



Victorious Academies Trust

Summer Term 2022 Governance Briefing Note

ACTIONS REQUESTED:

Trustees and Local Governors are asked to read this briefing note and to access relevant information and guidance via the e-links provided.

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The Trust Board is the 'accountable body,' but delegates significant responsibilities to LGBs as detailed in the Trust's Scheme of Delegations for governance. All governors – Trustees and Local Governors - must, therefore, review, understand, and operate within the requirement set out in the key reference documents signposted below, as relative to their remit.

Following individual review, please discuss any matters of specific relevance and interest at meetings and seek further advice if you have any queries – including from your Clerk, a Trust Governance Professional, or Chair.

Key governor reference documents

RECOMMENDATION: *The following are key reference documents providing initial guidance and signposting to other relevant documents – for use by all Trustees and Local Governors.*

- Our Trust's Scheme of Delegations for Governance, Approach to Governance and Terms of Reference for LGBs and other governance groups are available on the Trust Website.
<https://www.victoriousacademies.org>

- **DfE Governance Handbook (revised October 2020) and Competency Framework for Governance**
These two documents contain guidance on the roles and duties of governing boards across - and on the skills, knowledge and behaviours governors need to be effective
[Governance handbook and competency framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/governance-handbook-and-competency-framework)

- **ESFA Academy Trust Handbook (effective September 2021)**
The ESFA Academy Trust Handbook:
 - describes the governance and executive responsibilities of academy trusts reflecting their status as charitable companies acting in the public interest
 - references and describes trusts' statutory responsibilities and contractual responsibilities relative to trust Funding Agreements with the Secretary of State.[Academy Trust Handbook - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/academy-trust-handbook-guidance)

- **DfE Keeping Children Safe in Education**
[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

- **DfE Academy Trust Governance Collection**
The DfE Academy Trust Governance Collection on the Gov.uk website provides links to relevant guidance and resources for academy governance.
[Academy trusts: governance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/academy-trusts-governance)



Keep yourself updated.....

Have you subscribed?..... to receive:

The DfE School Governance Update service

Updates provide 'important news and communications' from the DfE – use the link to access the latest DfE Governance Update and to sign-up to the DfE mailing list for direct receipt of future updates.

<https://www.gov.uk/government/publications/school-governance-update>

'Correspondence related to Education and Education and Skills Funding Agency'

This service is primarily intended for trust executives but provides useful background for Trustees and may be of interest to other governors.

<https://www.gov.uk/government/collections/esfa-update>

Independent information, advice, guidance, and training is available through trust subscriptions to the following bodies (reminder log in details are available via your Clerk):

The School Bus

The National Governance Association (NGA)

The NGA Learning Link

What's New and Upcoming in governance: Summer Term 2022

From our Trust

High staff absence and other workload challenges over spring term continued to restrict opportunities for traditional Link Governor activities and other governor visits at many schools. Hopefully, a full programme of governor monitoring will be possible over summer term focussed on key development priorities, delivering effective governance with minimum impact on staff workload. LGBs will determine arrangements best suited to their specific circumstances.

Our summer term activities will include:

- Completion of annual governor commitments and declarations - essential to enable schools and the trust to evidence compliance – including relative to an Ofsted Inspection.
- Completion of annual governor skills audits – a key activity to support individual and group, training and development plans; and to inform governor recruitment needs.
- Summer term governor training - including through our Trust Governor Training Programme. (training programme available from your clerk)
- 2022 Governor Survey – to help to shape our governance arrangements into the future
- 2021/22 Governance Impact Assessments – including through the use of our trust assessment tool to support evidencing of impact across the governance partnership
- Establishment of our Governor Panel Membership group – to support governors volunteering for membership of ad-hoc governor panels covering complaints, staffing matters, pupil exclusion etc.

From the DfE / ESFA

Priorities for Summer Term 2022:

Consensus guidance from key national bodies including the National Governance Association is for a return to the full range of governance activities including through school visits - with due regard to the need to minimise additional leadership workload given the ongoing challenges of teaching and learning and general school operations. Guidance also encourages continued focus on mental health and wellbeing (pupil and staff) and on 'listening to the voice of stakeholders' (pupils, staff, parents, and wider community).



Summer Term 2022 Update Briefings

Recommendations provided in this document are intended solely to help you to prioritise your reading!

Opportunities for All: Strong Schools with Great Teachers for Your Child – 28 March 2022

'Opportunities for All' is not statutory guidance or legislation – it is a White Paper setting out the government's policy plans over a period of several years. Associated documents cover 'The case for a fully trust-led system' and 'Economic benefits of meeting the ambitions set out in the Schools White Paper.'

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Plans include:

- **Ambitious new attainment targets in literacy and numeracy**
- **Attainment interventions:**
 - A requirement for 'evidence-based' attainment intervention – including tutoring
 - A 'Parent Pledge' requirement - to inform parents if their child is falling behind in English and maths and detail the progress they are making.
- **New curriculum resources** – including a new 'arms-length' curriculum body.
- **New expectations on attendance** –
 - a 32.5-hour school week
 - Proposal to establish statutory expectations for local authority (LA) attendance services.
- **Changes to behaviour guidance**
- **CPD and leadership development opportunities**
 - New national professional qualifications (NPQs) are to be introduced
 - Funded scholarship to pursue new NPQs open to all teachers and leaders
- **Plans for an academy trust-led system**
 - A fully trust-led system with a single regulatory approach
 - By 2030, all schools will be part of a multi-academy trust (MAT) or will have plans to join or form one.
 - No current measures to force well-performing schools to become academies.
 - A strengthened role for Local Authorities (LAs)
 - LAs will have the power to launch a new MAT, but this will be limited to areas with a shortage of existing trusts.
 - New collaborative standards will require trusts to work constructively with partners
 - Trusts will have to meet a new definition of 'trust strength', including a measure for strong strategic governance
 - Local safeguarding partners will be able to conduct 'safeguarding audits' over individual academies and trusts
 - Better regulation of school trusts – initially through statutory academy trust standards with oversight by the DfE Regions Group
 - A regulatory review is planned for May 2022, looking at accountability and regulation – including how trusts will be held to account through inspection in the future.
 - A DfE consultation (closes 23 May 2022) on a proposal to require schools with two consecutive Ofsted ratings below 'good' to join an academy trust or change trusts. These powers will initially focus on the government's 'education investment areas.
- **Academy governance: changes** – All trusts should have local governance arrangements
- **Academy admissions system changes**

[Opportunity for all - Strong schools with great teachers for your child \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

RECOMMENDATION: Essential reading for Trustees. Background information for Local Governors. A more detailed briefing will be sharing at Board and LGB meetings over summer term.



SEND Review: Right Support, Right Place, Right Time ('the green paper') March 2022

The green paper is not statutory guidance or legislation. It is a document that sets out the Department for Education's (DfE's) policy proposals, with DfE request for feedback on a number of consultation questions.

In the long-awaited SEND Review, the government is proposing new national standards for SEND provision, digital EHC plans, and multi-year budgets for alternative providers.

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Coverage:

- New national standards for SEND provision
- Local SEND partnerships
- EHC plans: a standard digital format, and a 'tailored list of settings' for parents
- EHC plan disputes: mandatory mediation to be introduced
- Staff training to identify SEND earlier and improve SENCO skills
- Alternative provision (AP) to become an integral part of local SEND systems
- Multi-year budgets for AP and a framework to monitor pupil movements
- Funding reforms
- Greater accountability in an academy-based system
- Tools to monitor performance of SEND and alternative provision

SEND Review: Right Support, Right Place, Right Time

RECOMMENDATION: Useful background briefing for all Trustees and Local Governors. The trust board will contribute to the 'Right Support, Right Place, Right Time' consultation. If LGBs wish to contribute to the trust response, please do so via your clerk by 15 June 2022.

Updated guidance 'what governing boards and school leaders should expect from each other'

The sixth edition of the guidance jointly produced by NGA and national professional organisations establishes a version specifically for multi academy trusts - focused on ensuring relationships between the trust board and the CEO and other governance boards and executives are as effective as possible, and improve outcomes for children and young people, through:

- Respecting respective roles
- Working together to set a strategy
- Stakeholder engagement
- Ensuring your school/trust is a great place to work
- Making governance effective
- Ways of working

What governing boards and school leaders should expect from each other (2019) | National Governance Association - National Governance Association (nga.org.uk)

RECOMMENDATION: Essential information for all new governors. Useful background information for all Trustees and Local Governors. A useful document to support completion of the 2021/22 Governance impact assessment and planning for governance arrangements for 2022/23.

DfE Information: school workload reduction toolkit - updated

The updated School workload reduction toolkit includes the following new features:

- example policies including on wellbeing
- example protocols - including one for running online parents' evening
- tools such a checklist to limit the marking load



These new resources complement the existing materials which include a downloadable workload survey tool and workshop materials for use as a whole staff team or subject/phase groups to help identify areas creating the most workload.

[school workload reduction toolkit](#)

Updated wellbeing resources can be read in conjunction with the [education staff wellbeing charter](#), which included articles by education professionals showing how they are reducing workload in their own setting.

RECOMMENDATION: Useful background information for all Trustees and Local Governors

Revised Relationships, sex, and health education implementation guidance

Revised 'RSHE implementation guidance' reflects the new 'Political Impartiality in schools' guidance. Although there are no new statutory requirements - the guidance is intended to 'help schools understand what to consider when teaching about political issues.'

Sector guidance confirms that - Governing boards have a duty to ensure a broad and balanced curriculum, ensuring all pupils receive high quality teaching, monitoring the support available to the pupils who need it. As part of this, school leaders and staff need to have the confidence to facilitate political discussions in rounded, safe, and appropriate way.

[Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](#)

[Political impartiality in schools - GOV.UK \(www.gov.uk\)](#)

RECOMMENDATION: Recommended background information for all Trustees and Local Governors. Essential information for governors with remit for PRSE / curriculum remit.

Ofsted Research and analysis: research review series: PE (18 March 2022)

The Ofsted report highlights factors that contribute to a high-quality school physical education (PE) curriculum.

"PE, together with school sport and other physical activity, supports pupils' mental health, social wellbeing and wider development. Effective delivery can offer opportunities rich in personal development as well as creating opportunities for increased overall attainment."

[Research review series: PE - GOV.UK \(www.gov.uk\)](#)

RECOMMENDATION: Of particular interest to Local Governors with deployments as Sports / PE / Curriculum Link Governors and members of curriculum sub-committees. Useful background information for members of Trust A&I Committee. Of interest to all trustees and Local Governors

New NGA guidance: how you can support and champion drama education

NGA has joined with Arts Council England, the Royal Shakespeare Company, National Theatre and Nottingham Playhouse to develop a guide to help governing boards influence and support drama in their schools and trusts.

This new guide will help boards as they seek to ensure pupils have access to a rich and engaging curriculum, pinpointing the characteristics of a high-quality drama education and the use of drama to support teaching and learning across the curriculum.

[Curriculum | Cultural education - National Governance Association \(nga.org.uk\)](#)

RECOMMENDATION: Useful background information for all Trustees and Local Governors – particularly for governors with curriculum remit.



Reminder: Cyber Security

A further reminder to all governors of the importance of being aware of their cyber security roles and responsibilities in light of the National Cyber Security Centre (NCSC) advising all organisations to take action to strengthen their cyber security resilience.

Specific information is available via:

Data protection: toolkit for schools - GOV.UK (www.gov.uk)

School cyber security questions for governors - NCSC.GOV.UK

The National Cyber Security Centre website.

RECOMMENDATION: Essential background reading for all Trustees and Local Governors.

Other Headlines:

- All schools will receive a full inspection under the 2019 Ofsted inspection framework by the end of the summer term 2025. This includes 'outstanding' schools.
- National Tutoring Programme 2022/23 funding to go directly to schools.
- Access to free school meals entitlement permanently extended to children from families subject to immigration control – who therefore have with 'no recourse to public funds' (NRPF). Access to two-year-old early education entitlement to be promoted for this group.
- Ofsted transition arrangements for inspection of curriculum construction, have been extended to the end of summer term 2022.
- Schools COVID-19 operational guidance – issued in February 2022 – continues to provide detail on additional measures including reporting relative to COVID_19

RECOMMENDATION: Information for note by all Trustees and Local Governors.

Governors with responsibilities for curriculum are asked to seek assurance that curriculum construction is in place by end of summer term (including any action plan for ongoing developments).

DfE Information: important changes to the Education and Skills Agency (ESFA) and the Department for Education (DfE) from 1 April 2022

Changes being implemented to the way the ESFA and DfE will operate from 1 April are a key part of the DfE's response to recommendations of the 2021/22 ESFA Review. The DfE will establish a new Regions Group – aligned to the 9 regions used across the rest of government – planned for summer 2022. This will redraw boundaries of Regional Schools Commissioners. Changes to the way the Department for Education (DfE) will operate from 1 April 2022 onwards (publishing.service.gov.uk)

The document provides links to other ESFA Review documents for interested governors.

RECOMMENDATION: Useful background information for all Trustees and Local Governors.

DfE Guidance: Meeting digital and technology standards in schools and colleges.

The standards aim to support schools and colleges in understanding which technologies they should have in place to best support effective teaching.

Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK (www.gov.uk)

RECOMMENDATION: Useful background information for all Trustees and Local Governors. Of particular interest to trustees and Local governors with financial remit.



DfE (and other Government Departments) - Inclusive Britain: government response to the Commission on Race and Ethnic Disparities and Inclusive Britain: summary of recommendations and actions

The report sets out the government's action plan to address race and ethnic disparities in Britain, including a more inclusive curriculum, and school hair and uniform policy. It responds to the report by the Commission on Race and Ethnic Disparities.

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Sector guidance for school governance focusses on the importance of 'ensuring that equality diversity and inclusion (EDI) matters and implications are considered before and at the time that they develop policies and take decisions, not as an afterthought' – this will help to ensure that schools and trusts comply with their Public Sector Equality Duty.

[Inclusive Britain: government response to the Commission on Race and Ethnic Disparities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/inclusive-britain)

RECOMMENDATION: There is a useful Summary Report – providing background information for all Trustees and Local Governors. Of particular interest to members of the Trust Finance, Business and Audit Committee and other trustees.

Reminder: DfE advice to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act can be found

[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/equality-act-2010-advice-for-schools)

RECOMMENDATION: Essential reading for those new to governance. Useful reminder for all governors.

What do most people understand about school governance?

A new report from The Key for School governance Governor Hub - highlights both the lack of public understanding of the role of school governance and the lack of diversity on school governing boards in England. The report revealed that the majority of school governors and trustees to be white, older, and educated to at least graduate degree level.

The report makes a number of recommendations focussed on increasing the public profile and understanding of school governance and calls for schools, trusts, and their boards to do more to find younger and more diverse candidates and consider conscious recruitment and reaching out to organisations like the National Black Governors Network to help them do so. [What do most people understand about school governance? \(thehoot.news\)](https://thehoot.news)

This survey builds on the 2021 NGA report and ongoing 'Everyone on Board' campaign [Research | Increasing participation in school and trust governance \(2021\) - National Governance Association \(nga.org.uk\)](https://www.nga.org.uk/research/increasing-participation-in-school-and-trust-governance-2021)

RECOMMENDATION: Useful background information for all Trustees and Local Governors.

Ofsted Briefing: The emerging picture on education recovery

The latest Ofsted briefing on education recovery highlights overall clear signs of improvements but casts concern on the impact of high levels of absence on pupil mental health and behaviour and confirms that the wider impact of the pandemic is continuing to be felt, particularly in early years. Ofsted chief inspector Amanda Spielman said she was "particularly worried about younger children's development." The report emphasizes the continuing impact on communication and language development as well as the negative implications for children's personal, social and emotional development.



The report does indicate that Catch up strategies are continuing to be used effectively to identify areas of concern and that school leaders are responding well by putting measures in place including staff modelling positive behaviour to develop the youngest pupils' understanding of sharing and listening skills and creating calm atmospheres where possible.

[Education recovery in schools: spring 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/education-recovery-in-schools-spring-2022)

RECOMMENDATION: Useful background information for all Trustees and Local Governors.

National Association for Environmental Education manifesto April 2022

The UK National Association for Environmental Education (NAEE) is set to launch their manifesto aimed at guiding a range of educators including governing board to improve their school or trusts environmental sustainability. The manifesto sets out 16 commitments that will help to do this.

[National Association for Environmental Education - NAEE](https://www.naee.org.uk/)

NAEE supported the creation of National Governance Association's current environmental sustainability guidance, advocating for a whole school or trust approach through using the 4 Cs of sustainability; campus, curriculum, culture and community.

[A whole school approach to environmental sustainability \(nga.org.uk\)](https://www.nga.org.uk/)

RECOMMENDATION: Useful background information for all Trustees and Local Governors. Of particular interest to members of the Trust Finance, Business and Audit Committee and other trustees.

Ofsted's Research and analysis: Securing good attendance and tackling persistent absence (February 2022)

Report of How schools improve and maintain attendance using different approaches.

[Securing good attendance and tackling persistent absence - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/research-analysis/securing-good-attendance-and-tackling-persistent-absence)

RECOMMENDATION: Useful background information for all Trustees and Local Governors – particularly those with curriculum remit and with safeguarding remit.

The Education Endowment Foundation (EEF): Investigating measures to improve attendance

The Education Endowment Foundation (EEF) examined 72 existing studies on attendance strategies to seek to identify best practice. Although unable to draw meaningful conclusions, the study does highlight a number of successful practices covering parental engagement, incentives and disincentives and mentoring. EEF has partnered with the Youth Endowment Fund to support further study in this area.

[Attendance interventions rapid evidence assessment | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/research/attendance-interventions-rapid-evidence-assessment)

RECOMMENDATION: Useful background information for all Trustees and Local Governors – specifically those with remit / deployment for curriculum and for safeguarding matter.



Office of the Children’s Commissioner: Interim findings of attendance audit

Interim findings from the Children’s Commissioner’s attendance audit provide further evidence of the depth of pupil attendance concerns.

Where are England’s Children? Interim findings from the Children’s Commissioner’s Attendance Audit | Children’s Commissioner for England (childrenscommissioner.gov.uk)

RECOMMENDATION: Useful background information for all Trustees and Local Governors.

New report: How well are parents and carers engaged by schools in England?

A survey by Edurio explored how well parents and carers are engaged by their child’s school reported that the effective communication was identified as the biggest driver of parental engagement, out of all the activities measured in the survey.

The research also highlighted that parents are keen to see that their voice has an impact in decision making across the school. Among parents who always see that their feedback has an impact, 97% also felt satisfied with the school’s attempts to engage them as a parent, almost ten times more than the 10% of parents who never feel that their feedback has an impact.

Parental Engagement Report - Edurio

RECOMMENDATION: Essential reading for governors with remit for stakeholder voice. Useful background information for all Trustees and Local Governors.

Parentkind / National Governance Association ‘The role of governors in schools – and how parents can get involved’

A recent article for Parentkind in partnership with the National Governance Association set out ‘The role of governors in schools – and how parents can get involved’

Parentkind - The role of governors in schools – and how parents can get involved

RECOMMENDATION: Useful background information for all Trustees and Local Governors – particularly for governors with remit for stakeholder voice.

DfE Research and analysis: State of the Nation: 2021: children and young people’s wellbeing

A report on the wellbeing of children and young people over the academic year 2020 to 2021.

State of the nation 2021: children and young people’s wellbeing - GOV.UK (www.gov.uk)

RECOMMENDATION: Useful background information for all Trustees and Local Governors – particularly for governors with remit for pupil wellbeing.

The Governments ‘Levelling Up’ the UK white paper – sets out the government policy to spread opportunity more equally across the UK.

Policy initiatives include a focus on driving school improvement in England. The paper included the creation of 55 Education Investment Areas (EIAs) where educational attainment is currently the weakest and the expansion of strong MATs in these areas.

The paper also details ambitious plans to eliminate illiteracy and innumeracy, aiming for 90% of all primary school children in England to achieve the expected standard in reading, writing and maths.



An investment of up to £200,000 to pilot new training for governors and trustees on a whole school approach to food was also detailed in the white paper.

[Levelling Up the United Kingdom: Executive Summary \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

RECOMMENDATION: The Executive summary provides useful background information for all Trustees and Local Governors.

National Foundation for Educational Research report: Investigating the changing landscape of pupil disadvantage

This report from the National Foundation for Educational Research (NFER) explores how increased FSM eligibility under the FSM6 arrangements mean that it will become increasingly hard to tell whether apparent changes to the attainment gap are being driven by changes to the composition of the disadvantage group, economic conditions, or genuine attainment changes. COVID-19 has amplified this trend with increases in those eligible for FSM increasing by almost 300,000 between January 2020 and 2021.

NGA's Director of Policy and Information said, "a wider exploration of what disadvantage is and what it means today is needed more than ever, and this report reveals the urgency for reviewing how fit for purpose the current system is".

[Changes to FSM eligibility will make tracking progress of disadvantage pupils 'almost impossible' - NFER](#)

RECOMMENDATION: Useful background information for all Trustees and Local Governors – particularly for governors with attainment and progress remit.

DfE Research and analysis - School recovery strategies: year 1 findings

Schools' approaches to education recovery in response to the coronavirus (COVID-19) pandemic. Published 11 January 2022

This report details the interim findings from a mixed methods study which aims to understand how primary and secondary schools in England have responded to the impacts of the COVID-19 pandemic, and what further support they need.

[School recovery strategies: year 1 findings - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Education recovery in schools: spring 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

RECOMMENDATION: Useful background information for all Trustees and Local Governors – particularly for governors with remit for attainment and progress.

DfE consultation on changes to behaviour and exclusion guidance

A DfE consultation on changes to behaviour and exclusions guidance took place over Spring term seeking views on a proposed new national behaviour benchmark and on practice concerning exclusions applied for safeguarding reasons.

Questions in the consultation covered:

- Guidance on what should be included in school behaviour policies
- The introduction of a new national behaviour benchmark
- Removing pupils with challenging behaviour from classrooms, including the use of removal rooms
- Changes to the processes and deadlines for exclusions and suspensions (also known as 'fixed-term exclusions')



- Regulating remote meetings for governing boards and independent review panels (IRPs) so they remain a permanent option
 - The collection and use of data on exclusions and suspensions
 - How schools should apply the same standards of behaviour online, as they do offline
 - De-escalation techniques and pastoral support
 - How schools can prevent sexual harassment and violence from becoming 'normalised'
 - Barriers to arranging alternative provision
 - Allowing exclusions or suspensions for safeguarding reasons, as well as disciplinary ones
 - Behaviour expectations and guidance around the use of removal for pupils with SEND
- Consultation on Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance - Department for Education - Citizen Space

RECOMMENDATION: Background information only for all Trustees and Local Governors.

The consultation is part of the government's response to the Timpson Review of school exclusions (published in May 2019).

[Timpson Review of School Exclusion \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

RECOMMENDATION: Useful background information for all Trustees and Local Governors – will be shared in greater detail as part of training for governors volunteering to act as members of Pupil Exclusion reinstatement review panels.

Funding for in-school breakfast provision

The National School Breakfast Programme is funded by the Department for Education and run by Family Action to support schools in England to provide children with a healthy breakfast. The offer is available to all schools that have 40% or more children in bands A-F of the income deprivation affecting children index (IDACI). The programme provides healthy free food delivered to schools until the end of July 2022. Schools are then asked to contribute just 25% towards the supply and delivery of breakfast food from September 2022 until July 2023.

National School Breakfast Programme

RECOMMENDATION: Useful background information for all Trustees and Local Governors.

Information: National Funding Formula consultation response

DfE has published the government's response to the outcomes from consultation on the National Funding Formula conducted over 2021. The response confirms the Government's long-standing ambition that all mainstream schools funding would be allocated based on a single national formula, replacing the current system where local authorities allocate funding: and confirms that government will:

- establish legislation to allocate funding directly through a single national funding formula
- require local authorities to move their factor values a minimum of 10% closer to the NFF in 2023 to 2024 as part of a 'smooth' transition to a direct NFF
- continue the separate funding cycles for maintained schools and academies
- introduce new transparency requirements for MAT pooling
- review services funding through the ongoing responsibilities element of the central school services block (CSSB) while continuing with a legacy grant for unavoidable historic commitment costs.

A second stage consultation on detailed proposals is planned.

Completing the reforms to the National Funding Formula - government consultation response (publishing.service.gov.uk)

RECOMMENDATION: Useful background information for all Trustees and Local Governors.
