child missing education in future (paragraph 175)
- ▶ That some children are at greater risk of harm than others, both **online and offline** (previously, it didn't make reference to online) (paragraph 170)

I have produced a 7-minute staff meeting about Filtering and Monitoring, to promote staff understanding and to facilitate a conversation about their responsibilities. This can be found, along with other 7-minute staff meetings on the EPHA website at

<https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings/>

There is also an updated version of the KCSiE quiz reflecting the 2023 guidance.

Child Protection Policy update

The most recent ECC Child Protection model policy is September 2023, reflecting the changes in KCSiE. Make sure that the most up to date version is approved by governors and published on your website. The policy is available on the EPHA website or on the safeguarding page of the Essex Schools Infolink.

Safeguarding training for governors – recorded presentation updated

You will remember that in last year's edition of Keeping Children Safe in Education, a new requirement was introduced, that governors and trustees should receive appropriate safeguarding and child protection training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. We are recommending that all governors undertake safeguarding training, and that this should be regularly updated. **I have updated and recorded a new half hour training session for all governors, which offers topical training on their safeguarding role in school.**

The recording of the presentation can be accessed at <https://youtu.be/GFafNgw3IBk>

The slides for the presentation can be found on the EPHA website at <https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings/>

Look for: Safeguarding training for Governors – September 2023

Along with an accompanying handout <https://essexprimaryheads.co.uk/files/1690542597-safeguarding-for-governors-august-2023-handout.pdf>

(Please contact me if you can't find these on the site)

Prevent duty guidance – update for December 2023

The Home Office has updated the [Prevent duty guidance](#). There are no new legal or additional responsibilities for schools. In addition they have published further information for schools, including an introduction for safeguarding responsibilities.

[The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK \(www.gov.uk\)](#)

Clarification on sharing personal information about susceptible pupils

If your school needs to share the personal data of someone susceptible to radicalisation, it doesn't need to rely on that person's consent to share it if there's a lawful basis for doing so (paragraph 170).

Your school can also share information about someone susceptible to radicalisation without the consent of parents/carers, if necessary. Find more details in [Making a referral to Prevent](#) (under the heading 'Sharing information').

This isn't new guidance - just clarification that your school should treat sharing information on Prevent the

same as any other safeguarding issue. Your school still needs to comply with the usual data protection laws.

Your school should designate someone to oversee Prevent

This Prevent lead should be in a leadership position, and their responsibilities will include making sure that staff have appropriate Prevent training and induction. Your designated safeguarding lead (DSL) probably already does this.

The Prevent lead should receive more in-depth training, including on extremist and terrorist ideologies.

See paragraphs 63 and 159 of the [Prevent duty guidance](#).

Other responsibilities remain the same

You and your school must still:

- Have due regard to the need to prevent people being drawn into terrorism
- Promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs
- Make your school a safe space
- Follow safeguarding procedures to report a concern

Your school must:

- Assess the risks of pupils being drawn into terrorism - the DfE has published guidance on conducting Prevent [risk assessments](#), as well as templates
- Incorporate the Prevent duty into existing policies
- Keep pupils safe online
- Work together with agencies and parents/carers
- Train staff on Prevent

Schools still don't need to have a dedicated Prevent policy.

[Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#)

After-school clubs community activities, and tuition – safeguarding guidance for providers (September 2023)

The Department of Education has updated its safeguarding guidance on this area, earlier this month. It is an important part of a school's safeguarding duty, and as such this document is a read of prime importance. If your school hires out their premises to an organization working with children and young people, the hire agreement should be reviewed to ensure that reference is made to the updated guidance: 'After-school clubs, community activities, and tuition safeguarding guidance for providers'. (Department of Education, 2023.) Schools should check their hirers meet the (minimum) standards listed in the [checklist on pages 11 to 12](#) (of 'After-school clubs, community activities, and tuition safeguarding guidance for providers') (Department of Education, 2023.)

[After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK \(www.gov.uk\)](#)

Information sharing advice for safeguarding practitioners

We are expecting a revision to the guidance (first published in 2018) following a consultation, which closed on 6th September.

Working Together to Safeguard Children

[Working Together to Safeguard Children](#) is the multi-agency statutory guidance that sets out expectations for the system that provides help, support and protection for children and their families. Working Together applies at every level from senior leaders to those in direct practice with families, and across all agencies and organisations that come into contact with children. It gives practitioners clarity about what is required of them individually and how they need to work in partnership with each other to deliver effective services. It was last revised in 2018, with a limited factual update in 2020.

In February 2023, the government published [Stable Homes, Built on Love](#), which set out an ambitious plan to transform children's social care, committing to support every child to grow up in a safe, stable and loving home. Updating Working Together is central to delivering on the first phase of this transformation journey, implementing strengthened multi-agency working across the whole system of help, support and protection for children and their families, re-balancing the system towards help at an early point, and ensuring strong, effective and consistent child protection practice. The consultation closed on 6th September, so look out for an updated version, published later in the year.

Inspecting safeguarding in early years, education and skills – Ofsted September 2023

The updated handbook sets out how Ofsted will inspect safeguarding in schools. There's no separate graded judgement for safeguarding, but inspectors will judge whether safeguarding arrangements are 'effective'.

There are a number of changes this year, including:

- More detail on what it means to have a 'culture of safeguarding'

- A new section on Ofsted's 'conduct during inspection'
- A new section on how Ofsted inspects attendance as part of 'behaviour and attitudes'
- A broader definition of 'off-rolling'

It also embeds changes we were expecting as part of [reforms announced in June 2023](#):

- More detail on what 'ineffective safeguarding' looks like
- Clarity that you can share provisional outcomes with whoever you deem appropriate
- More detail on when you're next likely to be inspected

Safeguarding forums for schools

The forums will follow the EPHA meetings in the morning, and will run from 1.30 – 4.30 pm. Please ensure you book a place if you wish to attend, as places may be limited at some venues. To do so, please use the [Essex Online Booking System](#)

West	8 th November 2023	Manor Suite, Manor of Groves, Sawbridgeworth, CM21 0JU
Mid	9 th November 2023	Lion Inn, Main Road, Boreham, CM3 3JA
North East	15 th November 2023	Colchester Football Stadium, CO4 5UP
South	16 th November 2023	Greenwoods Hotel, Stock Rd, Stock, Ingatestone CM4 9BE

The ECC Education Safeguarding Team consists of:

- Jo Barclay, Head of Education Safeguarding and Wellbeing
- Matthew Lewis, Education Safeguarding Adviser
- Hayley McLaren, Education Safeguarding Adviser
- Gemma Harris, Education Safeguarding Officer (MARAC)
- Katie Crouch, Business Support Assistant

To contact the team, please email educationsafeguarding@essex.gov.uk

Updating your safeguarding staff contact details with the ECC safeguarding team

You will be aware that ECC maintains records of all Headteachers, Designated Leads and Deputy Designated Leads. This is so they are able to contact you on any safeguarding matters, and also so they can share the safeguarding briefings with relevant staff.

You are now able to update your safeguarding staff contact details through a new online form: [staff detail form](#). Please use this link to inform them of any changes to staff members in the following posts: Headteacher, DSL or Deputy DSL, as well as any email address changes.

SET CAMHS

The Southend, Essex and Thurrock Child and Adolescents Mental Health Service (SET CAMHS) provides advice and support to children, young people and families who are in need of support with their emotional wellbeing or mental health difficulties. NELFT works in partnership with HCRG Care Group to deliver this service and information about their current offer is available [here](#).

There is also a Professionals Advice Line for practitioners working with children and young people. The number is **0300 300 1996** and the line will operate every Monday – Thursday between 10:00 and 12:00, excluding bank holidays. The new number is **not** an alternative to making a referral or to be used in urgent situations. It does not replace the existing main line for contacting SET CAMHS, which is 0800 953 0222. *(Please note, this number is to be used as a professional consultation line only, so please do not share it with the general public or on any websites/digital platforms).*

Attendance

Working together to improve school attendance

The guidance, first published in May 2022, has been updated with a link to a guide for parents.

<https://www.childrenscommissioner.gov.uk/back-into-school/resources-for-families/>

We are expecting an update to the school attendance guidance sometime during the year.

On 5th September the DfE published a letter from the Chief Medical Officer and leading health professionals to schools about mild illness, attendance, and information for parents and carers.

They have shared useful information for schools to pass onto parents including when is it appropriate for parents and carers to send their children to school with a mild illness.

[Letter to school leaders on mild illness and school attendance - GOV.UK \(www.gov.uk\)](#)

Electronic registration and tougher attendance rules – from September 2024

On 29th August, Schools Week reported that the government will press ahead with tougher attendance rules forcing all schools to hold electronic registers that the education secretary will have direct access to.

But proposals to introduce “thresholds at which a penalty notice must be considered” for unauthorised absences remain in limbo as they were tied to the shelved schools bill.

The [Department for Education has responded today to its consultation](#) on the changes – which it hoped would

help slash persistent absence rates.

But the new rules, which will need to be laid before parliament, will not come into force until September 2024 at the earliest, government said.

The document noted that the DfE will move forward with changes to simplify how absences are recorded, with a “single list of reasons” a pupil is attending or absent.

This would [replace the system that records](#) whether pupils are “present”, “absent”, “attending an approved educational activity” and “unable to attend due to exceptional circumstances”.

The document said the government also recognises that current rules relating to “B” attendance codes do not stipulate “who a school can authorise to supervise an educational activity, which has [led to confusion and in some cases inappropriate recording](#)”.

The DfE will “refine the definition” of B-codes for use in the final version of the regulations.

Attendance Policy

The EPHA model Attendance Policy has been reviewed and updated in line over the summer, and agreed with the Attendance Specialist Team. The updated policy can be found at

<https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

Maximising Attendance Bulletin for all Schools – Welcome Back

The latest edition of the bulletin is now available on [Essex Schools Infolink](#). It includes a brief update to welcome schools back with some key reminders in terms of attendance, along with updates on:

- Information and Guidance
- Early Intervention
- Statutory Reminders
- The Attendance Specialist Teams (AST) Targeted Support Meetings (TSMs)
- Reduced Timetables
- Available Training
- Newly produced attendance resources including posters and bookmarks designed by Essex’s Marketing Team in conjunction with AST to support schools.

The quadrant Attendance Specialist Team (AST) are always happy to discuss attendance either on the phone or virtually. Team contacts are as follows:

- North East Team (including Clacton, Colchester and Harwich)
neattendanceteam@essex.gov.uk 0333 032 2968 option 1
- Mid Team (including Chelmsford, Braintree and Maldon)
midattendanceteam@essex.gov.uk 0333 032 2968 option 2
- South Team (including Brentwood, Basildon, Castle Point and Rochford)
southattendanceteam@essex.gov.uk 0333 032 2968 option 3
- West Team (including Harlow, Epping Forest and Uttlesford)
westattendanceteam@essex.gov.uk 0333 032 2968 option 4

Relevant Documents and Guidance

- Child Protection Policy September 2023
- Keeping Children Safe in Education September 2023
- Inspecting safeguarding in early years, education and skills – Ofsted September 2023
- Essex Safeguarding briefings and guidance
- LADO Duty Line 03330 139 797 LADO@essex.gov.uk

Your “do-list”

- Make sure you are using the latest version of KCSiE and circulate Part 1/Annex B to staff. Publish the new version on your website.
- Adopt the latest Child Protection Policy and publish on your website.
- Download the updated Prevent guidance and share with staff.
- Encourage your governors to undertake safeguarding training, possibly using the updated recording from EPHA.
- Sign up to one of the autumn term safeguarding forum meetings.
- Update your attendance policy.
- Ensure that you are signed up to Andrew Hall’s brilliant weekly safeguarding briefing
<http://www.safeguardinginschools.co.uk/>

DfE updates and publications

Key information

Children's Ministers

Former education committee member David Johnston has been appointed children's minister after Claire Coutinho was promoted in the cabinet mini reshuffle.

Johnston, the MP for Wantage, becomes the fifth children's minister in just under two years.

The post also has responsibility for the important SEND reforms, which are finally [set to be trialled in chosen council areas before being rolled out across the country in a few years](#).

He becomes the seventh children's minister since a landmark review to reform the [broken system](#) was [launched in 2019](#).

Other responsibilities of the post include children in care, mental health, alternative provision, behaviour and school attendance.

Catherine McKinnell has replaced [Stephen Morgan](#) as shadow schools minister in Labour's reshuffle.

The party [made the announcement on X](#), formerly known as Twitter. It is not yet clear whether Morgan has been given another role on the front bench.

A former shadow children's minister and member of the Parliamentary education committee, McKinnell has been MP for Newcastle North since 2010.

McKinnell said she was "absolutely delighted to be joining Labour's frontbench as shadow schools minister and working with Bridget Phillipson and the education team".

SATs results July 2023 - the national picture

- 59% of pupils reached the expected standard in all of reading, writing and maths, unchanged from 2022
- 73% of pupils met the expected standard in reading, down from 75% in 2022
- 73% of pupils met the expected standard in maths, up from 71% in 2022
- 71% of pupils met the expected standard in writing, up from 69% in 2022
- 72% of pupils met the expected standard in English grammar, punctuation and spelling, unchanged from 2022

At first glance, the national attainment for the 2023 Key Stage 2 SATs is broadly similar to that of 2022. The percentage of pupils achieving the expected level across the three subjects of reading, writing and maths has remained unchanged at 59%.

The percentage of pupils achieving the expected standard in both maths and writing has increased by 2%, whilst there has been a 2% fall in the percentage of pupils achieving the expected standard in reading.

[Key stage 2 attainment 2023: national headlines - GOV.UK \(www.gov.uk\)](#)

Reinforced autoclaved aerated concrete (RAAC)

What a start to the school year!

RAAC is a lightweight, 'bubbly' form of concrete commonly used in construction between the 1950s and mid-1990s. It's usually found in precast roof panels, and occasionally in floors and walls. RAAC is very different from traditional concrete and, because of the way in which it was made, it's much weaker.

Your school may already have identified that 1 or more of your buildings contains RAAC and completed the questionnaire at the DfE's request in the last few years. If so, the DfE will already be aware, and will contact you directly and allocate a caseworker to you to advise on the next steps.

If you haven't yet assessed whether your school building may contain RAAC, and the DfE isn't aware, refer to pages 10 to 14 of the DfE's [guidance on identifying RAAC](#) for more details on what it looks like.

If you suspect your school building contains RAAC, or if you're unsure, appoint an appropriately qualified building surveyor or structural engineer with experience of RAAC. See page 15 of the identification guide (linked above) for more detail.

While you wait for confirmation, make a [contingency plan](#) in case RAAC is confirmed in your school building.

If the surveyor or engineer suspects or confirms that RAAC is present in your school:

Inform the DfE immediately via the [capital portal](#) (note that you'll need to complete [this form](#) to create an account)

In response to question 2.3, answer 'Yes' to every site where you suspect RAAC to be present

Do not drill into, cut or disturb anything you think might be RAAC

Email raac.awareness@education.gov.uk if you run into any issues when logging onto the portal and informing the DfE, or if you have any other questions about RAAC.

The DfE will add your school to its survey programme for state-funded schools.

Prior to any further investigation, either you or your estates manager will need to:

- Gather and supply relevant information about your school building(s) – see appendix B of the [identification guidance](#)
- List all spaces where additional measures will be required so that the DfE’s surveyors will be able to see the surfaces clearly – see appendix C

Seek advice from a building professional if you need help supplying this information.

The Local Authority has been really proactive and has contacted schools that are affected – there are a lot in Essex!

HR advice

Closures arising from RAAC issues

- Affected schools should be following their business continuity plans.
- Where the school is partially closed – staff should be redeployed to comparable duties and/or work from home e.g. on remote deliver of learning to students.
- Where the school is fully closed – staff should work from home wherever possible.
- Where staff are prevented from attending school due to closure or partial closure and cannot work from home they should be paid as normal.

School suspension and permanent exclusion guidance 2023

The changes come into force on 1 September 2023 for new cases arising from that point onwards.

Changes include:

- Allowing remote access to governing board meetings and independent review panels (IRPs)
- Parent/carers can request that a meeting be held remotely. Encourage holding meetings in person, because this is still the default. But now parents/carers can request that a meeting be held via the use of remote access (carried out by electronic means, e.g. live video link).

As the headteacher, you **must** inform parents/carers of their right to make a request for a remote meeting when notifying them of the exclusion.

Meetings can also be remote in unforeseen or extraordinary circumstances

For example, school closure due to: Floods; Fire; Infectious illness / disease

Note that where these extraordinary circumstances don’t apply and parent/carers don’t request a remote meeting, then the meeting must be held in person.

If technical issues occur, rearrange to meet in person. Where you can't resolve technical difficulties that prevent participants holding the meeting fairly or transparently, arrange a face-to-face meeting without delay.

Social workers and virtual school heads (VSHs) can join remotely even if the meeting is held in person, as long as they can contribute effectively.

- Tightened rules around cancelling suspensions/exclusions

This includes that headteachers can now cancel exclusions that have not started yet, whereas previously they could only cancel suspensions/exclusions that had already begun.

When an exclusion is cancelled, as headteacher, you must notify without delay:

- Parents/carers; or the pupil (if they’re 18 or older)
- The governing board
- The local authority (LA)
- The pupil's social worker (where relevant)
- The VSH (where relevant)

The headteacher must provide all parties with the reason for cancellation.

Offer parents/carers the opportunity to meet with you as headteacher without delay, to discuss the circumstances that led to the cancellation.

Bear in mind that any days out of school, before a cancelled suspension/exclusion, will count towards the maximum of 45 school days a pupil can be suspended in any school year.

In the case of a cancelled suspension/exclusion, the board’s duty to consider reinstatement stops so it doesn’t need to meet.

- Clarity on timelines for the board to meet to consider representations

This is for pupils who have been suspended for 15.5 days in a term. In the 2022 version of the guidance, it wasn't clear what the governing board's responsibility is when a pupil is suspended for **15.5 days** in a term.

This falls between the thresholds of 'more than 15 days in a term' and 'more than 5 but less than 16 days in a term', which require different actions.

The DfE has clarified this point in this update. Paragraph 101 of the guidance specifically states that when pupils have been excluded for any more than 15 days, including 15.5 days, in a term, the governing board must consider reinstatement within 15 days (footnote 58, page 36).

Other minor changes

As headteacher, you should make sure they have a formal process for informing the VSH about an exclusion (paragraph 15)

If pupils are 18 or above, they should be involved in the process, not their parents/carers (as mentioned above)

When the governing board is considering the reinstatement of a pupil, the clerk should be present to make a record of the discussion, which should state clearly how decisions have been reached (paragraph 122)

There is a version of the 2023 guidance with changes highlighted on the EPHA website.

The DfE has also published a guide for parents, which you might want to publish on your website.

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

As you know, you don't have to have a separate **Exclusions Policy**, but, if you choose to, make sure that it is updated in line with the new guidance. The Key has produced a current model policy.

I will continue to hold a number of online training sessions for governors (and staff) focused on suspensions and permanent exclusions, including highlighting the changes in 2023. Dates to follow...

DfE White Paper upcoming changes

While the Schools Bill (which would have introduced several aims from the white paper into legislation) has been scrapped, the white paper is still going ahead. Notable upcoming changes include:

- You're expected to provide a 32.5-hour school week by September 2024 (your school might be meeting this already). The initial deadline was going to be September 2023, but it's been [extended](#) (Schools were, infuriatingly, notified of this extension a couple of days before the end of term, when most will have put the change into effect for the autumn term. Remember to update your official opening hours on your school website.
- All schools will be inspected by September 2025 (under the 2019 framework).
- The DfE is not enforcing the 2030 target for all schools to move into academy trusts, and there are currently no plans to do so in the future

Length of the school week – DfE guidance July 2023

In July the DfE made the decision to delay the requirement to provide a 32.5 hour week, and published non-statutory guidance for schools. It has been produced to help schools in England that are currently delivering a school week below 32.5 hours to increase the length of their school week to the minimum expectation of 32.5 hours announced in the White Paper. It is non-statutory guidance but also includes information on the legal requirements relating to the school day, school week and term dates.

A reminder that you need to publish your school's opening and closing hours on your website:

The DfE expects all schools to do publish their school's opening and closing hours and also to publish a total weekly figure for the compulsory time pupils spend in school.

Publication of school hours should present the compulsory time a school is open from the official start of the school day (i.e. morning registration) to the official end to the compulsory school day (i.e. official home time) including breaks, but not optional before or after school activities. This consistent definition will be helpful to parents and others when comparing the opening times of different schools.

The guidance suggests that "schools that already meet the 32.5 hours a week minimum may wish to consider increasing their school week further to provide activities that are optional for pupils.

National Tutoring Programme for 2023/24

This is a grant that schools can spend on targeted academic support to help narrow the attainment gap.

You're expected to prioritise disadvantaged and vulnerable pupils, but you have the flexibility to decide which pupils need the most support. See more about how to prioritise pupils below.

All state-funded schools and academy trusts with pupil premium (PP) grant-eligible pupils in years 1 to 11 will receive the grant.

The DfE does not intend to extend the NTP beyond the 2023/24 academic year.

It encourages you to consider how your school can continue to provide tutoring in the long term.

Your funding allocation is worked out by the number of pupils eligible for the pupil premium (PP) in your school:

- Mainstream schools: a minimum of £67.50 per PP-eligible pupil
- Non-mainstream schools: a minimum of £176.25 per PP-eligible pupil

The funding for 2023/24 can be used to cover 50% of your school's tutoring costs. Your school must cover the remaining 50% of costs using other funding sources, including the pupil premium and the school's budget.

You should not exceed the DfE's maximum hourly rate per pupil, because you will not receive additional funding to cover this overspend. The maximum hourly per pupil rates are:

- Mainstream schools: £18, of which the DfE subsidy will be £9 (50%)
- Non-mainstream schools: £47, of which the DfE subsidy will be £23.50 (50%)

Any unspent funding cannot be carried over into the next school year and will be recovered by the Education and Skills Funding Agency (ESFA).

Because every school's needs are different, the DfE allows you to choose 1 or more of 3 options:

- [Academic mentors](#) – specially-trained tutors you can [request](#) through the DfE's delivery partner, Cognition Education
- [Tuition partners](#) – tutors recruited by external tutoring organisations that are quality-assured by the DfE and [matched to the school](#)
- [School-led tutoring](#) – existing members of a school's staff or tutors hired directly by the school

Report your costs, even if you don't use the grant

For the academic year 2023/24, you must provide data to the DfE at the following times:

Termly school census (October 2023, January 2024 and May 2024)

Year-end statement (summer 2024)

To help you provide this data, you should keep accurate records of:

- How many PP-eligible pupils have received tutoring
- How many other pupils have received tutoring
- How many hours of tutoring you have provided to PP-eligible pupils
- How many hours of tutoring you have provided to other pupils
- What kind of tutoring you have provided

The 2023/24 year-end statement will need to include:

- How much your school has spent on tutoring
- How many hours of tutoring you have provided per pupil
- How many pupils have received tutoring

The ESFA is expected to make the form available to complete from summer 2024, along with detailed guidance.

You must return the form, even if you have chosen not to use the NTP grant.

Pupil premium: allocations and conditions of grant 2023 to 2024

Your school will be allocated the pupil premium for eligible pupils aged 4 and over, in year groups from reception to year 11. Allocations for mainstream and special schools are based on the October 2022 school census, and for pupil referral units (PRUs) and alternative provision (AP) academies on the January 2023 school census.

Group	Pupil premium per pupil 2023-24
Pupils in year groups reception to year 6 recorded as free school meals (FSM) Ever 6, including eligible NRPF (no recourse to public funds) pupils	£1,455
Pupils in years 7 to 11 recorded as FSM Ever 6, including eligible NRPF pupils	£1,035
Looked-after children (LAC) in year groups reception to year 11	£2,530
Previously-LAC in year groups reception to year 11	£2,530
*Pupils with parents in the regular armed forces recorded as 'ever 6 service children'	£335

A pupil who has been eligible for FSM at any point in the last 6 years will be counted as 'ever 6 FSM', regardless of whether they have had a break in eligibility.

All schools that receive pupil premium must publish a strategy statement by 31 December each academic year, using the template provided. <https://www.gov.uk/government/publications/pupil-premium>

Schools Causing Concern – statutory guidance for local authorities and regional directors – July 2023

This guidance has been updated to reflect changes Ofsted have made to their inspection process in relation to a school judged Inadequate solely due to ineffective Safeguarding. The updated text sets out that where a school is judged Inadequate for Leadership and Management, solely because of ineffective safeguarding, (but judged Good or Outstanding in all other key areas) Ofsted will carry out a monitoring visit within 3 months of publication of the Inadequate judgement to determine whether improvements have been made. The monitoring visit will either confirm the school remains Inadequate or, if inspectors are satisfied that safeguarding is now effective and there has been no decline in the school's performance in other areas, regrade the school.

Induction for early career teachers (ECT) for 2023

This applies from 1 September 2023.

There have been minor changes, including:

- Only organisations determined by the secretary of state will be able to act as an appropriate body
 - There's a transitional period for LAs (from 1 September 2023 to 31 August 2024)
 - LAs can only continue to act as appropriate bodies in a limited capacity where the LA was already acting as an appropriate body immediately before 1 September 2023 for an ECT who was serving an induction period in that same institution immediately before 1 September 2023
- Overseas teachers with qualified teacher status (QTS) will now be required to complete the 2-year induction period if they have less than 2 years' full-time experience when they receive QTS (this is for those who applied after 1 February 2023)
- Schools are expected to provide appropriate bodies with copies of all progress reviews
- The appropriate body is expected to make sure the headteacher has contacted the ECT's previous appropriate body to obtain the necessary reports in order to continue an effective induction

PE and Sport Premium for primary schools

Schools receive PE and sport premium funding based on the number of pupils they have in years 1 to 6. In cases where schools may not have set year groups (for example, in some special schools), pupils aged 5 to 10 attract the funding.

In most cases, the DfE determines funding by using data from the January 2023 school census. For a new school, or a school teaching eligible pupils for the first time in the academic year 2023 to 2024, funding is based on data from the autumn 2023 school census.

For the year 2023 to 2024, the amounts payable will be:

- schools with 16 or fewer eligible pupils will receive £1,000 per pupil
- schools with 17 or more eligible pupils will receive £16,000 and an additional payment of £10 per pupil

Any use of the PE and sport premium must be in accordance with the terms outlined in the [conditions of grant](#) document. This means schools must use the PE and sport premium to:

build capacity and capability in the school and make sure that improvements made to the quality of PE, sport and physical activity provision now are sustainable and will benefit pupils joining the school in future

develop or add to the PE, sport and physical activity that the school provides

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

Sport and Activity Action Plan – DfE July 2023

The DfE has updated the Schools Sport and Activity Action Plan, first published in 2019. The update focuses on further work to improve the quality of PE and school sport provision, ensuring equality of access to sport, increasing the number of children playing sport in school and meeting curriculum expectations, including for swimming and water safety.

Summary of actions

High quality PE and sport for all pupils

- By the end of 2023 the DfE will publish non-statutory guidance to help primary and secondary schools deal with the issues they face in providing high quality PE and sport, including a focus on girls' equal access and at least 2 hours of PE and sport a week.
- In summer 2023 the DfE will publish updated guidance on the Primary PE and Sport Premium, alongside a refreshed tool from the Association for Physical Education and Youth Sport Trust to help schools plan, report and evaluate the use of their premium.
- The Department will continue to support Drowning Prevention Week in June 2024. New water safety lesson resources for primary schools will be available.
- In summer 2024 the new digital reporting tool for the PE premium will become available for schools to use. In academic year 2024/25 all schools in receipt of the PE premium will be required to complete the digital tool to report on their premium spend.

Extra-curricular sport and competition

- At the end of the Opening School Facilities programme in March 2025, Active Partnerships and consortium partners will publish a practical guide with details of how schools can effectively use their sport facilities to increase the participation rates of some of the most inactive groups.
- In autumn 2023 the refreshed School Games Mark will be made available to schools. At the end of the programme in March 2025, Active Partnerships and consortium partners will publish a guide with advice on how schools can effectively use their sport facilities to increase the participation rates of some of the most inactive groups.
- Sport activities will continue to be provided through the Holiday Activity and Food programme in Easter, summer and winter school holidays.
- We will celebrate new partnerships between the swimming and water safety providers and HAF clubs in the summer holidays.
- DfE and DCMS will collaborate with the Youth Sport Trust and national governing bodies to use the annual National School Sport Week to recognise schools that offer a minimum of 2 hours PE and equal access to sports during curriculum time and additional extracurricular activities

Securing equal access to PE and sport opportunities

- Outcomes from the Your:Time leadership programme second year of delivery will be shared in autumn 2023. The overall outcomes for the 3-year programme will be shared in academic year 2024/25.
- An independent evaluation of the Inclusion 2024 grant will be published in autumn 2024

Travel to school for children of compulsory school age

The statutory guidance, first published in 2014, has been updated to help local authorities perform their functions in relation to home to school travel for children of compulsory school age.

<https://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance>

Early Years Foundation Stage framework updated

This applies from 4 September 2023.

There are 2 small changes and 1 clarification:

- Minimum staff-to-child ratio for 2-year-olds is now 1:5 (rather than 1:4)
- Childminders can now care for more than the specified maximum of 3 young children
- Clarification that 'adequate supervision' while children are eating means children must be within sight and hearing of an adult

Initial teacher training (ITT): criteria and supporting advice Statutory guidance for accredited ITT providers Academic year 2023/24

[Initial teacher training \(ITT\): criteria and supporting advice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/initial-teacher-training-itt-criteria-and-supporting-advice)

Academy Trust Handbook 2023 now published

The new handbook comes into effect on 1 September 2023.

There are quite a few significant changes this year, including:

Financial changes

These changes include an extra month to submit your budget to the Education and Skills Funding Agency (ESFA), and that ESFA approval isn't needed for related party transactions of £40,000 or less within a financial year

Leadership and governance changes

Most notably that the purpose of governance is now linked to the [new trust quality descriptions](#) (see below)

Academies: new guidance on commissioning high-quality trusts

This guidance explains how the DfE:

- Judges the quality of academy trusts
- Uses that information to decide which schools to recommend to which trusts

The guidance includes 5 'descriptions of trust quality':

- High-quality and inclusive education
- School improvement
- Workforce
- Finance and operations
- Governance and leadership

These descriptions will help the DfE consider the best trust for each school, and will also inform the creation of new trusts.

You won't be 'judged' against these descriptions, and you don't need to take any action right now.

Other changes on the horizon

We're anticipating further updates during this 2023/24 academic year to the:

- School Teachers' Pay and Conditions Document ([STPCD](#))
- [Governance Handbook](#)

Delayed guidance: we were expecting guidance last academic year from the DfE on policies for transgender pupils. [This guidance is currently being delayed](#), and there's been no updated deadline.

Towards the end of July, the BBC published an article confirming that the long awaited transgender guidance had been delayed. Schools have largely been managing well to carefully navigate the politics of the situation as it evolves! However, we shouldn't expect to have to do this for much longer and would expect some clear advice and guidance from the DfE.

The reason for the delay, it appears, is because the attorney general for England and Wales has advised that part of the guidance may be unlawful. The main bone of contention is whether schools can refuse 'social transitioning', as the government would like to happen, or at least only allow with parental agreement. The attorney general says this may be illegal. For clarification, 'social transitioning' is allowing the child to change their name, use a different pronoun, wear different clothes etc.

No current date has been issued for when guidance is going to be issued.

In the meantime, if you have to make any difficult decisions make sure you get advice in writing, whether it be from solicitors, the LA or unions.

Relevant Documents and Guidance

- DfE latest documents <https://www.gov.uk/government/latest?departments%5B%5D=department-for-education>
- Schools statutory guidance <https://www.gov.uk/government/collections/statutory-guidance-schools#history>
- Reception baseline assessment
- <https://www.gov.uk/government/publications/2022-reception-baseline-assessment-assessment-and-reporting-arrangements-ara>
- School to School Support Directory <https://www.gov.uk/government/publications/school-to-school-support-directory>
- Teachers Standards <https://www.gov.uk/government/publications/teachers-standards>
- EYFS Framework <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Your "do-list"

- Ensure that you have completed the RAAC survey and returned it to the DfE. If you have not had the all-clear, make a contingency plan, in case RAAC is discovered in your school.
- Carry out the Reception Baseline Assessment within the first 6 weeks when a pupil joins Reception.
- Ensure that you are referring to the most up to date guidance on suspensions and exclusions and update your exclusions policy (if you choose to have one).
- Update your website to include your current opening hours, and the length of the school week.
- Make sure that your school has returned the National Tutoring Programme grant year-end statement in September.
- You **must** now refer to the EEF Pupil Premium guide and use the DfE template to report on your pupil premium strategy and expenditure by the end of December.
- Check your own pension!

Ofsted

Key information

Ofsted has published their handbook to be used from 1 September 2023.

[School inspection handbook](#)

There are a number of changes this year, including:

- More detail on what it means to have a 'culture of safeguarding'
- A new section on Ofsted's 'conduct during inspection'
- A new section on how Ofsted inspects attendance as part of 'behaviour and attitudes'
- A broader definition of 'off-rolling'

It also embeds changes we were expecting as part of [reforms announced in June 2023](#):

- More detail on what 'ineffective safeguarding' looks like
- Clarity that you can share provisional outcomes with whoever you deem appropriate
- More detail on when you're next likely to be inspected

A summary article on the changes to the handbook will be shared at (and following) the briefings.

Inspecting schools: guide for maintained and academy schools

This guide gives a summary of what schools should expect and what they need to do as part of an Ofsted inspection. [Inspecting schools: guide for maintained and academy schools - GOV.UK \(www.gov.uk\)](#)

The leaflet for schools has been updated to clarify the monitoring process for schools judged as requires improvement and inadequate. They've also updated the information on inspection intervals in the guide and the leaflet.

New Ofsted lead

Sir Martyn Oliver, the government's pick to be the next [Ofsted](#) chief inspector, faced his pre-appointment hearing in front of the education committee on 5th September.

1. He has three main priorities for the role ...

Oliver told MPs "the last thing the system needs right now ... is a revolution", but outlined three things he wanted to achieve in the role ([read our news story here for more information on this](#)).

The first is a "big listen" to the sectors Ofsted inspects. His second priority is to get "more leaders" involved in inspections.

The third aim is to "look holistically" at how disadvantaged children are supported by all services in each local authority area.

Curriculum research and reviews

Ofsted has published a series of research reviews looking at the delivery of the curriculum in schools. Subject reviews published so far include English (published July 2022), computing (published May 2022), PE (published March 2022), science, history, music, geography, languages, mathematics, religious education.

<https://www.gov.uk/government/collections/curriculum-research-reviews>

[English 'fundamental' to pupils' educational success - GOV.UK \(www.gov.uk\)](#)

Relevant Documents and Guidance

- [School inspection handbook](#)
- [Inspecting schools: guide for maintained and academy schools - GOV.UK \(www.gov.uk\)](#)
- Inspecting safeguarding in early years, education and skills – Ofsted September 2022
[Inspecting safeguarding in early years, education and skills - GOV.UK \(www.gov.uk\)](#)
- EPHA audit of Ofsted safeguarding requirements
- Positive environments where children can flourish – a guide for inspectors about physical intervention and restrictions of liberty.
- Ofsted online presentations [Ofsted's slideshows on SlideShare](#)
- The Education Inspection Framework – education, skills and early years
- Ofsted inspection website <https://reports.ofsted.gov.uk/>

All guidance can be found on GOV.UK <https://www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools>

or on the EPHA website www.essexprimaryheads.co.uk

Information about Ofsted inspections at <https://www.gov.uk/guidance/being-inspected-as-a-maintained-school-or-academy>

Your “do-list”

- Download the September 2023 handbooks for all inspections, along with the guidance on inspecting safeguarding.
- Share the information about curriculum reviews with subject leaders.
- Consider tasking someone to focus on your school website, making sure that it is kept up to date, as far as possible.

School policies and the website

Key information

This term you need to review and adopt (if not already done):

Out this half term

- Child Protection Policy – most up to date policy, September 2023, in line with KCSiE 2023.
- Dealing with Safeguarding Allegations Against Adults – updated September 2023
- Staff Code of Conduct – updated September 2023
- Attendance Policy – EPHA model policy updated for September 2023
- Exclusions Policy – to reflect the new DfE guidance
- Pay Policy – updated September 2023
- Early Careers Teachers Statutory Induction – updated September 2023
- Equality, Diversity and Inclusion in Employment – updated June 2023
- DfE Privacy notices

Current Juniper HR policy list for schools, academies and free schools

Policy or procedure	Statutory or recommended	Current edition
Agency workers regulations		June 2013
Capability procedure for all staff	Statutory	March 2023
Code of conduct	Required by KCSiE	September 2023
Cover and PPA	Recommended	May 2023
Dealing with safeguarding allegations against adults	Statutory	September 2023
Discipline and Dismissal	Statutory	November 2022
Early Career Teachers Statutory Induction	Statutory	September 2023
Equality, Diversity and Inclusion in Employment	Recommended	June 2023
Flexible Working	Recommended	December 2022
Grievance	Statutory	March 2023
Leave of Absence (and guidance)	Recommended	October 2022
Mental health and wellbeing	Recommended	March 2023
Menopause Policy	Recommended	September 2021
Pay Policy	Statutory	September 2023
Performance Management (all staff)	Statutory (M) Recommended (A)	March 2023
Probation procedure	Recommended	September 2022
Recruitment	Statutory	September 2022
Redundancy and restructuring -academies	Recommended	December 2022
Redundancy and restructuring – Essex maintained schools	Statutory	December 2022
Sickness Absence management	Recommended	September 2022
Sabbatical	Recommended	October 2022
Whistleblowing	Statutory	March 2023

Making an emergency plan

The DfE updated the emergency planning guidance in May 2023.

<https://www.gov.uk/government/publications/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings#full-publication-update-history>

All education, childcare, and children’s social care settings should have emergency plans in place detailing what you would do and how you would respond if you needed to take any temporary actions in the event of an emergency.

The aim of an emergency plan is to help you and your staff respond effectively to an emergency at the setting or on an educational visit or outing while, where possible, continuing to prioritise and maximise face-to-face learning. There is no specific guidance about whether the plan should be approved, or the frequency of review, but you definitely shouldn't publish this on your website as it will include confidential information.

Schools will probably need to update their emergency plan to include contingency measures in the event of partial or full closure as a result of RAAC.

EPHA has developed lists of statutory and mandatory policies for schools and academies, based on DfE and other guidance. The latest checklist is **April 2023**.

The checklists include information about review frequency, the level of approval and additional notes. <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

Website requirements

School opening hours

Schools should publish on their website their opening and closing times and the total time this amounts to in a typical week (for example 32.5 hours).

Schools should show the compulsory times they are open. This time runs from the official start of the school day (morning registration) to the official end of the compulsory school day. It includes breaks, but not optional before or after school activities.

Current version (April 2023) of the website checklists

The current website checklists for both maintained schools and academies are in line with the DfE guidance and are available on the EPHA website.

<https://essexprimaryheads.co.uk/info-and-documents/model-policies/>

Data protection and GDPR

The government has updated (16/06/23) various data protection documents.

Documents updated:

- Explanation of privacy notices,
- Privacy notice: suggested text for pupils
- Privacy notice: suggested text for school workforce,
- Privacy notice: suggested text for school and trust governance roles,
- Privacy notice: suggested web text for a local authority,
- Privacy notice: suggested text for looked-after children and children in need.

The documents, which include suggested wording, can be found here:

<https://www.gov.uk/government/publications/data-protection-and-privacy-privacy-notice>

Relevant Documents and Guidance

- EPHA website requirements checklists <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>
- EPHA statutory/mandatory policy checklists <https://essexprimaryheads.co.uk/info-and-documents/model-policies/>
- HR list of policies for schools, academies and free schools available on the secure log in of Juniper website <https://junipereducation.org/>
- DfE website requirements
<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>
<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#history>

Your “do-list”

- Approve the following policies this term:
 - ✓ Child Protection Policy – most up to date policy, September 2023, in line with KCSiE 2023.
 - ✓ Dealing with Safeguarding Allegations Against Adults – updated September 2023
 - ✓ Staff Code of Conduct – updated September 2023
 - ✓ Attendance Policy – EPHA model policy updated for September 2023
 - ✓ Exclusions Policy – to reflect the new DfE guidance
 - ✓ Pay Policy – updated September 2023
 - ✓ Early Careers Teachers Statutory Induction – updated September 2023

- ✓ Equality, Diversity and Inclusion in Employment – updated June 2023
- ✓ DfE Privacy notices
- Add your school opening hours to the website.
- Update your emergency plan to include contingency arrangements in the event of RAAC or another premises emergency.
- Check the HR policy checklist and ensure that you have the most up to date versions
- Download the EPHA statutory/mandatory policy checklist (April 2023) and ensure that you are compliant
- Update your website in line with most recent guidance, using the checklists provided by EPHA (April 2023).

HR Information

Key information

Teachers' Pay 2023

Just before the Summer Closure the DfE accepted the School Teachers' Review Body (STRB) recommendation of a 6.5% pay increase (with a slightly higher increase at the bottom of the Main Pay Range). The statutory consultation process is underway and ends on 21st September. The Pay Order is then expected to be laid before Parliament mid-October and there then follows a 21 day "praying" period. It is highly unlikely that any changes will result from the praying period and employers can be confident in applying the award once it is laid before Parliament in mid-October if they wish, backdated to 1 September.

As always Maintained Schools must apply the agreed pay award at least to the minimum of each pay range and allowance. Academies are free to make their own decisions on pay in accordance with their Pay Policy.

Juniper HR has published the national Advisory Pay Scales and the 2023 model pay policy is also available for schools to insert their own pay scales once decided.

You will also have seen that the Government has committed to provide additional funding in the form of a Teachers' Pay Additional Grant (TPAG). Schools can see how much they will receive [Teachers' pay additional grant - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/teachers-pay-additional-grant), along with additional information on when and how the grant will be paid. Further funding is available for schools in financial difficulty.

The Unions have called off their Industrial Action over Pay in light of the award, although the NASUWT has indicated that Industrial Action short of strike action over workload and working hours may proceed in the Autumn term.

Support Staff Pay Award April 2023

Agreement has now been reached on the 2023 pay award for local government services ('Green Book') employees. The Agreement covers the period 1 April 2023 to 31 March 2024.

The award is £1,925 on all scale points on the national NJC Pay Spine up to point 43 and 3.88% on points above 43 and on all allowances.

The [Essex Schools' Pay Spine](#) has been updated accordingly.

For those schools that subscribe to Juniper Payroll, this will be actioned in December's payroll and further communications will be sent out from them in due course.

For all other schools and academies:

Maintained Schools should refer to their home Local Authority for details of the application of the Pay Award on Local Pay Scales and apply increases backdated to 1 April 2023.

Academies have discretion over support staff pay and should consider the award in line with the Pay Policy and any local conditions.

Keeping Children Safe in Education 2023

The substantive changes are listed at Annex F and there is nothing new in term of HR elements – just a few clarifications to note:

3 – clarification that candidates must be informed that on-line checks may be undertaken. This is already covered in HR guidance; re-wording around DBS checks and fact that Certificates must be destroyed at least after 6 months.

Part 4 - New Para 377 – clarifying that if a school receives an allegation related to someone using their premises (e.g. a letting) they must follow safeguarding procedures including LADO referral.

Relevant Documents and Guidance

- Teachers Pay and Conditions Document
- Juniper <https://junipereducation.org/>
Direct dial number for HR 01245 698378
- Essex Schools Infolink <https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx>

Your "do-list"

- Adopt a new Pay Policy this term
- Update your Recruitment Policy to reflect whether or not you plan to conduct online searches during the recruitment process and ensure that you are informing potential candidates.
- If you use Juniper HR, ensure that you are using the most up to date forms and guidance.

Maintained School and Academy Governance

Key information

Safeguarding training for governors – recorded presentation updated

You will remember that in last year's edition of Keeping Children Safe in Education, a new requirement was introduced, that governors and trustees should receive appropriate safeguarding and child protection training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. We are recommending that all governors undertake safeguarding training, and that this should be regularly updated. **I have updated and recorded a new half hour training session for all governors, which offers topical training on their safeguarding role in school.**

The recording of the presentation can be accessed at <https://youtu.be/GFafNgw3IBk>

The slides for the presentation can be found on the EPHA website at <https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings/>

Look for: Safeguarding training for Governors – September 2023

Along with an accompanying handout <https://essexprimaryheads.co.uk/files/1690542597-safeguarding-for-governors-august-2023-handout.pdf>

(Please contact me if you can't find these on the site)

LA events for governors

AUTUMN TERM	EVENT	ACCESS
Tuesday 17 th October 6-8pm* Please note that this is a changed date from previous communications.	Director's termly conference	Virtual via ZOOM
Thursday 2 nd November 6pm – 7pm	Director's Inclusion Update for Governors* [NEW EVENT]	Virtual via ZOOM
Thursday 23 rd November 6-8pm	Director's deep dive [REGISTRATION TO FOLLOW]	Face-to-face, Ivy Hill hotel, Margaretting
SPRING TERM	EVENT	ACCESS
Tuesday 6 th February 6-8pm	Director's termly conference	Virtual via ZOOM
Tuesday 26 th March 6-7pm	Safeguarding Forum	Virtual via ZOOM
Thursday 28 th March 6-8pm	Director's deep dive	Face-to-face, venue to be confirmed
SUMMER TERM	EVENT	ACCESS
Tuesday 21 st May 6-8pm	Director's termly conference	Virtual via ZOOM
Tuesday 25 th June 6-7pm	Safeguarding forum	Virtual via ZOOM
Thursday 4 th July 6-8pm	Director's deep dive	Face-to-face, venue to be confirmed

A reminder email will be sent closer to each event, however colleagues can also access the virtual events by clicking on the respective hyperlink above.

Safeguarding update webinar session on Tuesday 19th September 6.00pm - 7.00pm

The training will provide:

- an opportunity to learn more on the latest safeguarding updates for schools and governing bodies;
- an update on Keeping Children Safe in Education – September 2023;
- LA materials available to support effective safeguarding in schools; *and*
- An update on training opportunities for governing bodies next academic year 2023-2024.

The webinar training will be 60 minutes and will be led by Jo Barclay (Head of Safeguarding and Wellbeing), facilitated by Matthew Lewis.

The webinar session can be accessed using this link:

<https://us02web.zoom.us/j/81715880330?pwd=V1FVMIVyTTBUV2ZOQVFrb3U1ZitKQT09>

Meeting ID: 817 1588 0330

Passcode: 422256

Schools Financial Value Standard

[Schools Financial Value Standard \(SFVS\) and Assurance Statement](#) – page updated, including ‘Schools Financial Value Standard Checklist’ and ‘Checklist Guidance’ to reflect expectations for the 2023 to 2024 academic year. Changes to the guidance include, in section E on value for money, updates on threshold values for public procurement, good estate management and the get help buying for schools service.

Autumn term governing body business

Governing bodies should review and adopt the following governance documents/undertake the following tasks annually– usually in the autumn term.

- Governor code of conduct
- Data consent form
- Standing orders for the governing body
- Delegation/decision planner
- Personal and pecuniary interests (business interests)
- Terms of reference for all committees (standing and statutory)
- Governors’ handbook and/or induction pack (if used)
- Election of Chair and Vice-Chair of Governors (depending on the length of term of office determined by the Board)
- Governors roles and responsibilities

Up to Date School Governor Records for all Schools

In order to ensure your Governors/Trustees receive all the latest Local Authority (LA) information and event invitations, please can school leaders ensure their school Chair of Governors, Vice-Chair and Clerk contact records are up to date with the LA if any of those positions have changed personnel this year. Please email LAGovernance@essex.gov.uk with any changes to the above personnel. It is expected that these roles will disseminate LA information to their respective governing bodies.

Local Authority governors

The LA is looking for volunteers to become Local Authority school governors. If you, or anyone you know, would be interested in finding out more information please visit their [website](#) which includes a list of current vacancies. If Governing boards are also looking for Governors, more information can be found on an online service connecting schools and trusts with skilled volunteers in their area who are interested in becoming a school governor or a trustee on a Local Governing Body; more information available at [Inspiring Governance - Become a School Governor](#)

Academy conversion dates

Deadlines for schools converting to academy status. The updates in May 2023 added the key dates for schools converting to academy status on 1 September, 1 October and 1 November 2023.

[Academy conversion: important dates - GOV.UK \(www.gov.uk\)](#)

Links to relevant guidance and resources governors of maintained schools

[Local-authority-maintained schools: governance - GOV.UK \(www.gov.uk\)](#)

Links to relevant guidance and resources for academy trust governors

[Academy trusts: governance - GOV.UK \(www.gov.uk\)](#)

DfE governor update

[School governance update - GOV.UK \(www.gov.uk\)](#)

Get Information about Schools

Please continue to update the Get Information about Schools website. There was a system update on 28 June and a reminder that schools should check and update their current contact details, particularly if you have had leadership and/or governance changes.

<https://www.get-information-schools.service.gov.uk/>

Relevant Documents and Guidance

- SFVS 202 checklist and dashboard <https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs>
- “Get information about schools” <https://www.get-information-schools.service.gov.uk/>
- National Governors Association <http://www.nga.org.uk/Home.aspx>

Your “do-list”

- Ensure that all governors undertake safeguarding training, possibly using the EPHA recording.
- Encourage your governors to attend the Local Authority events and briefings, including the safeguarding briefing on 19th September.
- Consider the list of documents that you may want to review and adopt this term.

- Use the most up to date SFVS checklist.
- Update contact details for Chair, Vice-Chair and Clerk at LAGovernance@essex.gov.uk
- Update your school's information on the Get Information about Schools website.

The Local Authority

Key information

Welcome back from Clare Kershaw, Director of Education

Well, the start of the new academic year was not the one I, or any of us would have intended! With the RAAC concrete situation and the announcement of the DfE's changed policy position in this respect on 31 August, this has dominated the agenda for the past week and a half. For those of you affected by this issue, I understand this will have preoccupied the start of term and for some, will continue to do so.

Nevertheless, we have seen the very best of Essex in terms of the speed of the response from schools to their parents and the collaborative working across schools and the Local Authority. In a time of great need, I am so very grateful to all schools affected for the way we have all reacted to what was an immediate emergency. I appreciate that there will be testing times to come, although I am confident we will navigate these together to ensure face to face learning resumes as soon as possible where this is currently impacted.

I would like to extend my congratulations to children, teachers, school leaders and indeed all school staff for a positive set of examination results this summer. To summarise:

Towards the end of last term, we had the provisional early years, key stage one and key stage two outcomes for 2023 and they made for very pleasing reading overall. These show a 2.2% increase in the % of children achieving a good level of development in EYFS, and increases across reading, writing and mathematics in the key stage one outcomes. In key stage two, there is a combined 4% overall improvement across the three core areas in Essex, compared to 0% nationally. Of course, the outcomes are not finally confirmed until the publication of the DfE's official Statistical First Release in the autumn term.

Thank you to secondary schools for submitting their KS4 and KS5 results to us to help build an early picture of performance across Essex. As expected, and very much in line with national headlines, 2023 Essex performance was lower than a year ago and much more in keeping with 2019 pre-COVID levels. Nevertheless, the achievements of pupils and schools are still to be celebrated.

At the time of writing, the full KS4 picture is still emerging but early indications are that the difference between disadvantaged and non-disadvantaged pupils has reduced compared to previous years. Around 65% of Essex pupils achieved 9-4 in English & Maths.

At KS5, 25% of A levels were at grades A* or A (compared to 34.7% in 2022). 52.5% of level 3 vocational grades were Distinction or Distinction+. This shows that a large number of Essex students are still performing outstandingly well at KS5.

SEND continues to be our highest priority across the Education directorate. We acknowledge the impact of the ongoing pressures in the SEND system that we are all experiencing: increase in need; volume of requests for support; limited ability to increase capacity in specialist provision. However, the focus and drive on our SEND Transformation Programme continues.

We have a series of immediate and longer term initiatives in train to address these challenges. In the immediate term we are investing in back-dated support for those assessments that take longer than 20-weeks and permanent additional capacity in the LA SEND operational teams.

Over the course of this academic year we will: launch the new SEND Sufficiency Plan, including the review of the Enhanced Provision model in Essex; continue the work on the new SEND Top-Up arrangements; pilot a new approach to Annual Reviews; update resources and support around One Planning; and increase the workforce development offer.

There will be several opportunities to hear more about the continuous improvement of SEND provision and practices in Essex including regular SEND briefings for Heads and SENCOs, the first of which will be 28th September ([book here](#)); [the Inclusion conference for Heads and CEOs on 21st September](#) and, of course, the termly Strategic Planning meetings, which I very much encourage you to engage in.

This year sees the introduction of our Inclusion Strategy, which responds to the increasing challenges that continue to be experienced across the sector. Alongside the strategy, we will be releasing an updated version of the Inclusion Framework. In addition, we will be offering our new Inclusion Reviews to schools and academies as part of their core offer. The Framework and the Reviews are fully aligned to the vision that is set out in the Inclusion Strategy.

A key priority for us this year has to be on increasing levels of school attendance. Whilst the overall headline data from the DfE on attendance and persistent absentee percentages shows that Essex is tracking marginally above national averages, there is more work to be done and, of course, we have the ['Let's Talk we Miss You'](#)

resources for maximising school attendance. We will need to further understand if the impact of the RAAC concrete situation will exacerbate further the attendance challenge for some schools.

The Essex Education Taskforce will continue its work during the 23/24 academic year. It will build on the successes of the Essex Year of Reading and the launch of the Essex Year of Numbers with a variety of activities your school can get involved with. Like before a catalogue of activities will be available from the 18th of September outlining what is available and how your school can get involved. As with the Year of Reading, we have managed to secure support from partners to assist with the Year of Numbers including the Ministry of Defence, HSBC and Microsoft. Importantly the Taskforce Members agreed to adopt some Key Performance Indicators and we will be talking with you on how to support the achievement of those. They are:

- *Pupils reading in line with their actual age*
- *80-85% reaching expected standard in maths and English 11+ and 16+*
- *All schools in Essex having good pupil attendance, well-being and personal development*

Although these are very ambitious indicators, they are indicators towards which we must strive.

My School Page – Check your Staff List

Now that the new academic year has started, please be sure to log in to your My School Page of Essex Schools Infolink and check the contacts we have listed for your school are correct and up to date. Only headteacher accounts will be able to view the emergency contact details we hold for your school. Should any updates be needed, please complete the online form.

Inspection of Essex local authority children's services

Ofsted has rated Essex children's social care services as 'Outstanding' again in every area assessed. The report, published on 11 August, follows their inspection in June this year.

Inspectors found high standards were in place across the county. They highlighted the innovative, high-quality help and support available. They also praised employees and how children's needs are at the heart of decision making. Leaders were praised for being "outward looking and forward thinking".

Ofsted also rated our children's social care services 'Outstanding' in 2018. Since then, they found further improvements have been made.

<https://files.ofsted.gov.uk/v1/file/50225703>

Refresh of S17 and S47 referral forms

The S17 and S47 referral forms have been refreshed, and new forms are in use from 4th September.

The changes are as follows:

- The Guidance Document for Parents – Now extends itself to include seeking information under s47
- S17 Permission to share info agreement (completed with parents) Refreshed with following updates:
Education section extended to include Colleges/Breakfast Clubs
Local Education Authority section to include SEND Operations (EHCP Assessment & Review)
Council section extended to include Community Safety Officers to support and inform Risk in the Community Practice
Extra Signature Boxes at the end of form at the request of Business Support
- S17 Request for Agency Information' Form refreshed to :
Extend the first response question to include ... What is your understanding of the child and families' circumstances, including racial, ethnicity, religious and cultural identity and any other social economic factors that are contributing to their daily lived experiences
Added a Risk in the Community section
Extended the Educational section to invite a summary of the Child/Young Persons characteristics and attributes, Start date of Educational setting, Unique Pupil Number, Are any of the Children subject to a One Plan/EHCP Assessment/Plan?
- Existing 'S47 ' Request for Agency Information' Form updated to use the same format as the updated s17 form as above and to be rolled out.

Please note, old forms will not be accepted by Business Support after 9th October 2023.

School Workforce Census Day for all Schools

The School Workforce Census Day this year is Thursday 2 November 2023. Please ensure you issue Privacy Notices to staff in advance of census day. Further information can be found on Essex Schools Infolink.

Capital contribution – maintained schools

The level of school contribution to capital maintenance cost has not changed since 2014, when it was set at £40 per pupil. Therefore, the current apportionment of responsibility does not reflect inflation in building costs during that period. Essex County Council (ECC) has always sought contributions from schools towards the cost of school capital maintenance projects. The contribution applies when a capital maintenance project of a

value greater than £10,000 is undertaken at a school.

It is proposed to use the DfE recommended level of revenue balances, as used in the balances criteria within the Falling Rolls Fund, to determine the contributions each maintained school should make. The proposed tier approach is detailed below.

- Small primary schools with 210 pupils or fewer with revenue balances of £60,000 or up to 8%, whichever is the higher, will continue to contribute £40 per pupil.
- Primary schools with 211 pupils or more with revenue balances below 8% and secondary schools with revenue balances below 5%, will continue to contribute £40 per pupil.
- Schools with revenue balances above 8% (above 5% for secondary schools) but less than 20% will contribute £45 per pupil.
- Schools with revenue balances of 20% or higher will contribute £50 per pupil.

This was agreed by Schools Forum in July and it is proposed to implement the new tiered approach from 1st April 2024.

Essex Year of Numbers 2023-24

Essex Year of Numbers is a countywide campaign that aims to inspire a love of learning, with a focus on numeracy.

It is a year of exciting learning opportunities, fun events and initiatives for everyone.

Building on the success of the [Essex Year of Reading](#), the £1.5 million campaign will challenge people's perceptions about maths.

<https://www.essexeducationtaskforce.org.uk/essexYearOfNumbers.php>

School Improvement 2023/24

ECC's School Effectiveness team will be making changes to the way its school improvement service to schools will be offered from September 2023.

Maintained schools will continue to receive a core offer of support provided to them through their School Effectiveness Partner. This core offer will continue to be linked to the level of support they receive. Additional support will also come through a core partnership model that is currently in development. There will also be the option to select additional support from a traded services menu.

Academies will retain a named SEP for immediate contact purposes. School Improvement services will be available through the traded services menu. The core partnership model will provide some support that will be available to all Essex schools.

The Traded Offer to schools will reflect prices that remain highly competitive.

The School Effectiveness Team are committed to developing this further through engagement with headteachers on what they would like to see developed.

All schools will be able to contact their named SEP to discuss any type of bespoke traded support that may be needed.

Indicative Pricing Model

The model will allow all schools to benefit from an 'Early Bird' discount model where days of support are purchased in advance of **Friday 20th October 2023**.

In addition to this, the traded model will have a further discount applied to prices linked to the number of days a school, or partnership, purchases.

All days purchased will have to be used within the academic year or they will be lost; there will be no carry-over of unused days.

Packages

Package	Cost	Number of days
Bronze	£650 <small>(Daily rate)</small>	Individual days
Silver	£1240	2 days
Gold	£2340	4 days

Any school purchasing more than 4+ days support will automatically receive these at a discounted rate of £585.00 per day.

'Early Bird' Discount - 5% off prices if these are purchased before 20th October 2023.



Reduced Timetables

The Education Access Team are responsible for monitoring children placed on a reduced timetable. Following a review of the number of notifications received last academic year, it has been recognised that the system for reporting reduced timetables is both time and labour intensive for schools.

Therefore, as of now (September 2023), schools will be requested to complete a half termly data return, to include all children on a reduced timetable. Schools will be asked to report on start dates, number of hours attending, and provide additional information pertaining to vulnerable groups. The data capture will be managed through an online Achieve Form. Schools will be asked to submit the report at the start of every half term, reporting on the previous half term's data. There will be no requirement on schools to report any changes to a child's timetable outside of the reporting period.

The first return of academic year 2023 to 2024 will be due after October half term. We will put a further communication out ahead of the first reporting period to confirm reporting arrangements and timescales for completion. Please send any queries to: APAttendance@essex.gov.uk

Ofsted Briefings for all Schools

Briefings are taking place for schools within the Ofsted window for an Ungraded (Section 8) or Graded (Section 5) Inspection in this academic year, led by colleagues in the School Effectiveness Team. There is no charge to schools or academies and the session will take place via TEAMS. Please visit the [Education Essex Online Booking System](#) to create an account for your school, log in, search "Ofsted Briefing" and select one event.

Autumn Term Statutory Assessment Briefing for Primary Schools

This course will take place on Wednesday 15 November 2023 from 4pm to 5pm, virtually by Microsoft Teams. It will ensure leaders are fully prepared and have the necessary knowledge and skills to administer all the primary statutory assessments. Content will include the statutory assessment requirements for the 2023 to 2024 academic year and support leaders to plan for the administration of all primary statutory assessments. To book a place, visit the [Education Essex Online Booking System](#) and search using the course title.

KS2 Statutory Moderation Training for Experienced Year 6 Teachers in Primary Schools Specifically for Key Stage 2

This training will be taking place on Wednesday 29 November 2023 from 1pm to 4pm, virtually by Microsoft Teams. It will provide experienced year 6 teachers with the knowledge and skills to lead school and partnership moderation sessions. Content will include the requirements of statutory moderation, standardising teacher assessment judgements in writing, managing a moderation meeting and organising and leading a partnership moderation meeting. Visit the [Education Online Booking System](#) and search the course title to book a place.

Essex Sustainable Schools Strategy for all LA Maintained Schools: Self-Evaluation Tool – Final Versions of 2022 to 2023

Schools can now access the finalised version of the Dashboard for the academic year 2022 to 2023 via Perspective Lite. Once logged in, go to the LA Documents folder, and select Sustainable Schools Dashboard. The new version will be available from Wednesday 4 October 2023 and will have updated information which reflects 2023 outcomes to discuss with your SEP. The revised survey will be open from Wednesday 4 October 2023 for you to complete and submit for self-evaluation purposes.

Essex Early Help Offer

<https://www.essex.gov.uk/children-young-people-and-families/resources-practitioners>

Virtual School Team

John Edgar – Virtual School Head

john.edgar@essex.gov.uk

Tel: 0333 013 7902

John is the Virtual School Head for Essex. John leads a team that is focused on improving educational outcomes for all children in care looked after by the Local Authority, making sure that their time in school is the very best it can be and that each learner is able to achieve their true potential.

Sharon Halsey – PEP and Virtual School Operational Lead

sharon.halsey@essex.gov.uk

Tel: 033303 21200

Service area: Personal Education Plans/PP+ payments/Projects

As the PEP and Virtual School Operational Lead, Sharon's work supports the Virtual Schools key priority, to ensure every child in care has a high quality Personal Education Plan. Sharon works with Designated Teachers to ensure that each learner's PEP 1 reflects the quality of support and provision that is in place at school and that schools receive the Pupil Premium Plus Grant. Sharon's work ensures that the plans in place for every child in care are sufficient to accelerate progress, and that the provision and resources recorded for all children, support them towards achieving their very best in school. Sharon also coordinates all PP+

payments, training opportunities and works closely with the Virtual School Headteacher coordinating CIC projects.

https://schools.essex.gov.uk/pupils/Essex_Virtual_School/Children_Young_People/Pages/Virtual-School-Contacts.aspx

CAMHS EP telephone helpline – a reminder

The CAMHS service is working with Educational Psychology Service (EPS) to provide any member of staff of Essex schools with the opportunity to discuss concerns they may have regarding the emotional wellbeing of pupils/students with an EP. The service is a confidential consultation, providing an opportunity to discuss areas of concern and develop an understanding of how to respond in these situations to better support pupils. Discussions can be around general themes. How emotional wellbeing (e.g. attachment, trauma, anxiety, bullying, autism, ADHD) may affect behaviours seen within a school environment. How to support a pupil/student via One Planning or other additional interventions. The helpline runs every Thursday morning during term time. Please use the email address below to book a telephone consultation (35 minutes). Let us know your name, school, role and contact number and we will get back to you offering a time slot:

educationalpsychologyCAMHS@essx.gov.uk

Relevant Documents and Guidance

- Regular Schools Communications with Education Essex information now attached.
- Essex Schools Infolink

Your “do-list”

- Update your staff list on the My Schools page
- Read the inspection report for Essex LA children’s services.
- Consider buying in to the traded school improvement offer.
- Complete the staff workforce census and send privacy notices to staff in advance.
- Complete a half termly data return to include all children on a reduced timetable.
- Make sure you have signed up to the Essex Education Information Sharing Protocol.
- Use the CAMHS EP telephone helpline for advice and support.
- Make sure you are reading the regular communications and accessing guidance from the infolink.
- Contact your School Effectiveness Partner or other LA Officers for help and support.

EPHA events and dates

Key information

According to my information so far, there are 49 new headteachers (either new, acting, interim or Executive) this term.

North East

Keith Birbeck	St Andrew's CE Primary, Marks Tey
Sally Blunden	Frinton-on-Sea Primary
Tina Bourne	Ardleigh St Mary's CE Primary
Louis Collins	Great Bentley Primary
Margaret Coxhead	Milldene Primary
Lotte Cumming	Monkwick Infants
Sophie Denyer	Roach Vale Primary
Ellie Eames	White Hall Academy
Michelle Garnham	Alton Park Juniors
Karen Jackson	Iceni Academy
Rebekah May	Birch CE Primary
Charlotte Newley	Cherry Tree Academy

South

Ronnie Branch	Sunnymede Primary (previous Essex head)
Shiv Chetty	Greensted Primary
Jennifer Cole	Rayleigh Primary
Katie Herbert	Winter Gardens Primary Academy
Claire Jaques	Kelvedon Hatch Primary
Shaun Kelliher	St Joseph the Worker Catholic Primary
Gill Marrion	Down Hall Primary (Interim)
Jennifer Milner	Wyburns Primary (Co-headteacher)
Katy Overing	Ashingdon Primary (acting)
Emily Perryman	Westwood Primary Academy
Rachelle Tidiman	Ghyllgrove Primary
Sally Townsley	Canvey Juniors
Robert Watson	Hogarth Primary

West

Elaine Brook	Water Lane Primary (acting)
Neil Coster	Hare Street Primary and Nursery
Ben Davey	Henham and Ugley Primary
Lisa Fish	Pemberley Academy
Clare James	Takeley Primary
Patrick Kenney	St John Fisher Catholic Primary
James Kenyon	White Bridge Primary
Ross Jones	Upshire Primary
Nichola Pickford	Wimbish Primary
Jenny Redgrave	Water Lane Primary (acting)
Marne Reynecke	Ashdon Primary
Sharon Vessey	Birchanger CE Primary
Luke Wildig	Little Parndon Primary
Edward Richings	Newport Primary

Mid

Vicky Doherty	Steeple Bumpstead Primary (Executive Head)
Zoe Fairbairn	Hatfield Peverel Infants
Luke Howden	Steeple Bumpstead Primary (Head of School)
Claire Laver	Priory Primary
Susie Price	St John the Baptist, Pebmarsh (returning to role)

Emma Reece	Tolleshunt D'Arcy St Nicholas CE Primary (Head of School)
Natasha Robson	Chipping Hill Primary
Sam Wilding	St Peter's CE Primary, Coggeshall
Tracey Wilson	Writtle Infants
Wendy Woods	Southminster CE Primary

As usual if you are aware of any other new or acting headteachers this term, please let me know. I will contact the new headteachers with details of the support that EPHA can offer, including Colleague Support from experienced heads.

EPHA termly headteacher meetings 2023-24

North East EPHA – Colchester United Football Stadium

Wednesday 15 November 2023

Wednesday 6 March 2024

Wednesday 19 June 2024

South EPHA – Greenwoods Hotel, Stock

Thursday 16 November 2023

Thursday 29 February 2024

Thursday 13 June 2024

West EPHA – Manor Suite, Manor of Groves, Sawbridgeworth

Wednesday 8 November 2023

Wednesday 28 February 2024

Wednesday 12 June 2024

Mid EPHA – Lion Inn, Boreham

Thursday 9 November 2023

Thursday 7 March 2024

Thursday 20 June 2024

The minutes of these and other meetings can be found on the EPHA website.

<https://essexprimaryheads.co.uk/meetings/termly-area/>

<https://essexprimaryheads.co.uk/meetings/executive/>

County EPHA Annual General Meeting

Thursday 5 October 2023 Lion Inn, Boreham

Peter Stonier, HMI, will be attending virtually to bring us up to date on the updated framework and Ofsted news.

Headteacher briefing – “overspill” sessions online

The “overspill” briefings this year will be on

Thursday 14th September 2023, Monday 29th January 2024 and Thursday 2nd May 2024, at 8.30 am.

I will send out the Zoom links in advance. Please let me know if you would like to attend the overspill.

7-minute staff meetings

I have written a 7-minute staff meeting about the changes to KCSiE (although these are minimal) and over the summer I updated all of the 7-minute staff meetings so that they reflect current guidance. I have also written a new 7-minute staff meeting about filtering and monitoring (one of the few changes in KCSiE). This and the rest of the staff meetings can all be found at

<https://essexprimaryheads.co.uk/info-and-documents/seven-minute-staff-meetings/>

Conferences

Deputy Headteachers’ conference - Friday 13th October 2023

The Deputy conference is being held at Colchester Football Stadium. Key note speakers include Andrew Moffat and Bobby Seagull. Places are going fast, but please contact me if your deputy or assistant headteacher would like to attend. (NB Workshop D is now full)

Small Schools conference – Wednesday 18th October 2023

We are holding a conference for the headteachers of small schools (with 120 pupils or fewer). This is taking place at the Lion Inn, Boreham, and key note speakers include Helen Youngman and Viv Grant.

Headteachers' conference – Friday 22 March 2024 – Chelmsford City Race Course. The programme will be sent out in January 2023.

FundEd free subscription offer

As I reported last term, EPHA has secured an excellent deal with FundEd, and we will pay for an annual subscription for any Essex school who wants to join – small schools are already signed up and we can now make this available to all schools – quite a few took advantage of this free offer last term. The basic membership will offer plenty of benefits including:

- **Using the grants database** to search by region, category, or key stage to instantly find the current grants available to match your project. Whether you need support in finding and applying for a grant, creating a regular giving campaign, accessing business support, FundEd can help.
- **Using their expertise** to review grants and fundraising options for their school. They will analyse their situation and find solutions that will work for them.
- **Receiving a dedicated fundraising page**, fully supported and backed up by templated letters to help a school grow regular giving income or one off donations from businesses, ex-pupils and the wider school community.
- **Receiving their termly magazine** to be inspired by relatable case studies, peer written advice and the latest grants and funding initiatives.

More information at www.funded.org.uk

If you want to sign up for membership, please contact Richard Manville at Richard.Manville@communityinspired.co.uk with the following message: "I would like to sign up to FundEd as part of the EPHA group – please send me a welcome email."

EPHA Primary Headteachers' Support Directory

You may remember that at the summer term EPHA meetings we asked you to tell us what you did – as an individual or in your partnerships – that really helped your wellbeing. I have updated the EPHA Support Directory with your suggestions, which I hope will be helpful.

The document can be found on the EPHA website at <https://essexprimaryheads.co.uk/info-and-documents/welcome-pack/>

The **2023/24 EPHA funding contribution** (£320 per school or academy) will continue be paid directly from the DSG – therefore there will be no need to collect subscriptions from schools in the next financial year – please let your finance officer know.

Relevant Documents and Guidance

- EPHA website www.essexprimaryheads.co.uk
- What headteachers get in return for their EPHA contribution 2022/23 <https://essexprimaryheads.co.uk/about/constitution-and-finance/>
- EPHA Headteachers' Support Directory

Your "do-list"

- Be kind to new colleagues (and existing ones!)
- If you are, or know of, a new or acting headteacher, please contact Pam to access the EPHA Colleague Supporter programme.
- Attend the EPHA AGM on Thursday 5th October.
- Book places at the Deputy and Small Schools conferences.
- Sign up to FundEd for free membership, subsidised by EPHA.
- Look out for further information about the headteacher meetings, briefings and conferences.
- Find documents and information on the EPHA website, including the 7-minute staff meetings.
- Contact Pam Langmead, EPHA Professional Officer, at pam@langmead.me.uk for any support or information that you need.