



ENFIELD
EDUCATION
SERVICE

Thursday 13th January

AGENDA

- 1 Welcome
2. School Funding Financial Update
3. Traded Services update - Brochure
- 4 . COVID19 update including schools guidance, Omicron & vaccinations
5. Ofsted update & deferrals
6. Anna Freud Link programme
7. DfE/Enfield Attendance project
8. School pupil census update – area cluster meetings re pupil numbers
9. Professional Learning Update
10. Holiday & Food Programme– Christmas
11. Enfield Autism Advisory Service
12. AOB – Reduced Timetables

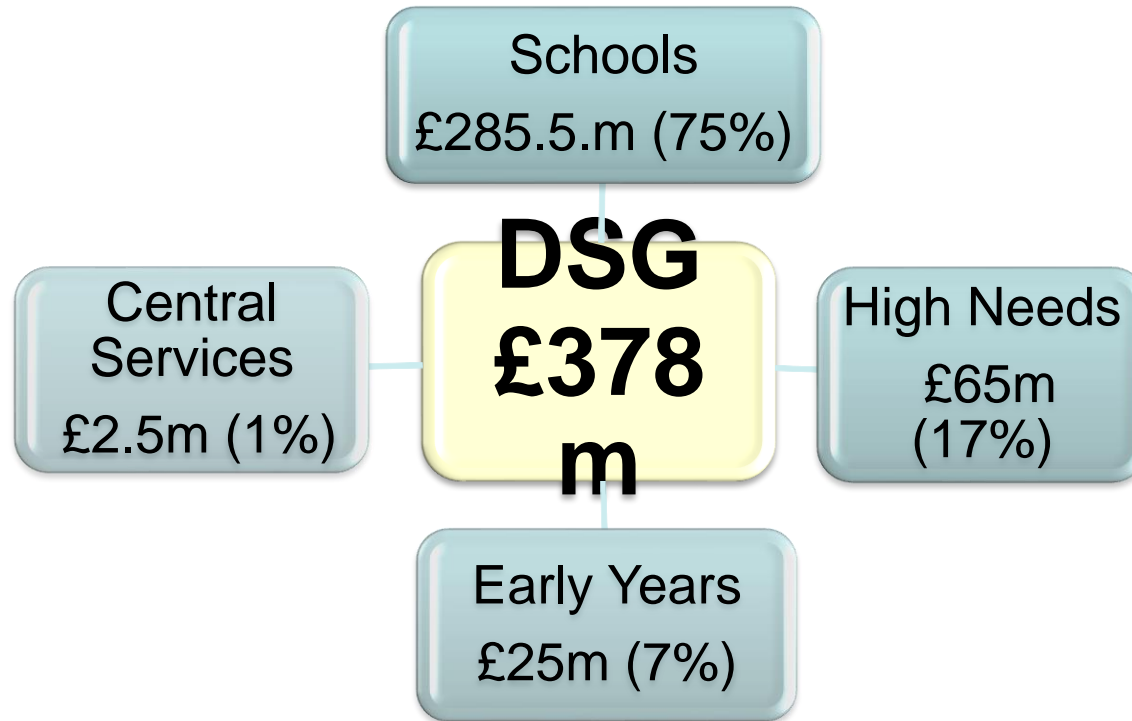
School Funding

13 January 2022



Dedicated Schools Grant (DSG)

Funding levels- 2022/23



DSG required to fund and support pupils in all schools, i.e. maintained, academies, free schools and private, voluntary and independent provision for Early Years and High Needs

Schools Block– 2022/23

Mainstream Funding

- Principles for final settlement as previously reported
- Funding changes due to use of October 2021 Pupil Census:
 - Pupil numbers down by 961 **(-1.9%)**
 - Free school meals eligibility (FSM) up by 1,992 **(+4.5%)**
 - Impact lower level of overall funding

Local Funding Formula

- Funding gap due to:
 - Increase amount required for: FSM, Ever6 eligibility and PFI Schools' contribution
 - Transfer from Schools to High Needs block for schools with high number of pupils with EHCPs
- Following discussion with the Education Resources Group funding gap being addressed by:
 - Setting the minimum funding guarantee at 0.5%
 - Reducing the per pupil unit rate by 0.2%

Additional funding following Spending Review

- Separate supplementary grant
 - Aim to support cost pressures
 - Enfield's Indicative allocation for is £8.23m
 - Formula for allocation: Pupil numbers, Ever6FSM and lump sum
 - Confirmation of final allocation awaited

Central Services Schools Block (CSSB)

- A decrease of £50k (2%)

High Needs Block

- Final settlement an increase of £5m (8.23%)
- Separate supplementary grant of £2.5m (4.22%) (tbc) to support:
 - Demands on High Needs block
 - Cost pressures

Early Years

- Hourly rate for 3/4 year olds increased by 17p and 2 year olds by 21p
- Distribution of the hourly rate for 3 /4 year olds as follows:

Factors	Rate per Hour (2021/22)	Rate per hour %	Rate per Hour (2022/23)	Rate per hour %	Variance
Basic hourly rate per child	£5.240	90.97%	5.4000	91.06%	£0.16
Deprivation	£0.120	2.08%	0.1100	1.85%	-£0.01
Inclusion	£0.110	1.91%	0.1200	2.02%	£0.01
Inclusion Fund Plus/Conting	£0.010	0.17%	0.0100	0.17%	£0.00
Central Support	£0.280	4.86%	0.2900	4.89%	£0.01
TOTAL	£5.760	100%	5.9300	100.00%	£0.17

Other Grants – 2022/23

Pupil Premium

- Increase of 3%

Pupil Premium	21/22	22/23	Increase	%
Prim Ever6 FSM	1,345	1,385	40	3%
Sec Ever6 FSM	955	985	30	3%
LAC	2,345	2,410	65	3%
Post LAC	2,345	2,410	65	3%
Service Children	310	320	10	3%

Other Grants

- Information about other grants for schools is still awaited
- LA School Improvement Brokerage Grant to be halved for 2022/23 and ceasing the following year

Headteachers Briefing

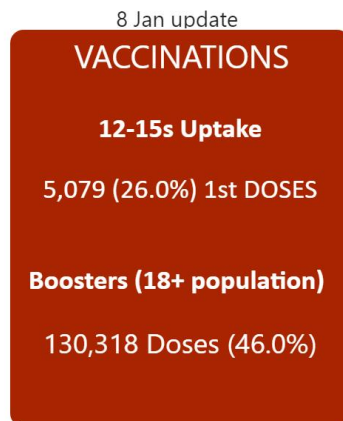
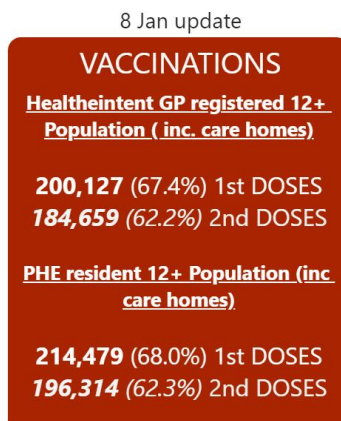
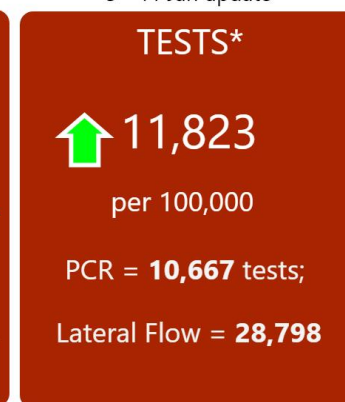
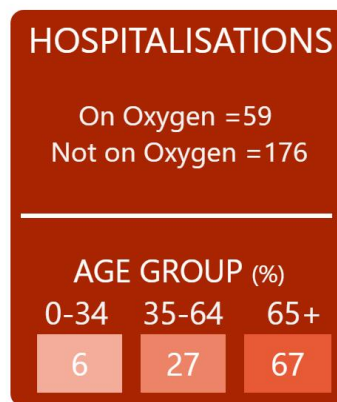
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Enfield COVID-19 Dashboard (04- 10 Jan 22)



CASES = 06 Mar 20 - 10 Jan 22
DEATHS = 30 Mar 20 - 24 Dec 21

5 - 11 Jan update



*ONS weekly mortality records compared with 2015- 19 deaths.

#North Central London include Camden, Barnet, Enfield, Haringey & Islington

Change since last week of data



Summary of new guidance

- A positive LFD test no longer needs confirmatory PCR. If an individual is symptomatic and has a negative LFT they should still seek a PCR test.
- Reduction in self isolation from 10 to 7 days – providing LFT (-) on days 6 & 7. Release before 10 days based on 2 negative LFTs 24 hours apart.
- Do (LFT & PCR) test within 90 days of COVID infection (rather than not test)
- Face coverings in all indoor areas of secondary schools

Regular messages to remind

- Vaccination – children/ staff / community
- Testing – twice a week (e.g. Sunday/ Wednesday) unless advised to do daily
- Don't attend school if unwell

Vaccine hesitant staff

How would you like support to tackle this?

If your member of staff would like a 1-1 conversation with Dr. Charlie Dearman (Public Health Registrar) please email

Charlie.dearman@enfield.gov.uk

Other useful info:

<https://northcentrallondonccg.nhs.uk/my-health/covid-19/frequently-asked-questions-faqs/>

Reminder: Thresholds

When met contact corona.virus@enfield.gov.uk and LCRC lcrc@phe.gov.uk

These are trigger points to review current measures and introduce further measures

Special Schools

- 2 children, pupils, students and staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period

Mainstream Schools

- 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period
- 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

When to contact corona.virus@enfield.gov.uk

- If you have a query
- If you've reached the threshold
- If you need to move a class to remote

Continuous measures (use at all times)

- Hand washing
- Cleaning
- Ventilation
- Regular communication with school community
- Twice weekly LFD testing
- Order and distribute LFDs
- Messaging not to attend school if unwell & seek PCR test
- Limit large gatherings e.g. assemblies, events, large staff meetings (at discretion of HT)
- Encourage vaccination for staff and eligible students as best way to protect education

You should:

- 1 Ensure good hygiene for everyone.
- 2 Maintain appropriate cleaning regimes.
- 3 Keep occupied spaces well ventilated.
- 4 Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.

Measures to introduce once thresholds met (for an initial 2 week period followed by review)

If cases reduce return to 'continuous measures'

If cases remain static keep measures for a further 2 weeks

If cases increase speak to Enfield Public Health and LCRC

All schools

- Request that affected class all do daily LFD tests for 7 days. Followed by routine twice weekly testing.
- Create bubble around affected class/ year grp to limit contact with rest of school community e.g. remote assemblies/ separate lunch/ play areas. If this is not possible do as much as you can.
- Limit visitors into the affected class/ year grp for the 10 day period.
- No school outings.
- Hold staff meetings remotely.
- If you send class home due to high covid cases – this is for 10 days & no key children provision.

Secondary specific

- As above.
- Increase vaccination uptake and encourage those who have not been vaccinated.

Questions

- Do you have ideas about how we could increase demand for vaccination?
 - Weekend clinics
 - Engagement with parents at pick up
- We would like to continue to have good understanding of impact of COVID infection on school pupils and staff - we will be sending though a very simple short survey?
- We also want to know how many unvaccinated teachers in schools.

Vaccination of 12-15s – 2nd Doses

- Current offer
 - All 12-15s eligible for 2 doses (12 weeks post 1st dose or +ve PCR)
 - BEH will be re-visiting 42 schools (dates agreed with schools)
 - Consent – online & portal is open for the cohorts with school ID
 - BEH are providing additional out of school clinics 14th Feb Half-term
 - 12-15s are able to use National Booking Service
 - School support for consent returns for Covid and Flu vaccines

1. Under 18's			
12 – 15 year olds	24.8% (16,249) Children vaccinated in schools	36.2% (27,172) First doses administered (overall)	7.4% (2,013) Second doses administered
16 – 17 year olds	48.8% (17,193) First dose uptake	31.75% (11,199) Second dose uptake	100.0% (931) Booster dose uptake

Useful links

- BEH school age vaccine provider

Beh-tr.enfieldimmunisationteam@nhs.net Tel: 0208 702
3324

- NCL FAQs

<https://northcentrallondonccg.nhs.uk/my-health/covid-19/frequently-asked-questions-faqs/>

- National booking service:

<https://northcentrallondonccg.nhs.uk/another-chance-for-12-15-year-olds-to-get-vaccinated-against-covid-19/>

- School guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1044890/Schools_guidance_January_2022_.pdf

- Stay at home guidance

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

Anna Freud Schools Link Programme: Update



Anna Freud
National Centre for
Children and Families



Department
for Education

Suzy Francis
Strategic Lead for the Link
Programme in Enfield

www.enfield.gov.uk

Striving for excellence



Aim of the Link Programme

‘To bring together local leaders in education and mental health to identify the support required by children and young people in their area, so they get the help they need, when they need it.’

[Link to the Link Programme Brochure](#)

The Process



**SURVEY
OF SCHOOLS
& FE COLLEGES**



**STRATEGIC
CONSULTATION
MEETING**



**TAILORED
SUPPORT
SESSIONS**

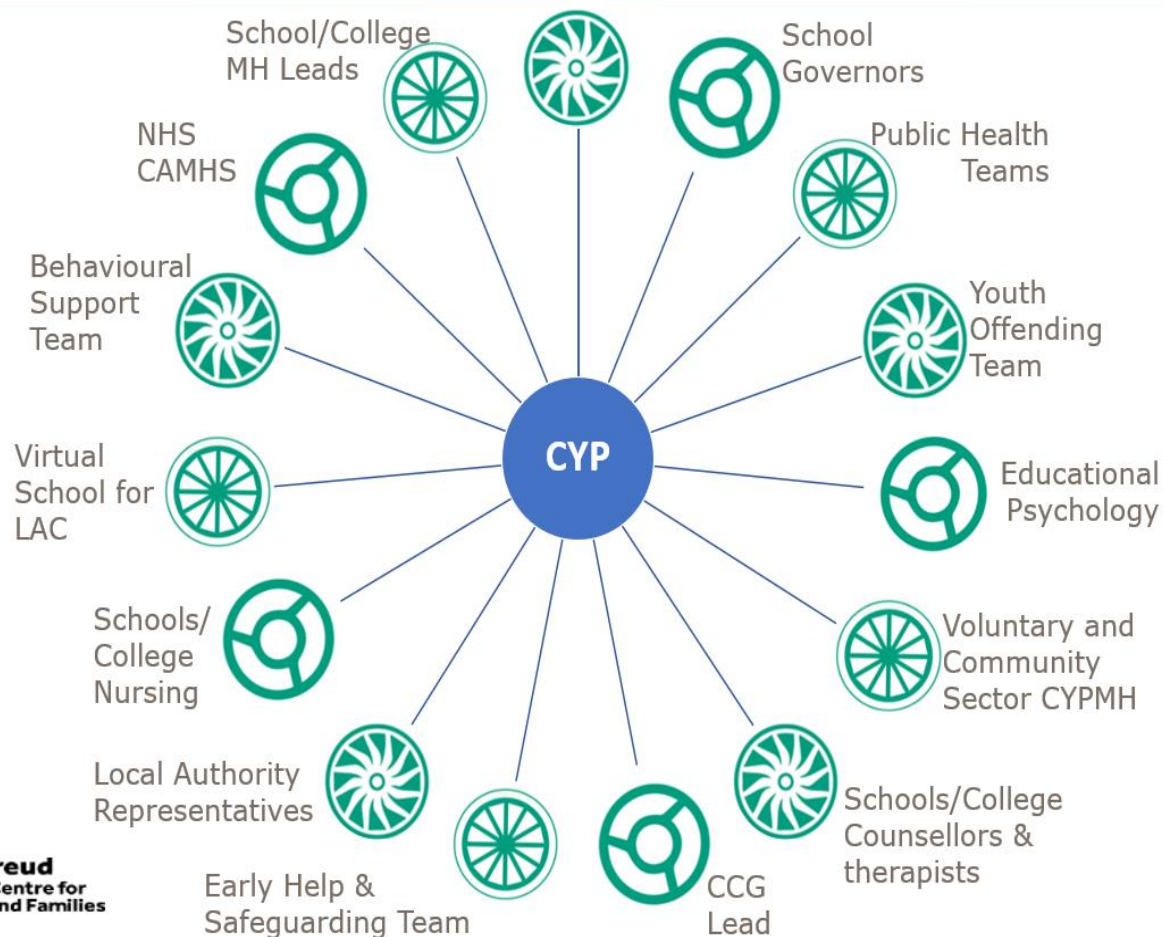


**REVIEW
MEETINGS**

2. Systemic Consultation Meeting 27/1/22

Anna Freud National Centre for Children and Families

Link Programme strategic consultation meeting



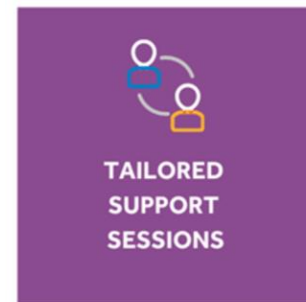
We have 28 sign ups for this initial meeting:

Oaktree
Bush Hill Park
Enfield County

+ 25 partners
across Education,
Health, Social Care
and Private &
Voluntary Sector

		MAJOR CHALLENGE	ELEMENTS OF GOOD PRACTICE	WIDESPREAD GOOD PRACTICE	GOLD STANDARD
C	Clarity on roles, remit and responsibilities of partners* involved in supporting CYP mental health	No shared knowledge of the range of support available and poor links between partners	Some shared knowledge of the range of support available and some links between partners	Shared knowledge of the range of support available and good links between partners	Full mapping of all sources of support kept up to date and accessible with strong links between all partners
A	Agreed point of contact and role in schools/colleges and CYP mental health services	No identified points of contact	Some identified points of contact with some partners	Agreed and shared points of contact with most partners	Agreed and shared points of contact with all partners that are kept up to date as staff change
S	Structures to support shared planning and collaborative working	No structures to support shared planning and collaborative working	Steering group/partnership agreement or other structure to support shared planning and collaborative working but membership attendance patchy or frequently cancelled	Steering group/partnership agreement or other structure to support shared planning and collaborative working but not fully linked to other groups	Steering group/partnership agreement or other structure to support shared planning and collaborative working, embedded well with other relevant groups
C	Common approach to outcome measures for young people	No shared outcome measures and no sharing of information	Some overlap of outcome measures, but no shared information	Most shared outcome measures and limited sharing of outcomes	Routine use of shared outcome measures and some interventions
A	Ability to continue to learn and draw on best practice	No forum for shared learning	Some sharing at joint events with some partners or access to good practice networks but limited	Widespread sharing of best practice with most partners but not always acted upon	Widespread sharing of evidence-based best practice with all partners that drives initiatives
D	Development of integrated working to promote rapid and better access to support	Little to no integrated working and complicated and/or slow paths to support	Some integrated working with partners to improve access despite complicated and/or slow paths to support	Widespread integrated working with most partners to improve access with clear paths to support	Widespread integrated working with all partners to improve access with clear and/or rapid paths to support
E	Evidence-based approach to intervention	Little or limited training available to support intervention, and not grounded in evidence	Some routine training available, but not always evidence based and some interventions	Most staff accessing regular targeted training with interventions in place	Clear training programme for all staff with some joint training alongside interventions

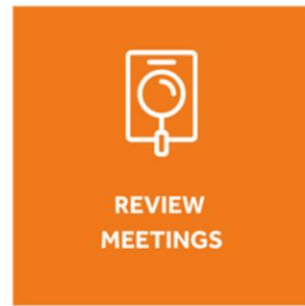
3. Tailored Support Sessions (dates: 24/2/21, 3/3/21 & 17/3/21)



- They can be:
 - **Large workshops:** up to 50 schools/ FE colleges and 20 mental health professionals.
 - **Smaller, facilitated discussions:** up to 20 education and mental health professionals.
 - **Online learning modules:** accessible to all education and mental health professionals in the locality or targeted at specific groups.

Link to sign up for these on the hub - [LINK](#)

4. Review Meetings (dates tbc)



- The Anna Freud Centre will convene review meetings at three and six months.
- Progress towards goals will be reviewed and documented.
- The purpose of these meetings will be to review what progress has been made, where challenges lie, and how they can be overcome.

2023/24 Consultation on Admission Arrangements and PANS

www.enfield.gov.uk

Striving for excellence

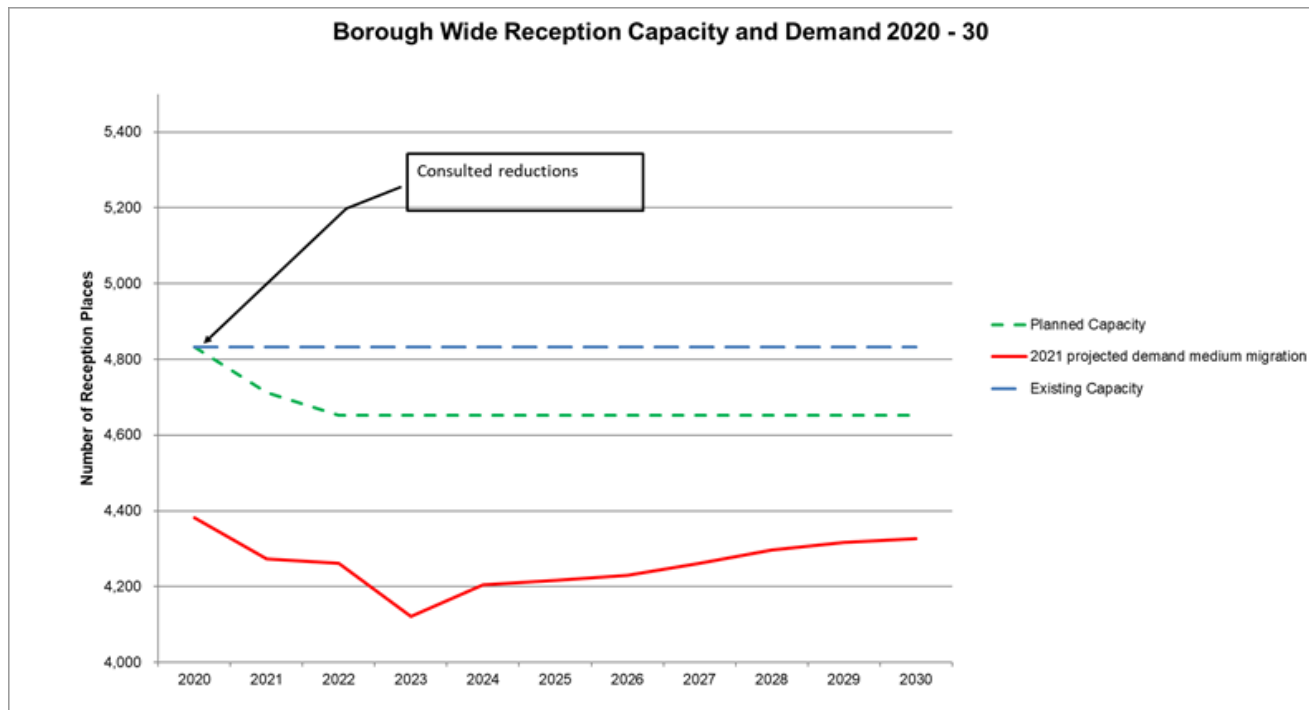


SCHOOL	ADMISSION AUTHORITY	PROPOSED CHANGE	CLOSING DATE FOR CONSULTATION
SECONDARY			
Enfield County	Community (Local Authority)	<ul style="list-style-type: none"> • Proposal to become co-ed in 6th form. • PAN for external entrants to the 6th form of 25 	31.1.22
Enfield Grammar	Academy (Governing Body)	<ul style="list-style-type: none"> • Proposal to become co-ed in 6th Form • PAN for external entrants to the 6th form of 20 • Change in criteria - removal of inner and outer circle priority and move to distance • Minor amendments to oversubscription criteria to comply with the 2021 School Admissions Code 	28.1.22
PRIMARY			
Brimsdown	Academy (Ivy Learning Trust)	<ul style="list-style-type: none"> • Reduction in PAN from 90 to 60 • More detailed guidance in relation to definition of staff member criterion 	31.1.22
Chesterfield	Academy (Enfield Learning Trust)	<ul style="list-style-type: none"> • Reduction of PAN from 90 to 60 	14.1.22
Churchfield	Academy (Ivy Learning Trust)	<ul style="list-style-type: none"> • Reduction in PAN from 90 to 60 • More detailed guidance in relation to definition of staff member criterion 	31.1.22
Eastfield	Academy (Ivy Learning Trust)	<ul style="list-style-type: none"> • Greater clarity in relation to definition of staff member criterion 	31.1.22
Lavender	Academy (Ivy Learning Trust)	<ul style="list-style-type: none"> • Greater clarity in relation to definition of staff member criterion 	31.1.22

Lavender	Academy (Ivy Learning Trust)	<ul style="list-style-type: none"> Greater clarity in relation to definition of staff member criterion 	31.1.22
Walker	Academy (Ivy Learning Trust)	<ul style="list-style-type: none"> Greater clarity in relation to definition of staff member criterion 	31.1.22
St Monica's	Voluntary Aided	<ul style="list-style-type: none"> a new oversubscription criterion which ensures that when applications for baptized Catholic children without a Certificate of Catholic Practice are being ranked, those applicants with a sibling already at the School are given priority a correction to oversubscription criterion 8 so that the reference to catechumens clearly applies to children who are themselves catechumens rather than their parents Detailed guidance in relation to applications from children who live between two addresses. 	28.1.22
Wolfson Hillel	Academy (Jewish Community Academy Trust)	<ul style="list-style-type: none"> Priority for reception for up to 45 children who are registered pupils at the school's nursery. PAN to remain at 60. 	30.1.22

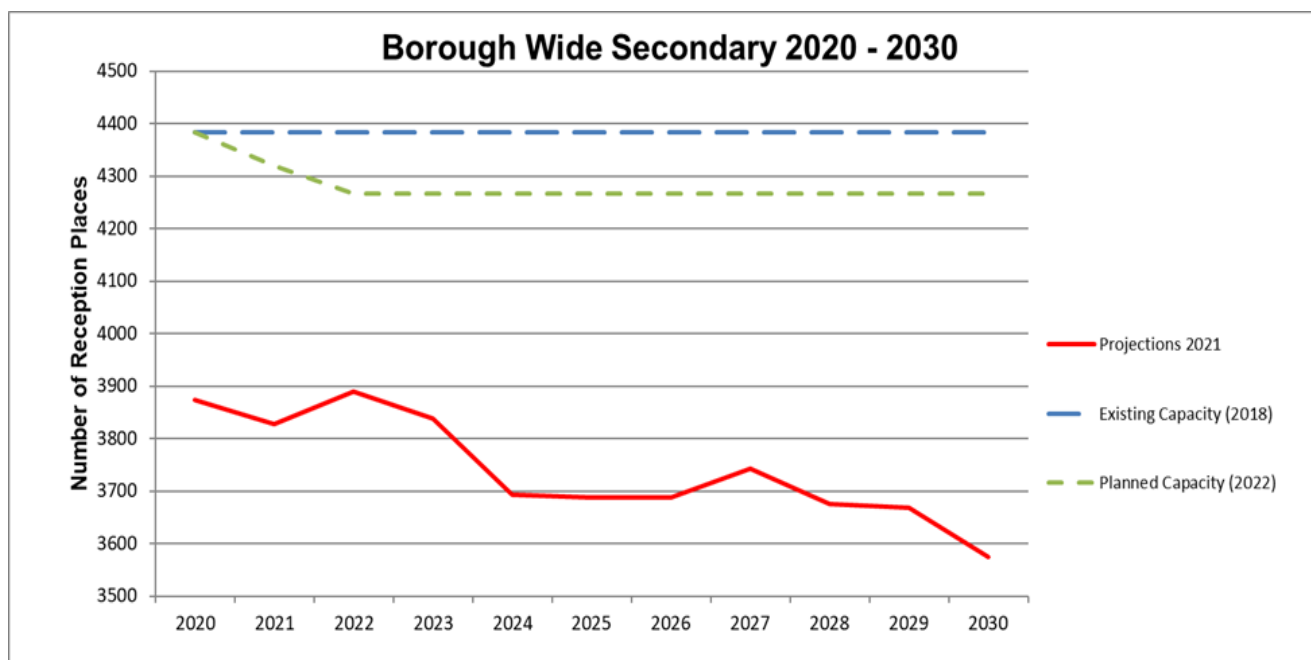
Primary Pupil Projections

Based on Jan 21 Census



Secondary Pupil Projections

Based on Jan 21 Census



Summary of Impact

- Significant decrease in demand
- Over three 300 surplus places at reception and over 1000 surplus places across the Primary sector
- Low births
- Primary Schools affected mainly in the East and on the borough borders
- Impact will begin to affect Secondary sector within two years

Key Strategy Moving Forward

- Work with schools on an individual basis including reducing the PAN as needed on an permanent and temporary basis as required.
- Develop 'School Clusters' to consider local issues affecting particular parts of the borough – including considering the following;
 - PAN reductions
 - Possible mergers
 - Shared resources
 - Vertical integration of class ages
- To continue to provide financial consultancy support to schools facing financial challenges due to a reduction in numbers.
- Although school closures are possible, this will be avoided if at all possible
- Consider the impact of specific housing developments on pupils numbers
- Maximise the use of school premises for other uses including supporting the expansion of SEND provision and other appropriate services.

DfE Attendance Advisor

Spring Term 2022



DfE Attendance Advisor Offer

- support a review of the existing approach to managing absence and persistent absence across Enfield
- work with the LA to address any barriers, and share best practice.
- provide an opportunity, as a pathfinder, for Enfield to feed into the longer term reform of the school attendance system, and help to shape future changes.

Timeframe

- December 201 – meeting with LA to outline brief
- January 2022 – LA to submit self assessment and action plan together with any supporting documentation
- 1st February – Site visit from Attendance Advisor to meet with LA and key stakeholders to include:
 - Primary, secondary and special school head and/or attendance lead
 - Two representatives from MATS
 - School Nursing and CAMHS leads
- February/March – feedback from Advisor

ENFIELD
PROFESSIONAL
LEARNING



Enfield Professional Learning

13.1.22

Anna.Vaughan@enfield.gov.uk

Secondary English



- Teaching Unseen Fiction for GCSE 27.1.22
- Teaching Unseen Non-fiction for GCSE 10.2.22
- Vocabulary – Principles & Practice 28.3.22

All 4-5.30 pm

[Link to all 3](#)

<https://www.englishandmedia.co.uk/>

Effective Learning Strategies - All



➤ 17.1.22 [Link](#)

➤ 10.3.22 [Link](#)

Both 4-5.30 pm

<https://www.learningscientists.org/>

Leadership



- A whole school approach to emotional health and wellbeing – Laura Pearce, Hazelbury 15.3.22 & 22.3.22 2.30-4 pm [Link](#)
- Coaching to Drive Success – Kathleen Cushnie, Hazelbury 4 dates starting 24.2.22 [Link](#)
- Brave Leadership – Zoe Hussain, Chesterfield 25.2.22 & 11.3.22 1-3.30 pm [Link](#)

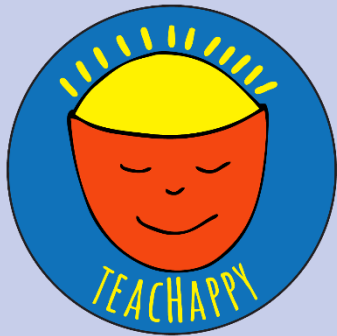
Leadership – Series of Thought Leaders

2 each term



- Leadership awareness – Know your team – Julie Rees 9.2.22 2-3 pm [Link](#)
- What is most personal is most universal – Vic Goddard 16.3.22 2-3 pm [Link](#)





Wellbeing for Educators – Looking after your most precious resource: yourself

- 3 session program 21.2.22, 1.3.22 & 7.3.22

All 1.30-3 pm [Link](#)




Those That Can

<https://www.teachhappy.co.uk/>

<http://www.thosethatcan.net/>

Primary Curriculum Subjects



- Class teacher 3 session program for each subject
[Link](#)

Art		Computing		DT	
English	Geography	History	Maths		
MFL	PSHE	RE	Science		

Inclusive Pedagogy – primary

- 3 session program – 8.2.22, 8.3.22 & 29.3.22

All 2-3.30 pm [Link](#)

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Written for
Enfield

Safeguarding



- Safeguarding update for special schools –
18.1.22 1.30-3.30 pm [Link](#)



- Online Safety Update – 25.3.22 9.30 -11 am
[Link](#)

<https://www.ecplimited.com/>

<https://www.esafety-adviser.com/>

Relationships & Sex Education Support for Schools

Spring term

1. Approaches to teaching and learning around puberty
2. Online safety
3. Approaches to discussions of race in the classroom
4. Approaches to teaching sex education in year 6 & FGM
5. County Lines & knife crime
6. Sexualities & different families

Contact professional.learning@enfield.gov.uk if interested / have questions



Department
for Education

Holiday Activities and Food Programme (HAF)

www.enfield.gov.uk

Striving for excellence

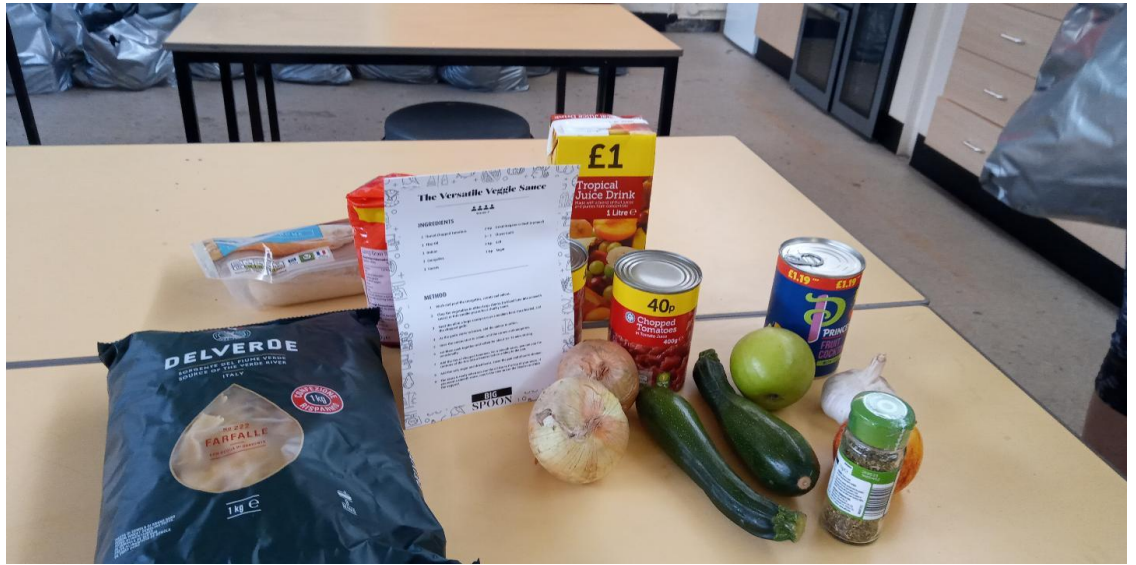


Aims of the HAF programme



Winter 2021 programme

- HAF programmes ran from 18th – 30th December 2021.
- 23 programmes ran across the borough – a range of school provision, private companies hiring school premises, the Youth Service, community groups and childcare providers.
- Activities included cooking, physical activities, day trips, pantomime, music and arts and crafts.
- At least one hot meal was provided per child per day.
- Enfield Food Alliance introduced us to Cooking Champions and Smokey Okey who delivered hot meals directly to the venues.
- The Felix Project delivered surplus food to 11 providers which was then distributed to families. 2205 kg of food in total.
- Data is still being analysed!



How to get involved

1. Promote the programme to all those eligible in your school
2. Apply to run a programme yourself using your school staff or an organisation already known to your school e.g. your after school club provider
3. Rent your premises to an organisation who will run the provision at your school for your children only or open up for anyone in Enfield eligible to attend
4. Partner with the Youth Service if you are a secondary school

The next programme is Spring 2022 covering the school Easter holidays – applications will open before the end of January

Thank you for your support

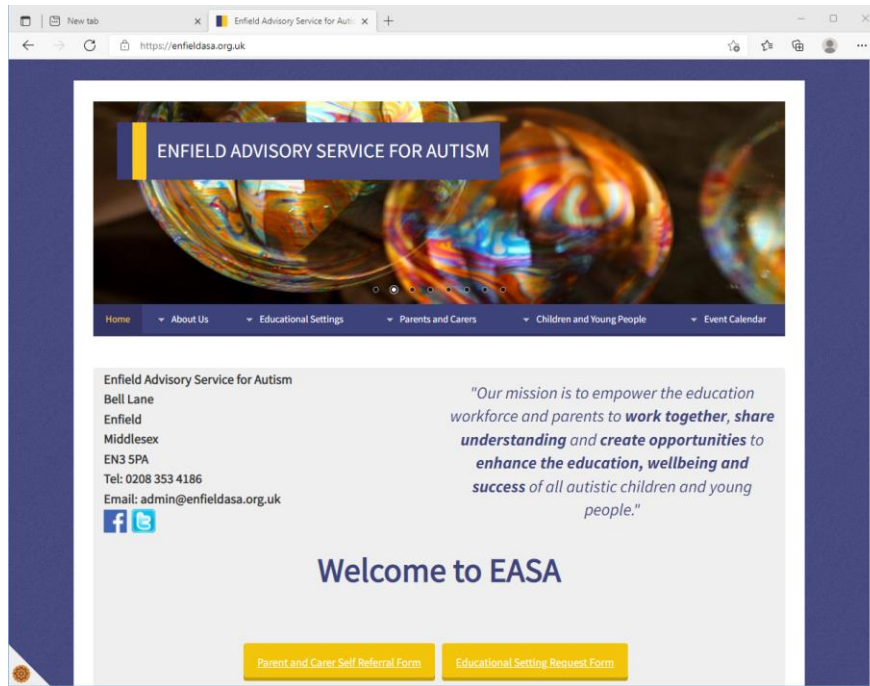
Contact

- HAF@enfield.gov.uk
- Stacey Mitchell –020 4528 9948
stacey.mitchell@enfield.gov.uk
- Sharon Davies – 07944 038596
Sharon.davies@enfield.gov.uk

EASA update for HT Briefing

Dr Rachel Walker, Head of EASA
January 2022

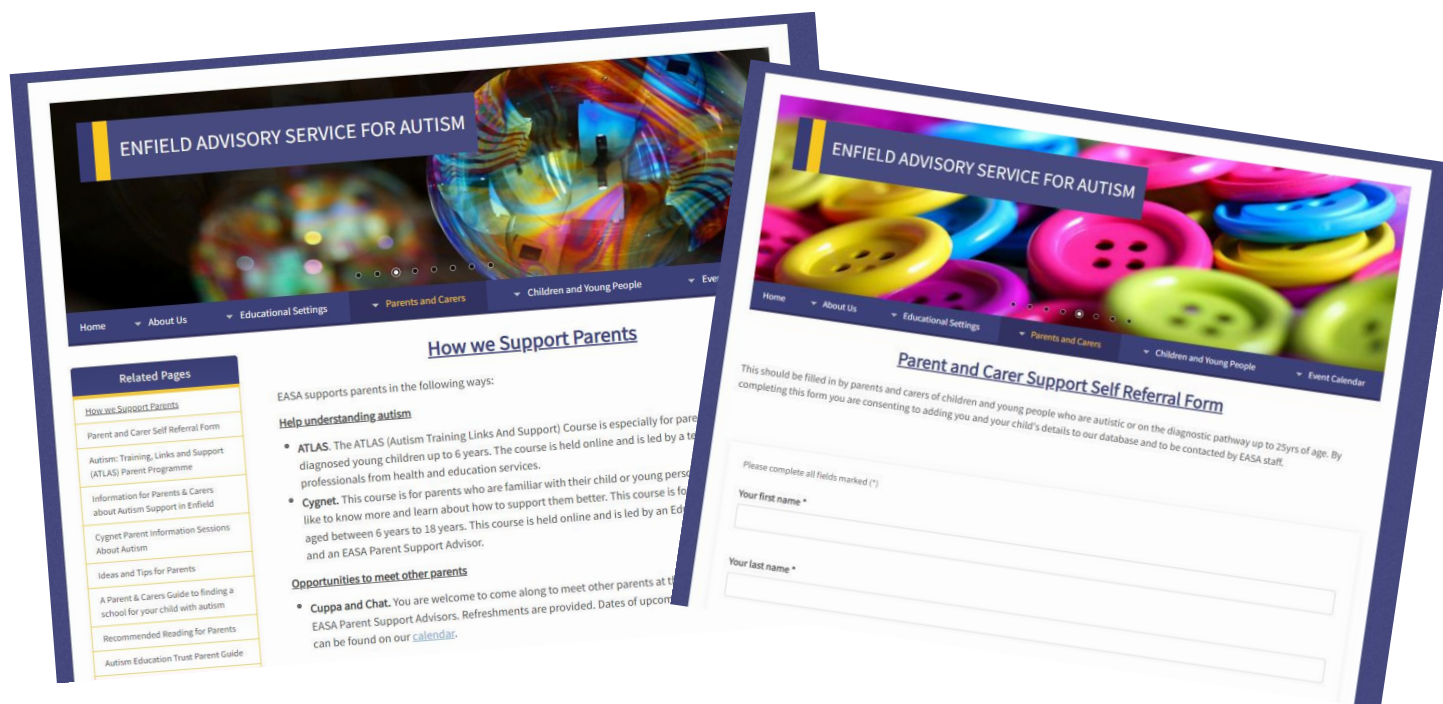
Updated website: www.enfieldasa.org.uk



Support and advice for educational settings



Support and advice for parents



Autism Education Trust – free downloads



Autism Schools Project

- National Health Service England (NHSE) project to improve autism understanding and provision
- London phase to be project managed in partnership with the AET
- Enfield will be part of this
 - Enfield SEN & OurVoice Parent and Carer Forum expressed interest
- The project aligns well with the work EASA is already doing
- 2 Secondary schools to be chosen for the project
 - Building the autism-friendly community
 - Raising understanding and awareness
 - Improving provision and making adjustments which support inclusion
 - Reducing exclusions and part-time timetables for autistic students