
York Schools Forum

5th July 2022

Report of the Assistant Director, Education and Skills

School Improvement funding – Summer Term update

Summary

1. This paper provides a brief summary of School Improvement (SI) funding allocated through the York Schools and Academies Board (YSAB) for Schools Causing Concern and on other aspects of the board's activity.

Background

2. During 2021-22 the board has met for its usual cycle of business meetings to consider priorities for the York system and to allocate funding for support to schools causing concern. The work of the board has also focused on the delivery of the Education Futures Plan which was launched through a virtual conference in November 2021. The impact of funding allocations has been evaluated through rapid improvement groups (RIGs) and progress reports to the board.
3. The board is currently working on reviewing its structures and processes to sustain its activities and reinforce governance, accountability and transparency during 2022-23.

Delivery of the Education Futures Plan

4. The Education Futures Plan has been developed by a sub-group of the board chaired by Helen Winn, Chief Executive Officer of the Hope Sentamu Multi-Academy Trust. The priorities in the plan were developed from analysis of the whole city survey of children and young people, parents and carers and teachers which took place in June 2021. This was used to identify the following priorities for action:
 - **Learning:** Parents/carers responded that they were concerned that the lockdown periods and isolation has had a negative impact on their children's learning. Pupils missed their teachers' encouragement when they were not in
 - **Reading and writing:** Teachers are concerned about gaps in early reading and phonics as well as the development of pupils' writing.
 - **Speech, language and communication:** Teachers believe that the time away from school has had a negative impact on pupils' speech and language development.

- **Attendance:** The pandemic has had a huge impact on pupils' attendance and has resulted in increased persistent absence and school refusal for a significant minority of pupils across the city.
- **Behaviour in school:** Teachers report that pupils' behaviour has worsened since the beginning of the pandemic. Pupils believe that improving behaviour would improve their school.
- **Wellbeing:** Pupils report that they are happy to be back at school and that they missed socialising with their friends and extra-curricular activities. Parents/carers believe that the lockdown periods have had a negative impact on their children's wellbeing and social development.

5. The development of the Education Futures Plan has been informed by the EEF School Planning Guide and is focused on high quality teaching, targeted academic support and wider interventions. The 5 priorities and workstreams in the plan are as follows:

- a) Pupils have every opportunity to make great progress, free from disruption.
- b) Barriers to learning and school attendance, are removed.
- c) Children and staff in education settings are supported to manage their own wellbeing.
- d) The quality of teaching is continuously improving in all educational settings, through strong collaboration and high quality professional development
- e) Pupils in York are fluent and confident readers, underpinned by strong communication skills.

6. During 2021-22 the board allocated £57,380 from the School Improvement Commissioning Fund to support the delivery of the plan and it has been agreed to continue to support the delivery of these priorities during 2022-23. During 2021-22 the funding was used to support the Walkthrus launch and to provide subsidised places at the headteacher conference. In 2022-23 £115K has been committed to support the attendance project (£100K) and the Schools Reading Week (£15K).

Allocation of schools causing concern funding

7. The allocation of the schools causing concern funding was reported to Schools Forum in May 2022.

8. In 2021-22 a total of £196,747 was allocated from the £400k schools causing concern fund. It was allocated as follows:

York High School - £73, 162. To continue the support for the STAR centre to reduce permanent exclusions and improve attendance.

Carr Infant School - £9, 755. To develop middle leadership.

St Barnabas – £58,280. The LA commissioned support for the school from the Pathfinder MAT in two phases. Following an initial review that included support for staff in revised leadership roles, an action plan focused on supporting and developing

strategic leadership, improving remote learning and lockdown support, curriculum review and improving classroom practice and culture is being delivered.

St Aelred's - £8,558. The action plan focuses on improving behaviour and attendance.

Naburn Primary - £47,064. To increase leadership capacity to support school improvement.

Other agenda items

9. £65K is retained annually to support the School Wellbeing worker service.

End of year balance and future commitments

10. The information below summarises the end of year position and future commitments for 2022-23:

Brought forward balance from 2021/22	304,000	
Available funding 2021/22	400,000	
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		704,000
Early Talk for York	165,000	
Funding committed by YSAB and transferred in 2021/22	254,147	
Funding committed by YSAB to be transferred in 2022/23	112,430	
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		531,577
Balance at beginning of financial year 2022/23		172,423
Available funding 2022/23		553,000
		<hr/>
		725,423
Less new commitments to date		
Attendance Project	100,000	
Schools Reading Week Project	15,000	
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		115,000
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Balance uncommitted for 2022/23		610,423

Future arrangements for YSAB

11. The board continues to keep its terms of reference, membership and priorities under review and in 2022-23 will do so in the context of the Schools White Paper and the SEND Green Paper.

Recommendations

12. The forum is asked to note the contents of this report.

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