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| **Statutory - requirement to respond:** |
| [Pupil Premium reporting revised statutory requirements updated 30th March 2021](https://www.gov.uk/government/publications/pupil-premium/pupil-premium?fbclid=IwAR1Ax92XrWNNK_bpIecEXK_53f4w3CPJ65p869Flddfi0BV5_R3OTth9gJs)  As part of the [pupil premium allocations and conditions of grant for 2021 to 2022](https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022), schools are now required to:   * demonstrate, from the next academic year, how their spending decisions are informed by research evidence (condition 7) * use the [strategy statement templates](https://www.gov.uk/guidance/pupil-premium-strategy-statements) to publish their pupil premium strategy (condition 8)   **If you currently use the strategy statement, which was previously made available but not statutory, there is only one additional sentence on the template above compared to the previous template. This states *‘remember to focus support on disadvantaged pupils reaching the expected standard in the phonics check at the end of year 1.*’ This is therefore the only difference to consider for your 21/22 allocation and reflect on how your strategy has taken this into account.**  Moving forward, the requirement to demonstrate how spending decisions are informed by research, is required for the next academic year. This current template does not have a specific section on which to comment on that. Either the template will change again for the next year or it will be important to be mindful of this when completing 22/23.  This article reiterates the importance of quality first teaching for disadvantaged pupils.  [Recovery tsar: 'Use pupil premium cash to boost teaching' (schoolsweek.co.uk)](https://schoolsweek.co.uk/use-pupil-premium-cash-to-boost-teaching-says-recovery-commissioner/?utm_source=SFMC&utm_medium=email&utm_campaign=KSLNewsBriefing) |
| **Information to note/consider:** |
| **Department for Education** |
| [Reformed National Professional Qualifications](https://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms/national-professional-qualifications-npqs-reforms)  From September 2021, a reformed suite of NPQs will be available for teachers and leaders who want to develop their knowledge and skills in school leadership and specialist areas of teaching practice. These reforms include:   * reforming the 3 existing NPQs in senior leadership, headship and executive leadership * replacing the current NPQ in middle leadership with 3 new NPQs for teachers and leaders who want to develop their expertise in specialist areas of teaching practice   Scholarship funding to support participants to access the reformed suite of NPQs is planned from September 2021 and details will be confirmed in due course.  Behaviour experts to support schools with poor discipline - GOV.UK (www.gov.uk)  Introduction of behaviour hubs – 10 million pound project |
| **Ofsted** |
| [https://www.gov.uk/government/news/ofsteds-review-of-sexual-abuse-in-schools-and-colleges](https://www.gov.uk/government/news/ofsteds-review-of-sexual-abuse-in-schools-and-colleges?utm_medium=email&_hsenc=p2ANqtz-8P8aGKp5C-Zzvk8djsP7wkx5vl3eQKZelVrZpfxSRtAtrqTdt1VSapVnca75ueg50AqeOVFVqscc2gAW9dlifBPBYIpQ&_hsmi=120495289&utm_content=120495289&utm_source=hs_automation&hsCtaTracking=a5b84b1d-2284-440f-bcdd-6da7816b09db%7Cd90d3033-8f61-4050-987c-ba56f77c7896)  [Ofsted review of sexual abuse in schools - Terms of reference](https://www.gov.uk/government/publications/ofsted-review-of-sexual-abuse/ofsted-review-into-sexual-abuse-in-schools-terms-of-reference)  The government has asked Ofsted to undertake an immediate review of safeguarding policies in state and independent schools and colleges in relation to sexual abuse. The review will look at whether schools and colleges have appropriate processes in place to allow pupils to report sexual abuse concerns freely, knowing these will be taken seriously and dealt with swiftly and appropriately.  [full-ofsted-inspections-expected-from-september](https://www.gov.uk/government/news/full-ofsted-inspections-expected-from-september?utm_medium=email&utm_campaign=govuk-notifications&utm_source=cd212621-461a-4f88-aee8-3b7b43317c12&utm_content=daily)  [Ofsted: coronavirus (COVID-19) rolling update - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update)  [Education-inspections-in-the-summer-term](https://www.gov.uk/government/news/education-inspections-in-the-summer-term)  We have confirmed that the full programme of graded school inspections will resume in autumn 2021.  **From 4 May**, some inspections under the EIF will restart and will take place on site. These include section 8 monitoring inspections of schools graded ‘inadequate’, and those graded ‘requires improvement’ at their last 2 consecutive full inspections.   * inspect schools and further education & skills (FES) providers in the summer term to provide reassurance about how well children and learners are catching up, but it will not resume a full programme of graded inspections until September. * will undertake on-site, lighter-touch inspections in the summer term. Unlike ‘full’ inspections, these visits will allow inspectors to assess how well schools and FES providers are educating their learners and keeping them safe, but they will not result in a grade. * However, where the evidence strongly suggests that a school’s current grade is no longer a fair reflection of its work – for example where the school is graded ‘inadequate’ or ‘requires improvement’ but has clearly improved – inspectors will be able to convert to a full, graded inspection either immediately or later in the term. * Ofsted is currently piloting some limited changes to inspection methods to take account of the challenges raised by COVID-19. An updated set of inspection handbooks with full details of these changes will be published after the Easter break.   [**https://schoolsweek.co.uk/ofsted-monitoring-inspections-find-all-schools-taking-effective-action-but-verdict-limited**](https://schoolsweek.co.uk/ofsted-monitoring-inspections-find-all-schools-taking-effective-action-but-verdict-limited)  [**https://schoolsweek.co.uk/full-ofsted-inspections-wont-return-until-september**](https://schoolsweek.co.uk/full-ofsted-inspections-wont-return-until-september/?utm_source=SFMC&utm_medium=email&utm_campaign=KSLNewsBriefing) |
| **Coronovirus (COVID 19) Catch up premium** |
| [The Challenge for Y1 - a cohort unlike any other that has gone before (earlyexcellence.com)](https://earlyexcellence.com/latest-news/press-articles/the-challenge-for-y1-september-2020/?fbclid=IwAR3vmcHz7bAQ33qG2BVIUqYP1jWmbLcgecbyrwocBkXVcfSTnm4_u5qqRHw)  The vulnerability of the Year one group of pupils is nationally recognised. This article provides interesting questions to consider how provision is particularly adapted for this group of pupils. |

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| F.A.O Senior leaders/Early years lead (preparing for implementation of revised framework September 2021) |
| Free training event focused on ‘Tracking what matters’ via Parbold Douglas C.E Academy, an early adopter school    [Early Years Foundation Stage Statutory Framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2?utm_medium=email&utm_campaign=govuk-notifications&utm_source=65b6ed2e-7aeb-4e01-b38f-f6a0569b42df&utm_content=daily)  Finalised 31st March and due for implementation from September 2021  [The revised EYFS 2021 – Your questions answered – Kinderly](https://kinderly.co.uk/2021/03/30/the-revised-eyfs-your-questions-answered/?fbclid=IwAR3RJazVCTSc3luJvdBsfqbcbSwjze8bo0Vf3PUpWbWPT_5kPK2UI6-Q1-I)  [reception-baseline-assessment-framework](https://www.gov.uk/government/publications/reception-baseline-assessment-framework)  Statutory assessment from September 2021 for reception pupils. Must be completed in child’s first six weeks in school.  [Birth to Five Matters](https://www.birthto5matters.org.uk/?fbclid=IwAR3TR0PrivWMWBPdk40QtVuJA7Q3m9Y_OMOCGcH_ykyAqOfBkhF8jWSguvo)  Non statutory guidance which is still respected and supports conversations about developing EYFS provision in the context of the revised framework. Carrie Cook, via [(1) Early Years Early Adopter Schools 2020 | Facebook](https://www.facebook.com/groups/1677940822384528) has shared this useful comparison with Development matters.    Below is a series of short YouTube clips which support a shared understanding of the rationale for changes to EYFS, Ofsted’s view and a case study from an early adopter. A useful range of resources to support ALL staff in their understanding of the changes and begin conversations about what that means from a subject leader point of view.  [(4) Foundation Years vodcast: Understanding the revised EYFS - headteachers & senior leadership - YouTube](https://www.youtube.com/watch?v=lGlp43PlSJY) [(4) Foundation Years LED events: Reducing unnecessary paperwork - Department for Education - YouTube](https://www.youtube.com/watch?v=gLEebhpRAT4&list=PLtzrKMTdN0cbTUGv6Q4dgaxVbKcH21_y6&index=3)[(4) Foundation Years LED events: Ofsted and the EYFS reforms - YouTube](https://www.youtube.com/watch?v=HSs4U77dZLI&list=PLtzrKMTdN0cbTUGv6Q4dgaxVbKcH21_y6&index=4) [(4) Foundation Years LED events: Early adopter case study - Vicky Dewar - YouTube](https://www.youtube.com/watch?v=mYuciMIOT5c&list=PLtzrKMTdN0cbTUGv6Q4dgaxVbKcH21_y6&index=7)  [Development Matters 2020 (development-matters.org.uk)](http://development-matters.org.uk/)  Available as a published book or FREE DOWNLOAD Working with the revised Early Years Foundation Stage: Principles into Practice Julian Grenier led on the revision of Development Matters for the Department for Education. He has independently written guidance to support practitioners, teachers and settings in understanding and implementing the updated Development Matters. |
| F.A.O Senior leaders/DSL |
| <https://www.gov.uk/government/news/government-launches-review-into-sexual-abuse-in-schools>  A new NSPCC dedicated helpline will provide support and guidance to any victims of sexual abuse in schools. This includes how to contact the police and report crimes if they wish.  Ofsted will undertake an immediate review of safeguarding policies in state and independent schools.  [5 steps you should take straight away - a short video by Andrew Hall](https://vimeo.com/531481078/a81ad25619) |
| F.A.O PSHE lead |
| [https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health](https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health?utm_medium=email&utm_campaign=govuk-notifications&utm_source=4acf9c13-a752-4d42-8dd8-d1ff60362c87&utm_content=daily)  Support and training materials for schools to help train teachers on relationships, sex and health education. (updated March 2021)  [https://www.gov.uk/government/publications/teacher-training-being-safe](https://www.gov.uk/government/publications/teacher-training-being-safe?utm_medium=email&utm_campaign=govuk-notifications&utm_source=0be9f827-3faf-41c8-976f-f6e03ea64d83&utm_content=daily)  Practical training materials for primary and secondary schools to use to train staff to teach about  being safe. (16th March 2021)  [free online training from futurelearn register by 2nd May](https://www.futurelearn.com/courses/pshe-education-how-to-teach-children-to-navigate-a-complex-world) PSHE Education: Helping Children Navigate a Complex World Discover the fundamentals of effective PSHE education pedagogy and planning, including health, sex, and relationships education.  <https://www.pshe-association.org.uk/rsheready>  3 steps to RSHE success guidance and podcasts from the PSHE association  [PSHE association Back to School Support Pack](https://www.pshe-association.org.uk/curriculum-and-resources/resources/back-school-support-packs-ks1-5)  Designed for return to school in March but useful guidance and references to consider implications for the PSHE curriculum in the short and longer term. |
| F.A.O mathematics lead |
| <https://www.nspcc.org.uk/support-us/events-fundraising/social-special-events/number-day/>  Number day – Friday 7th May. Register for a pack of resources. |
| F.A.O Computing/Technology lead |
| [TikTok safety: parent factsheet | Safeguarding Training Centre (thekeysupport.com)](https://cloud.resource.thekeysupport.com/stc-paid-ad-tiktok-factsheet?fbclid=IwAR10eJR8ZFgd3FnHB_P73DuKRT8afdcuPPZLnzme0Y6xsZkQLODrOiGJ2Z8)  TikTok fact sheet freely available – intended for parents – school details will need to be input |
| F.A.O English lead |
| This publication outlines the essential core criteria for systematic, synthetic phonics teaching. It is worth considering your approach in school in the context of this criteria. This is particular important if your website states that your pedagogical approach to teaching phonics is ‘Letters and Sounds’.  <https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation>  This validation supporting documentation covers:   * the 16 essential core criteria published SSP programmes must meet * further explanatory notes * details for publishers of new programmes and those wishing to bring a programme for validation based on Letters and Sounds * timelines for the process * details of the appeals and complaints procedure   This video by the ‘Phonics Queen’ pulls out the key messages from the DfE documentation and some key considerations for schools. It also leads into implications for EYFS given the statutory changes effective from September 2021.  [DfE Guidance on Systematic Synthetic Phonics Programmes and the New EYFS 2021 - Bing video](https://www.bing.com/videos/search?q=the+phonics+queen+youtube&cvid=158e2f7e59f649fbab7fcaeb78b36427&aqs=edge..69i57.7368j0j1&pglt=299&PC=LCTS&ru=%2fsearch%3fq%3dthe%2bphonics%2bqueen%2byoutube%26cvid%3d158e2f7e59f649fbab7fcaeb78b36427%26aqs%3dedge..69i57.7368j0j1%26pglt%3d299%26FORM%3dANNTA1%26PC%3dLCTS&view=detail&mmscn=vwrc&mid=539957867EDAD4B134ED539957867EDAD4B134ED&FORM=WRVORC)  For schools currently working with Letters and Sounds as the basis of phonics teaching, you may also be interested in [further developments by letters and sounds.org](https://lettersandsounds.org.uk/) |
| F.A.O SENCo |
| [Resources listing | SendGateway](https://www.sendgateway.org.uk/resources)  The Whole School SEND Consortium, hosted by nasen, is delivering the Department for Education SEND Schools’ Workforce Support Contract and a randomised control trial funded by the Education Endowment Fund. It brings together schools, organisations and individuals who are committed to ensuring that every child and young person with SEND can maximise their potential.  Of particular interest may be a service they provide which provides an analysis of SEND in your school or for a cluster of schools.  <https://www.gov.uk/government/publications/remote-education-and-send>  This Department for Education publication and video considers the effectiveness of remote education for children with SEND. It is worth considering how your remote learning offer compared during the last lockdown and identify strengths and aspects that could be improved upon. It would be advisable to gather the views of parents with pupils with SEND and consider their feedback as you refine the policy moving forward. |