

# YSAB City-Priority Working Groups 2024-25

## Overview and recommendations

### Demographic Change group

**Aim:** To consider the impact on York schools of the demographic change (fall in pupil numbers) across the city. Specifically to consider:

- 1. *The impact of current and proposed PAN changes across schools***
- 2. *Secondary projections moving forward***
- 3. *Post 16 forecasts***

**Key activities:** There have been three successful meetings across the year. The information provided by Claire Roberts, School Places Planning Officer has been extremely helpful.

#### **Recommendations/Key observations:**

- 1. *PAN Changes*** - The proactive work across the city in terms of carefully considering PANS has been effective. Both the current and planned reductions go a long way to reducing pressure across the various PPA zones across the city. This is a really good example of partnership working across the city.

As a result:

- a)** For the majority of the PPA zones all that can currently be done to alleviate pressure has already been done and for these areas a 'watching brief' will be sufficient.
- b)** For PPA 2 and PPA 10 additional pressures were recognised and in these areas close ongoing monitoring and collaboration between the LA and Trusts will be needed to assess the need for any further PAN reductions.
- c)** In PPA 1, PPA 9 and PPAs 15/16/17 it is recommended that further conversations continue between key partners to consider the most appropriate routes forward in terms of any potential PAN reduction or other partnership working.

In terms of PPA 1 this will involve the Local Authority (Yearsley Grove) and Pathfinder (New Earswick)

In terms of PPA 9 this involves three Local Authority schools

In terms of PPA 15/16/17 this will involve the Local Authority and South York Trust

- 2. *Secondary projections*** - After careful consideration of future years data there does not appear to be the need to currently reduce PANS in any secondary schools. It is recommended that the pupil number forecasts are considered again in two years time.
- 3. *Post 16 forecasts*** - After a discussion around pupil projected it was not felt that any Post 16 provider would need to limit or reduce numbers. Indeed it was felt that the bigger conversation was around ensuring that there was sufficient variety of provision (within current providers) to meet the changing needs of our young

people. As a result a new workstream has been created to consider the breadth of curriculum offers with the first meeting taking place prior to summer.

## Fair Access Admissions group

**Aim:** To consider the need/benefits of moving towards a city-wide approach to Fair Access Admissions.

**Key activities:** There have been three successful meetings so far across the year. The information and support provided by Rachelle White, School Admissions Manager has been extremely helpful. This includes liaising with the Sutton Trust in terms of gaining greater clarity around scope and opportunity.

### Recommendations/Key observations:

1. There is already a great deal of good work going on across the city. Consideration of current data/information would not suggest that we have a fair access 'issue'. However, are there certain commitments/guarantees that we can collectively make to ensure consistency and further development of best practice across the city?
2. As such we are recommending for consideration:
  - a) That as a city all schools make the Fair School Admissions Pledge from September 2025 (details below)
  - b) That as a city all schools work towards the Fair School Admissions Award for September 2026 (details below)
  - c) That as a city all secondary schools look to prioritise Disadvantaged families in our Admissions Policies for September 2027, likely as the 'tie breaker' on distance (this would need actioning as soon as possible and would be the focus of our next meeting).

### Further information in terms of the Fair School Admissions Pledge and Award

What is the time commitment involved in the Fair School Admissions Pledge?

- The Pledge takes around 2 months to complete. There are two parts to the Pledge. The first is a diagnostic review of your admissions processes. It will take you a couple of hours to collect all the data required and a further few hours to analyse and reflect on that data.
- This activity is supported by an optional one hour webinar and our Fair Access Review Guide. The second part will involve writing an action plan which is also supported by a one hour webinar, an action plan proforma and exemplars. Webinars are always on a Tuesday between 4pm and 5pm.
- Previous school leaders who worked through the Pledge described the workload as manageable and highlighted the usefulness of the resources as well as the value in deadlines keeping them on track to finish the work.

## **Fair School Admissions Award**

**Bronze** - Schools in this category likely to have:

- Completed a Fair Access Review
- Reduced the cost of the uniform
- Have parent friendly, accessible admissions policies
- Have parent friendly accessible Pupil Premium strategies or have a web page (or similar) that explains the support they will provide for low-income families

## **Silver**

- Implement specific policy change that will increase socio-economic diversity of their school such as Pupil Premium priority
- Remove policies that contribute to socio-economic segregation

## **Gold**

- Worked as part of a MAT or LA to make wide sweeping policy change
- Used their voice to advocate for Fair Admissions outside of their immediate domain
- Utilised a combination of policy changes and approaches to maximise socio-economic diversity

## **Specific Recommendations for September 2025:**

Can we suggest the following commitments for consideration for all schools/Trusts in York, which many schools already implement or involve existing services, web pages and working groups/strands of work:

1. Reduce school uniform costs as necessary through the implementation of the DfE statutory guidance on the cost of school uniforms ([Cost of school uniforms - GOV.UK](#)) and/or Children's Wellbeing and Schools Bill.
2. SENCO to be available at school open evenings and a dedicated web page for SEN (link to Local Offer [York SEND Local Offer – City of York Council](#) and Sendiass [York SENDIASS – City of York Council](#) possibly)
3. Information, advice, guidance page to support low income families provided on school website (this could also link to CYC revenues and benefits page [Get benefits and money advice – City of York Council](#) and HAF project [Holiday Activities and Food – City of York Council](#) )
4. Commitment to parent friendly accessible communication to parents/carers in letters, emails and website
5. Implementation of FSM Auto Enrolment process or commitment to promoting parent friendly accessible FSM application process and actively encourage applications from parents/carers

6. Dedicated webpage to traveller families linking to the Travellers Trust and a representative from Travellers Trust invited to attend Open Evenings
7. Dedicated webpage to service families linking to resources and invitation to the CYC Service Families Liaison to attend Open Evenings
8. Commitment to city wide poverty strategy (which Martin is developing currently and including Huntington Research School working group)

In addition:

9. Annual review of admission arrangements to consider the implementation of pupil premium as an admission criteria factor with annual modelling with an explanation on the decision if it is not deemed as to be required currently or for 2027 admissions.
10. Consultation with Charlotte O'Regan at Sutton Trust to see what level of award the York commitment would reach (bronze, silver or gold).

#### **Further information:**

- a) We need to decide how we apply for the pledge either one application as a city (all MAT CEOs and CYC in agreement), an application per MAT or an application per school.
- b) Applications must be submitted by 11th July
- c) The pledge application and subsequent action plan (which is essentially our suggestions for each MAT/School to implement) triggers the award which has a 5th December deadline.

#### **As part of our meeting the scope was widened to a discussion around Fair Access Meetings and Information with the following actions agreed or for consideration**

1. The inclusion of Contingency Hotel allocation data on the Primary Fair Access Meeting context card (total number of pupils allocated to a school and number of pupils from the Contingency Hotel currently on roll) and requested an annual city wide context card for all schools which will likely form part of the Fair Access data analysis also.

## Poverty Proofing

**Aim:** To respond to the persistent disadvantage gap by increasing understanding and supporting schools to ensure activities in school do not identify, exclude or make assumptions about those with less financial resource. To enact the York Poverty Truth

Commission recommendation of listening to, understanding, and responding to the voices of those with lived experiences of poverty, when reviewing and designing services.

**Key activities:** Exploring opportunities to respond to the disadvantage gap including through the Children North East 'Poverty Proofing the school day' programme. Exploring and securing funding opportunities and appetite for a pilot in York. Developing a poverty proofing logic model and programme model for York.

**Recommendations/Key observations:**

- Funding has been secured to implement 'Poverty Proofing© The School Day in York', and work is progressing to confirm how the programme will work, a timeline of activity, and specification for the audit team.
- Implement a pilot programme starting in September 2025.

## SEND Sufficiency

**Aim:** To review maintained provision and support development of a consistent approach to SEND across the city, including a whole City Comms strategy. There have been three meetings, with a fourth taking place on 30<sup>th</sup> June.

**Key activities:** Ongoing meetings to discuss and agree:

- LA position statements – statement on the Inclusive Classroom has been developed
- data dashboard
- workforce sufficiency strategy and a centralised training and indication package
- re- establish a consistent understanding and application of the graduated response in mainstream
- development of a glossary of terms.
- Criteria for the allocation of SEND capital
- A trial of the Idox EHCP Hub as also taken place.

**Recommendations/Key observations:**

- Continue work on the afore outlined activities.

## Traveller Education Working Group

**Aim:** A city-wide half day conference on Traveller Education in York

**Key activity:** meetings during which local and national reports and contexts were discussed, collecting stakeholder views, and identifying the following priorities:

- Cultural Awareness
- Cultural celebration
- Visibility and tracking of population

### Recommendations:

- To commit funds to support the conference re refreshments and locations
- To support messaging of the aim of 100% attendance at the half day conference from school settings

### • York Evidence Exploration Partnership (EEP) summary

**Theme and context chosen:** Use of manipulatives and representations to improve conceptual understanding of primary maths.

#### Arriving at the challenge:

Maths is the only subject in York where the attainment gap is widening. PP-eligible pupils attain significantly below PP-eligible peers nationally (gap **widening by 10.8%** last year). The **33.1% gap** between PP-eligible pupils in York and non-PP-eligible pupils nationally is **13.3% wider** than the national gap. At an additional workshop, school and regional Maths Hub Leads unpicked a survey of 31 maths leads and KS2 test-question analysis. It became apparent that teachers and TAs lack depth of conceptual understanding and therefore, struggle to model it effectively to pupils and do not understand the evidence-base of manipulatives and representations.

Whilst the majority of maths leads in York engage with the local Maths Hub, there is a disconnect with school leaders - little opportunity to disseminate PD across the whole-school. Current Maths Hub provision is peer- and practice-led rather than evidence-led. Knowledge of effective implementation within schools is undeveloped. The pressure on end of KS2 outcomes resulting in schools prioritising fluency and 'getting the right answer' over conceptual understanding - key to pupils' longer-term development as successful mathematicians in problem-solving and reasoning.

Focusing on the strongest evidence-base - manipulatives and representations, would support improving the conceptual understanding of teachers and TAs; improve modelling - impacting on the pupils' depth of conceptual understanding.

Whilst the Partnership Development Team agreed that collaboration across the city is strong, sustaining any change is a challenge without good implementation support and wider networks. Schools are not confident staff are guided by evidence or driven by a common goal, centred on disadvantage.