

# Scrutiny Covid 19 Update 24 March 2021 – Education

Overview of issues/actions Spring term 2021



# Attendance during partial school closures

## Spring 2021 (11<sup>th</sup> Jan–5<sup>th</sup> March)

- **11%** of children on roll attended Ealing state funded schools on average each day in the spring term school closure period (15% primary, 4% secondary, 32% special). This compared with approximately **15%** at National level.
- **40%** of EHCP children attend on average each day (56% primary schools, 28% secondary, 31% special) – compared to **38%** at National level.
- **39%** of children with a social worker are attending (52% primary, 22% secondary, 38% special) – compared to **43%** at National level.

## Notable discrepancies across providers/areas

- The percentage of children attending school ranged from:
  - **1% to 32%** - primary
  - **1% to 14%** - secondary
  - **13% to 44%** - special
- Average attendance was lowest in **Southall primary** schools (**11%**), highest in the Ealing (**18%**) with Acton at 17% and GNP 16%.
- Southall **secondary** schools (2%) also had lower average attendance than schools in GNP and Ealing (both 4%) and Acton (3%)
- Attendance of children with EHC plans has ranged from:
  - 11% to 100% - primary
  - 6% to 55% - secondary
- Attendance of children with social workers has ranged from:
  - 7% to 100% - primary schools
  - 4% to 82% - secondary schools

# Comparison of Attendance: March 15<sup>th</sup>-March 19<sup>th</sup>

## March 15<sup>th</sup> - March 19th Attendance Data

- In the second week back following the wider opening, **92%** of pupils on roll attended Ealing state funded schools on average each day (93% average attendance at primary level, with 91% at secondary, and 82% at special schools)
- This compared with **89%** average school attendance at National level (based on published data from March 11th)
- **86%** of EHCP children attended on average each day (90% primary schools, 86% secondary, 81% special).
- **83%** of children with a social worker attended on average each day (92% primary, 80% secondary, 71% special).

## Ealing Quadrant Comparisons

- Southall **primary schools** had the lowest average attendance in the second week of the wider opening at **91%**. However, there was only a small differential against Ealing (94%) and both Acton & GNP (93%).
- Acton **primary schools** had the lowest EHCP attendance with a **88%** average daily attendance. This compared with Southall (89%), Ealing (91%) and GNP (92%)
- Southall **primary schools** had the lowest children with social worker attendance with a **88%** average daily attendance. This compared with Ealing (91%), Acton (93%) and GNP (96%)



## Education and inequality – main impacts

- Uneven impacts correlate directly with social deprivation and BME factors
- Pre-Covid inequalities have deepened
- Learning recovery gaps are not yet fully known but.....
- Early years developmental gaps are already evident in worst hit areas
- Greater impacts on CYP progressing to technical and vocational courses
- Social and economic impacts on families will cut across all aspects of child development and education
- Demand for mental health and wellbeing services at a premium
- Increased risk of disengagement with education – associated risks



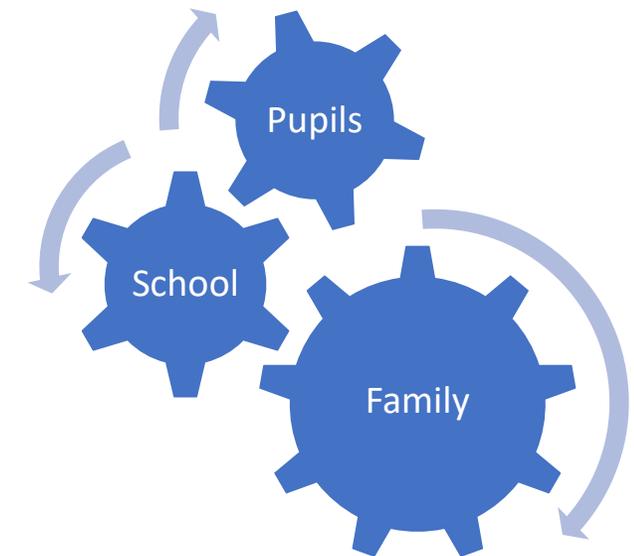
# Education and wellbeing areas for action - ELP

- Strong remote learning offer and support for children/families – pupils may not be as far behind as we thought
- 90% of schools belong to ELP and access wide-ranging support networks to share learning and practice
- Powerful recovery planning through ELP's 2021-2023 plan
- **Learning and achievement** - identifying learning gaps – mobilising shared practices; focused area-based programmes “Southall in Focus”
- **SEN & inclusion** – increase in professional support and access to specialist training; networked support for all SENCos
- **Safeguarding & wellbeing** – enhanced monitoring to identify pupils at risk; extra support and surgeries for safeguarding leads in schools; strong education and social care forum; new plan to reduce risk of youth violence; mental health and wellbeing support programme
- **Progression & pathways** – focus on pupils most at risk of NEET; careers networks every term focused on securing virtual links with employers; new FE offer for low achieving pupils at Ealing Green college; launch of Ealing Cultural Education Partnership to link every school with arts and cultural partners to support learning within and outside the curriculum
- **Recruitment & retention** – targeted campaigns to keep teachers/leaders in the profession



# Mental health and wellbeing – support

- **Training and CPD**
  - Bereavement
  - Psychoeducation
  - Whole school mental wellbeing
- **Parenting workshops & programmes**
- **Mental Health Support teams in 21 schools**
- **Well-being return to mental health programme & grant**
- **Helplines**
  - National Operation Encompass helpline for school staff
  - Local NEW ECIRS consultation line
- **Signposting**
  - EGFL – self-help, apps, podcasts, resources, blogs etc
  - MH and DSL Networks
  - Services



# Early Years education - Covid-19 impacts

- **Children registered for Nursery Education Grant funded** education in Ealing since 2019/20 has **decreased by 7%** in 2020/21
- Those registered for **two year old funded education and childcare** in 2019/20 to February 2021 has decreased by **46%**. Actual attendance figures across early years will be much lower (data not collected for this phase)
- **Low take up or attendance** - inability to attend provision during lockdown - settings/schools being partially closed - family/child isolating - parental concern regarding the safety of the children attending provision.
- **Online learning limitations for children in early years:** children not able to engage/parents not able to support.
- **Restrictions on outreach engagement with parents** in face to face/group conversations which proved very effective in understanding/enquiries/ take up of places (schools, nurseries, children's centre's, health visiting team etc). Identification of vulnerable children and families meaning delay in early interventions.
- **Babies born in lockdown** often are not crawling as they don't have the space to do so. Their social emotional skills may also be delayed, these will be nursery aged children in 2/3 years.  
Virtual development checks by health visiting team make it difficult to identify any issues.



## Early Years education - Covid-19 impacts

- **Increase in safeguarding issues for children** likely to be identified as they start attending early years provision. Increasing numbers of DV cases.
- **Potential of widening entrenched disadvantage**, related to variations in access to early years provision and children starting in reception having had no or limited access to nursery education
- **Many children likely to be below expected levels of development** especially physical development, speaking and listening and social and emotional development (prime areas), including toilet training and weaning off bottle feeding.
- **SEND not identified** before reception means schools having to start referral processes. Waiting lists for specialist services such as SALT will mean children not being assessed and interventions delayed. Schools will need to provide these children with support in house, which will draw on already stretched resources and budgets. Children's needs also not identified before attending nursery.

## Early years - recovery planning

- Phased return to full timetable of face to face activities in children's centres.
- Promote take up of early years funded places with emphasis on those eligible for 2 year old entitlement in partnership with health services, PVI's, childminders, maintained sector and voluntary organisations.
- Transition arrangements for September across all early years phases, including workshop for parents on school or nursery readiness.
- Support and training for schools and settings to address increasing pressures of SEND.
- Phased implementation of Early Years Foundation Stage Reforms – statutory in September 2021

# Additional resources/support for schools and families

- **FSM**

- Voucher scheme ended as schools returned to opening more widely from the 8<sup>th</sup> March
- Food hampers will be offered to those who are unable to attend school due to Covid. Catering providers in Ealing have worked to improve content of food parcels since the autumn

- **Winter grant scheme**

- Extended to include Easter break

<b>Easter Grant Offer</b>	<b>No of children or households</b>	<b>Award amount per child</b>
<b>Vouchers for families eligible for FSM</b>	11,584 children	£30
<b>Families with children under 5 on HB/CTR</b>	1500 households	£20
<b>Estimated LWA spend for March 2021</b>	Tbc	tbc

- High take up of offer, service continue to work to identify eligibility
- Continued increases in eligibility for FSM



# Additional resources/support for schools and families

## Devices and Wifi Access

- By February, schools reported high levels of engagement with home learning and coordinated distribution/sourced devices and internet access for students
- Schools continue to offer remote learning where children are unable to attend school due to shielding, or self isolation.
- Access to devices was a continued focus with the LA monitoring and supporting schools to access LGFL and DfE schemes.
- LA explored early stage options around coordinated procurement however timescales and access to supply were prohibitive
- Signposted schools to grants and other supply



# Additional resources/support for schools and families

## Holiday Activities and Food (HAF) Programme

In November 2020, the Government announced that the Holiday Activities and Food (HAF) programme, which has provided healthy food and enriching activities to disadvantaged children since 2018, will be expanded across the whole of England in 2021.

- The DfE will be providing grant funding to all local authorities across England to coordinate free holiday provision - including healthy food and enriching activities - for children who receive benefits-related free school meals (FSM), for school age children from Reception to Y11.
- It will be optional for eligible children to attend this provision if they wish. No minimum reach or attendance specification by DfE.
- Eligible children should be offered provision in total for:
  - a) 4 hours per day
  - b) 4 days per week
  - c) 6 weeks in total (1 week Easter & Christmas and 4 weeks Summer)
- Local authorities and their providers will have flexibility about how they deliver this.

Funding Allocation Financial Year			
	Current LA Allocation	10% Management	HAF Delivery Budget
20/21	£128,620	£12,862	£115,758
21/22	£1,150,370	£115,037	£1,035,333
	<b>£1,278,990</b>	<b>£127,899.00</b>	<b>£1,151,091.00</b>

For 11,700 children, this equates to £98.38 per child to fund all holiday periods

## Aims of HAF for children attending provision

- ❖ To eat more healthily
- ❖ To be more active
- ❖ To take part in engaging and enriching activities
- ❖ To be safe and not to be socially isolated
- ❖ To have greater knowledge of health nutrition; and
- ❖ To be more engaged with school and other local services.

## Free School Meal Numbers

Currently unknown how DfE calculated the funding allocation  
FSM figures August 2020 - **10,486**

FSM estimated figures for Easter 2021- **11,700**

## HAF Easter Programme

### A. Virtual Offer

- I. Online activities and practical workshops
- II. Activities brochure
- III. Holiday Activity Token (HAT)

### B. Face to Face provision for children and young people

C. **Targeted** provision for children and young people in geographic areas of greatest need and for children and young people with SEND

## “Southall in focus”

ELP is bringing services together to build community resilience

Public health

Education

Social care

Early years

Skills and employment

Voluntary sector

Let's Go Southall



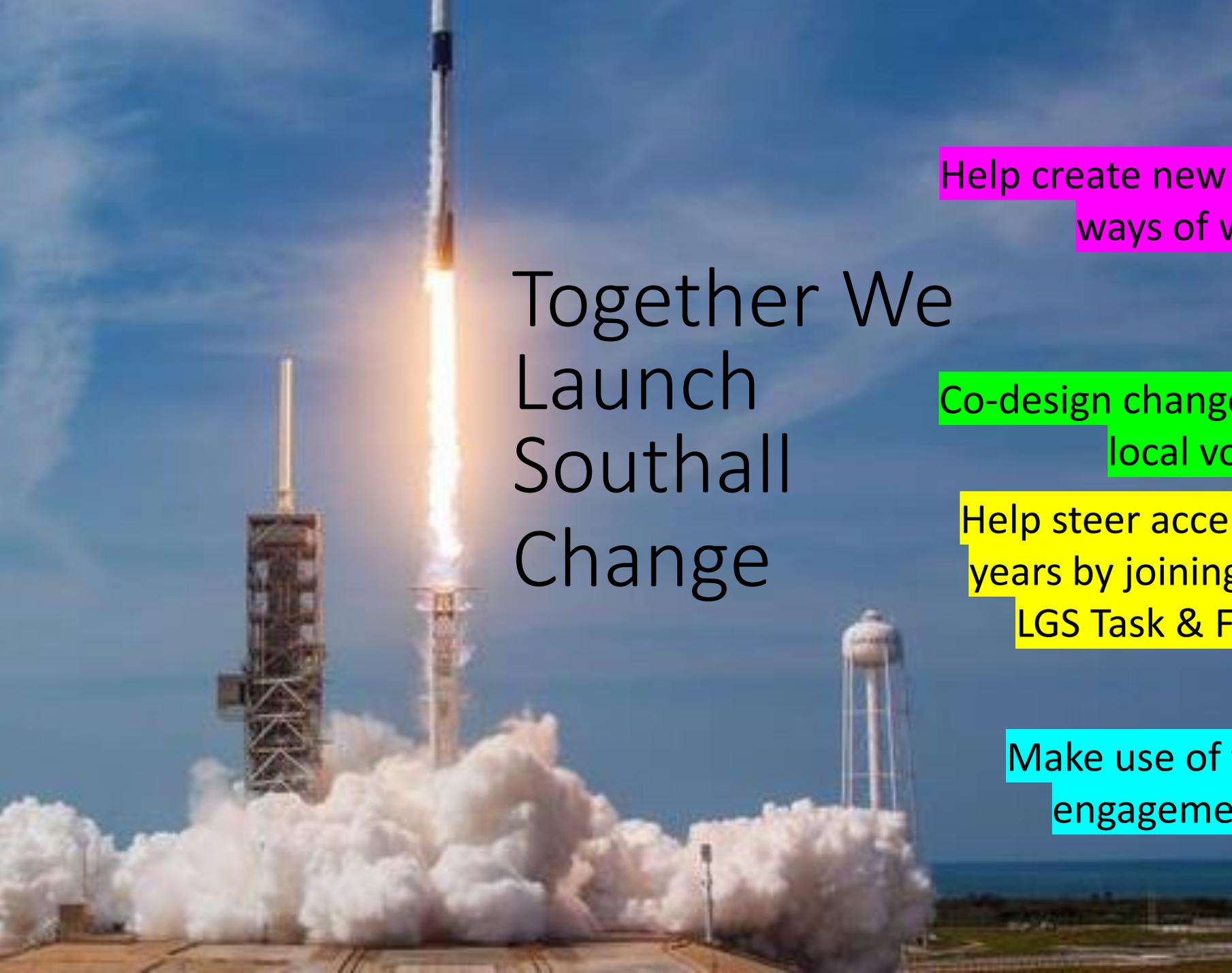
## “Southall in focus” – disproportionate impacts

- Significant exacerbation of inequalities around health
- Disproportionate impact from COVID infection
- Inequality in testing and vaccination take-up
- Low pupil attendance during periods of partial closure and high CME
- More limited access to remote learning offer
- Dramatic decline in numbers accessing 2 year-old funded childcare
- Transition from early years to reception problematic
- Language developmental delay
- Phonics and early reading impacts
- Domestic abuse; family breakdown and mental health
- Unidentified SEND needs
- Behaviour and social interaction issues

## Role of schools in facilitating recovery and transformation

- Promoting school attendance through positive engagement / messages to parents about Covid and safety
- Support for early years to address learning / developmental gaps
- Mental health / EHWP support for pupils to reintegrate into school including opportunities for socialisation and play
- Learning recovery support to address the growing achievement gap
- Linking young people to directly to skills for jobs pathways
- Support for parents in terms of adult learning, mental health, domestic abuse, bereavement and finances
- Active life-styles and social connectedness
- Connecting with Let's Go Southall enablers and super-organisers





# Together We Launch Southall Change

Leadership, Learning,  
Working Together

Help create new leadership and ways of working

Co-design change – bringing in local voices

Help steer acceleration over 5 years by joining the 3 weekly LGS Task & Finish group

Make use of the new social engagement interface



Other LDPs



Our People



# Awarding qualifications in summer 2021

(A/AS level, GCSE and Vocational & Technical (VTQ))

- **Initial guidance** on how grades will be awarded was **published by DfE on 25 February 2021**
- The overall aim of the measures are: to **ensure grades awarded are 'a reasonable exercise of academic judgement of the students' demonstrated performance.'**
- **A range of evidence** can be used including **assessments to be published by exam boards** at the end of March 2021
- Exam boards to publish **quality assurance** guidance in March 2021.
- Students made aware of the evidence used before the grade is submitted, but not the grade
- **Results days:** A level 10 August 2021 GCSE 12 August 2021 (VTQs also published on these dates)
- Students may ask the school to submit a **formal appeal to the exam board**
- The system is likely to lead to **grade inflation** and a **high number of appeals**

