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**192 Academy and School News and Resources Update, Oct 29-Nov 4 2022**

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**Support staff pay**

* **Unions have accepted a pay offer that will see school support staff, including teaching assistants, and other council workers paid an extra £1,925 this year**. The offer means a 10.5 per cent increase for the lowest-paid and just over 4 per cent for higher earners covered by the agreement. The one-year pay offer will be backdated to 1 April 2022 and also includes a 4 per cent increase to allowances. A one day increase to the annual leave of all employees will come into effect from 1 April 2023. It is the highest rise offered to local government pay negotiating body the National Joint Council (NJC) for a decade. Unions have called on schools to implement the pay rises “as soon as possible”. Rises will also be backdated to April, meaning schools face paying out a lump sum too. Many non-teaching staff in maintained schools and council education departments will benefit from the increase. Employees at academy trusts which continue to follow the NJC’s ‘green book’ terms-and-conditions agreement will also be covered by the deal. School support staff include TAs, learning assistants, technicians, administrative and auxiliary staff. The unfunded rise will heap more pressure on school leaders struggling to balance books

**Staff welfare**

* **Nearly 2 million public sector workers could be close to quitting over poor pay**, their representatives have warned, leaving the UK’s public services facing a looming crisis. The Trades Union Congress (TUC) said the efforts of millions of key workers got the UK through the worst of the Covid pandemic, but now those same workers were facing another year of “pay misery” at the hands of the government – while the cost of living continues to soar**. More than a third of workers in the education sector have either already taken steps to leave the profession or are actively considering it**, their new poll shows. 34 per cent of education workers, including teachers and teaching assistants, are considering quitting their jobs over low pay and poor conditions.
* **Ministers must provide better support for headteachers to “shore up sustainable leadership**”, experts said, after a report revealed their work-related anxiety more than doubled at the peak of the pandemic. UCL’s Institute of Education (IOE) researchers also said their study revealed “shocking” differences in anxiety between leaders and classroom teachers that exposed the “additional strain” on heads. A survey of more than 13,000 teachers and heads shows little difference in the anxiety levels of both during the run up to pandemic, between October 2019 and February 2020. One in four (25 per cent) of headteachers were “highly anxious” about work, while the level for teachers was 20 per cent. But between March 2020 and July 2022, around 35 per cent of headteachers reported high levels of anxiety during term time – consistently higher than the figure reported by teachers. This peaked in January 2021, when 65 per cent of heads felt anxious about work, compared to 42 per cent of class teachers. This coincides with the government’s u-turn on its decision to keep schools open at the start of the third national lockdown. The study, which analysed responses between October 2019 and July 2022, also reveals a decreased appetite in leadership roles. The share of deputy and assistant heads who said they wanted to become a headteacher fell from 56 per cent pre-pandemic to 48 per cent post-pandemic. The rise in anxiety was also uneven. Before Covid, male and female teachers with children aged under five had similar levels of anxiety – with around one in five saying they had high levels of work-related anxiety. But in winter 2020, around a third of female teachers with young children felt highly anxious, compared to a fifth of males. See <https://www.tes.com/magazine/news/general/school-leader-headteacher-anxiety-levels-double-during-pandemic>
* **The quality of school leadership is the most important factor in determining staff happiness**, a report has suggested. A study of schools across England found that factors including ability to control disruptive behaviour and size of workload had a weaker correlation with overall staff satisfaction. “In schools where staff feel supported by the leadership, and believe that the communication is effective, staff tend to have higher average satisfaction levels.” The report also found that staff satisfaction was generally aligned with pupil happiness. See <https://impacted.org.uk/>

**Reading**

* Ofsted has published a research report looking at **how high-performing secondary schools provide targeted support for struggling readers**. See <https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school> Each year around one quarter of 11-year-olds do not meet the expected standard in reading at the end of primary school. Fewer than 1 in 5 of these pupils can expect to get a GCSE grade 4 in English. The aim of the study was to explore how schools make sure that pupils who leave primary school unable to read age-appropriate books fluently can become proficient readers and keep up with all their other curriculum subjects. Inspectors “rarely see” secondary school leaders “developing a coordinated strategy for struggling readers” that picks up and address their specific needs. The 6 schools visited for the research were chosen because a higher-than-expected proportion of their initially poor readers achieved a pass in English language at GCSE. In these schools, it was found that:
  + Senior leaders prioritised reading by investing in additional, bespoke help for struggling readers and training for staff who taught reading
  + Leadership of reading was led by a deputy head or literacy lead who were part of the senior leadership team. This ensured reading was part of a “well-thought-out” curriculum and a wider school reading strategy. “The priority that senior leaders gave reading, and their investment in reading, meant it had a high status across the school,” the report read. “Teachers and support staff all said it was part of their role to help struggling readers.”
  + An example of embedding reading across the whole school included teachers having ‘what I am currently reading’ posters in their classrooms.
  + “Staff did not see reading as solely the responsibility of the English department,” the report said.
  + Teachers accurately identified gaps in pupils’ reading knowledge and “understood the importance of accurately identifying pupils’ reading needs”. They ran screening assessments across the whole of year 7 to identify pupils struggling with reading. They then used more “granular” diagnostic assessments to identify specific gaps and weaknesses, “so they could give pupils the appropriate additional teaching”. This also included different diagnostic assessments to test different aspects of reading including phonics, accuracy and speed. Information, including “pupil profiles”, was shared with all staff via “frequent” emails, school management systems and departmental meetings. Doing so meant schools “extended the additional teaching for struggling readers into the classroom and curriculum subject teaching”. Schools then ran “regular assessments to understand the gains pupils had made” after the extra support.
  + Staff who taught reading had expertise in teaching weaker readers. Staff had external training to teach reading and some had intensive training courses of phonics and reading fluency. Trained staff then “shared their expertise and delivered internal training”. The six schools also utilised the expertise of primary teachers, with two employing primary-trained teachers to teach struggling readers and train staff. Clear procedures were in place to monitor this teaching and its impact on struggling readers
  + The schools also told Ofsted about the importance of having “highly skilled” librarians to help purchase books and direct pupils to “books they found interesting”. Three of the schools had at least one professionally qualified librarian. Some had access to data on struggling readers and helped pupils find suitable books. Some also ran reading tests and one had engaging with struggling readers as a key performance target. A 2019 study found one in eight schools do not have a library, but this dropped to one in five for schools with more poorer pupils.
  + As pupils’ reading improved, they gained confidence and became more motivated to engage with reading in class
  + Despite the positives, Ofsted found schools did not “always know the longer-term impact of help” because the assessment and monitoring stopped at the end of year 9. “This means that pupils who begin to struggle later, or new starters in key stage 4, might not receive targeted support,” the report said.

**Oak National Academy**

* The DfE **has set out the case for creating a new arm's length body that incorporates Oak National Academy**. See <https://www.gov.uk/government/publications/oak-national-academy-business-case> This says that:
* Government intervention was needed to break the “cycle” of school curriculum weakness and ensure catch-up and levelling-up were achieved.
* There are two “main curriculum problems” in England’s schools: “Weaknesses in curriculum design and delivery, as reported by Ofsted; and excessive teacher workload associated with curriculum planning.”
* The quango “should be continuously strategic aligned with government policy as it develops over time, both in terms of the national curriculum and wider related DfE policies…while also maintaining sufficient independence from DfE and autonomy for teachers”.
* The DfE’s chosen option for Oak will see it procure providers to develop its resources. But the business case shows Oak has set aside just £16 million of its £42.5 million budget to go towards “overall procurement activity” (just over a third). The spending review also only included £39.3 million to continue delivering Oak up to 2024-25. This leaves a £3.2 million shortfall.
* Oak’s research estimated that using the platform saves 8.4 minutes per teacher per week on average.
* The new organisation will result in an increase in full-time equivalent Oak staff from 39 to 82.6 when fully operational.
* As a result of Ofsted’s renewed focus on curriculum, “there may be schools who do not have the capacity to develop teaching resources from scratch and therefore turn to the curriculum body as a starting point”.
* Oak will be “continuously improving its curriculum packages in response to testing and feedback…on a national scale”.
* The DfE already offers support from subject hubs in maths, computing, English and languages. Officials are “currently advising ministers about the alignment of this intervention with existing curriculum hubs and related DfE funded provisions”.
* **The Oak National Academy will consider allowing private companies to sell its lessons on for profit**. Any potential move could put Oak at odds with its former owner, Reach, who had pledged nobody would be able to profit from the new body. The organisation, now a government quango, has also said it will **restrict its content to UK-based users** only to support the “growing curriculum market”, and will signpost “alternative” offers amid a legal row. Oak has **launched an £8.2 million procurement exercise** for thousands of new digital resources and curriculum materials. The tender process is part of Oak’s transformation into an arms-length public body, which was approved by the government earlier this year. Oak also said it would host and signpost more than 80 additional curriculum sequences, in addition to the Oak offer developed with the winning suppliers, so teachers can “compare alternative approaches”. These will be chosen in a separate, open selection process. The tender process will allocate 12 lots in total, covering primary and secondary phases for maths, English, science, history, geography and music. Lots are limited to four per supplier, unless a provider wins four lots and is the only supplier in the fifth lot beating the quality threshold.

**Oak announced that it will initially share its full curriculum packages on a domestic licence so any UK school or organisation can use and adapt them for non-commercial use**. However, the organisation said it had received “feedback about the potential benefits of broadening this licence to allow for greater innovation, such as integrating Oak within other providers’ platforms”. It will “therefore consider the options, opportunities and risks any extension would have for pupils, teachers, and the commercial market, by reviewing the evidence with the help of an independent and expert organisation”. In reviewing the case for licensing changes, Oak said it would assess the evidence for changes “up to and including alignment with the Open Government Licence”. This permits “anyone to copy, publish, distribute, transmit and adapt the licensed work, and to use it both commercially and non-commercially”, as long as they acknowledge the source of the work. Oak said this could see publishers “using parts of Oak to create textbooks, or Ed-Tech providers integrating Oak lessons into their platforms”. See <https://www.thenational.academy/>

**Academies and Trusts**

* The government’s **drive for all schools to be in a multi-academy trust by 2030 is at increasing risk** as trusts are “focusing on survival” over growth in the face of significant cost and recruitment challenges, experts have warned. School leaders say they have paused expansion plans because of the financial pressures they are facing, and sector leaders have warned that trusts will have to “deprioritise” growth until there is clarity from ministers on funding. See <https://www.tes.com/magazine/news/general/exclusive-academy-target-risk-trusts-fight-survival>
* Government officials are working on plans to **package up “clusters” of schools eligible for government intervention so they can be moved en-masse into large academy trusts**. Officials wanted to be more strategic about academy expansion and help large trusts into areas in which they did not have schools. At present most “rebrokering” of academies or conversion of failing maintained schools is done on a case-by-case basis. The proposals are supported by the country’s leading trusts, which will be integral in helping ministers deliver their pledge for all schools to be in a “strong” trust by 2030. The focus will be on schools eligible for government intervention, including those rated ‘requires improvement’ twice in a row. Government sources say the plans are still being worked on, but will need the support of the new ministerial team at the DfE.

Analysis by FFT Education Datalab earlier this year found there were 1,215 so-called “**double RI” schools** as of December last year, although all but 155 were already in academy trusts. The government expects all trusts to have or be working towards having at least 10 schools by 2030.As of early 2022, there were 2,539 **trusts in England**, made up of nearly 10,000 schools, Datalab analysis shows. More than half were still single-academy trusts or part of a multi-academy trust with fewer than 10 schools. But trusts are getting bigger: the average size of an MAT increased from five in 2018 to seven this year. Just over a fifth of schools are part of a MAT of 10 schools or more.

* ESFA has issued “Academy trusts: themes arising from ESFA's assurance work”. Briefing about the **Education and Skills Funding Agency's assurance work relating to the financial management and governance of the academies sector** in 2021 to 2022. See <https://www.gov.uk/government/publications/academy-trusts-themes-arising-from-esfas-assurance-work>

**NTP**

* **Catch-up cash allocated to schools will go “unspent” and have to be returned to the Treasury unless the NTP rules are changed so schools no longer have to subsidise sessions from their own budgets**, ASCL has told schools minister Nick Gibb. It said that many schools “simply cannot afford” to cover 40 per cent of the cost of tutoring sessions, as they are required to do at the moment. It advised that that relaxing subsidy rules would “remove a significant barrier” to the scheme’s effectiveness. Currently, government NTP funding can be used to pay for 60 per cent of the total cost incurred by a school to deliver catch-up tutoring. Mainstream schools are subject to a maximum hourly per-pupil rate of £18 - meaning they can claim £10.80 from the Department for Education - and non-mainstream £47, enabling them to claim back £28.20. But ASCLE is proposing that schools be allowed to use their full allocation - still ring-fenced for tutoring - but without having to top up the remaining 40 per cent.

**School finances**

* Secondary school heads across England are warning MPs of cuts to mental health provision, school trips and essential building repairs because rising costs and energy bills are **wrecking their budgets**. See <https://www.theguardian.com/education/2022/nov/03/secondary-school-heads-warn-mps-budget-deficits> https://www.sec-ed.co.uk/news/school-leaders-disillusioned-and-devastated-by-funding-crisis/
* **Special-school leaders have warned that cuts to “critical” classroom support staff could lead to heads not being able to guarantee the safety of pupils and staff**, as a snapshot survey shows one in four fear they will be forced to reduce numbers to cope with rising costs. The warning comes after a quarter of special schools, hospital schools and alternative provision sites said they would have to cut support staff in a recent poll run by the National Network of Special Schools for School Business Professionals (NNoSS). Almost a third (32 per cent) said they would pause further staff recruitment, while 60 per cent said they would reduce resources and 20 per cent would reduce enrichment activities. Nearly two in five members (39 per cent) said rising costs would push their school into a deficit budget this year, while three in 10 (31 per cent) said they would be forced into the red next year.

**Early years and primary**

* Ofsted has issued “What schools, registered early years providers and childminders need to know about delivering the current and revised **early years foundation stage (EYFS) and Ofsted inspections under the education inspection framework (EIF)**”. See <https://www.gov.uk/government/publications/ofsted-eif-inspections-and-the-eyfs>
* The DfE has updated lists of **qualifications that meet DfE's criteria for counting in the early years foundation stage framework staff/child ratios**. See <https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england>
* The DfE has updated a list of **early years initial teacher training (ITT) providers**. See <https://www.gov.uk/government/publications/early-years-initial-teacher-training-itt-providers-and-school-direct-early-years-lead-organisations>
* For the **Independent Commission on Assessment in Primary Education** review of the primary assessment system, see <https://www.icape.org.uk/>

**Health and welfare of young people**

* Councils across England are “**quietly” axing holiday food voucher schemes** for children on free school meals, which has left many families desperate this half-term, headteachers and charities warn. It took a massive public campaign, led by the Manchester United and England footballer Marcus Rashford, to force Boris Johnson into a U-turn in November 2020 on feeding children from the lowest-income families during the school holidays. But the government has said it is now up to individual councils whether they continue to offer the £15-a-week vouchers. Local authorities including Reading, York, Wakefield, Stoke-on-Trent, Leeds and Birmingham have dropped them. Experts say parents face a postcode lottery for help. See <https://www.theguardian.com/education/2022/oct/29/school-meals-holiday-vouchers-axed-teachers-marcus-rashford-councils>
* Doctors and nurses have called for a **major expansion of free school meals** to combat the growing risk of malnutrition, obesity and other health conditions affecting children in low-income families hit by the cost of living crisis. A letter signed by scores of clinicians and health experts said NHS professionals were seeing the impact of hunger and poor nutrition in their work every day following a recent doubling in food insecurity across the UK. Extending free school meals would help to address growing evidence of clinical problems among a cohort of children living in poverty who were going hungry, missing out on healthy food and not eating regularly, the letter said. Nearly 10 million adults and 4 million children in the UK experienced food insecurity in September as the cost of living crisis deepened, according to the Food Foundation. Millions reported skipping meals or going a whole day without eating, and half said they had cut down on fruit and vegetables. See <https://docs.google.com/document/d/1IKhEGh4qnW1WQ0PyGc_kVahN-IKllSLh/edit>
* With food inflation soaring, **one in four households with children have experienced food insecurity in the past month** – equating to four million children. Food insecurity is classified as households where someone is forced to eat smaller meals, skip meals, go hungry, or not eat for a whole day because they are unable to afford food. The Food Foundation’s Food Insecurity Tracker update for October 2022 shows that 18% of households have experienced food insecurity in the last month, rising to 26% of households with children. This equates to 9.7 million adults and four million children. These are the highest levels of food insecurity seen since the tracker was launched in early 2020. Inflation is currently sitting at 10.1% (CPI), but food inflation, according to the Office for National Statistics, hit 14.6% in the 12 months to September 2022. And things are getting worse. Food inflation is set to hit 17% early next year according to the Institute for Fiscal Studies (Nabarro, 2022), and with winter ahead of us, rising energy costs are expected to hit families hard, especially those already struggling financially. The charity warns that the cost of its “basic basket” – a weekly basket of shopping that would provide a “reasonably-costed, adequately-nutritious diet” – has risen by 14% in six months to £45.55 for women and by 16% to £49.36 for men. The Food Insecurity Tracker also finds that food insecure households are more likely to cut back on buying fruit and vegetables. And, unsurprisingly, levels of food insecurity rise in households with more children. See <https://www.foodfoundation.org.uk/initiatives/food-insecurity-tracking>
* Almost 1,000 references to dehumanising misogyny or violent action are recorded each day in the “**incelosphere”** as the toxicity of male supremacist content continues to intensify. Analysis of the incel movement found that online references to inflicting violence and extremely degrading language on dedicated incel forums are running eight times higher than in 2016, when researchers first began tracking misogynist content on the internet. Academics from the University of Exeter also noted an increasing overlap between incel followers and the far right, with online algorithms blamed for pushing young boys towards extreme rightwing ideology. See <https://www.theguardian.com/society/2022/oct/30/global-incel-culture-terrorism-misogyny-violent-action-forums>
* **A growing number of children with mental health problems are being treated on adult psychiatric wards** as services struggle to cope with a surge in demand following the pandemic, the NHS watchdog has warned. There were 249 admissions of under-18s to adult psychiatric wards in England in 2021-22, according to data provided by NHS trusts to the Care Quality Commission (CQC), up 30% on the year before. Of the children admitted to adult wards, 58% of cases were because the child needed to be admitted immediately for their safety. But in more than a quarter of cases, 27%, the child was admitted to the adult ward because there was no alternative child inpatient or community outreach service available. See <https://www.theguardian.com/society/2022/oct/30/under-18s-adult-psychiatric-wards-uk-children-mental-health-admissions>
* The DfE has issued “**Promoting and supporting mental health and wellbeing in schools and colleges**”. Find out what help you can get to develop a whole school or college approach to mental health and wellbeing. See <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>
* For an article on present **safeguarding issues for schools**, see <https://www.sec-ed.co.uk/news/safeguarding-school-referrals-drive-sharp-rise-in-children-in-need-social-care-child-crimincal-exploitation-county-lines-mental-health-domestic-violence/>
* A former children’s commissioner has called for all schools to be opened outside of teaching hours as shelter for vulnerable children. Anne Longfield’s report **Hidden in Plain Sight**, conducted by her Commission on Young Lives, proposes that school buildings should be used before and after school, as well as during weekends and holidays, to provide “safe and appealing places for teenagers”. The final report from her year-long commission claims that social care, education, family support and children’s mental health systems are failing thousands of vulnerable teenagers and putting some teenagers at risk of grooming, exploitation and serious violence. It also calls for the end of what the report describes as a “culture of exclusion” in schools, and the creation of new “inclusion measure” to inform Ofsted judgements, and the scrapping of pupil referral units. And it proposes extending free school meals to all children from families receiving universal credit, re-establishing a Child Poverty Unit and a one-off £1 billion mental health recovery programme, financed in part by a levy on social media companies and mobile phone providers. The commission also recommends a reimagined teenager-first “Sure Start” scheme with a “universal” offering to coordinate and deliver health and education support. The scheme would run through Sure Start Hubs to ensure local delivery is met, and the report sets out the target of establishing 1,000 by 2027. These hubs would be funded by money from dormant bank accounts and National Lottery community funding. See <https://thecommissiononyounglives.co.uk/commission-on-young-lives-publishes-its-final-report/>
* Ministers may order a public inquiry into **mental health care and patient deaths across England** because of the number of scandals that are emerging involving poor treatment. An independent investigation found this week that that three teenage girls – Christie Harnett, 17, Nadia Sharif, 17, and Emily Moore, 18 – took their own lives within the space of eight months after receiving inadequate care from the Tees, Esk and Wear Valleys (TEWV) NHS mental health trust in north-east England. They died after “multifaceted and systemic failings” by the trust, especially at its West Lane hospital in Middlesbrough, the inquiry found. There have also been a series of scandals that have come to light, often through media investigations, about dangerously substandard mental health care being provided by NHS services and also private firms in England, including in Essex and in Greater Manchester. See <https://www.theguardian.com/society/2022/nov/03/ministers-may-order-inquiry-or-review-over-mental-health-care-failings-england>
* GPs are breaching medical guidelines by **prescribing antidepressants for children as young as 11** who cannot get other help for their mental health problems, NHS-funded research reveals. Official guidance says that under-18s should only be given the drugs in conjunction with talking therapies and after being assessed by a psychiatrist. But family doctors in England are “often” writing prescriptions for antidepressants for that age group even though such youngsters have not yet seen a psychiatrist, according to a report by the National Institute for Health and Care Research (NIHR), the NHS research body. See <https://evidence.nihr.ac.uk/collection/antidepressants-for-children-and-teenagers-what-works-anxiety-depression/?utm_source=partner&utm_medium=partner&utm_campaign=antidepressants&utm_term=guardian>
* **Vulnerable families who fear sending their children back into the classroom** have railed against the label of “ghost kids”, saying they are instead “being ghosted”; these are families in which parents or siblings of pupils have health conditions that mean catching Covid could be fatal. A sharp shift in government policy to all children returning to the classroom – despite Covid still raging – has left families with severe health conditions feeling their needs are not being met. Some claim they were “quietly encouraged” or felt they had no option but to remove their child from school to be educated at home – or risk a heavy fine. Latest figures show 1.6 million pupils were still persistently absent last year, with Robert Halfon, the former education select committee chair, describing the pupils who have left school rolls as “ghost children”. Heads have discretion to authorise absence in “exceptional circumstances”. After a legal challenge in 2020, ministers said this could cover families that kept their children at home out of fear for their own health. But the tone changed last year, when Nadhim Zahawi, then education secretary, made cracking down on school absence one of his top priorities. His stance caused widening cracks between schools and vulnerable families, with no clear guidance on authorising absences for those who just months earlier had been told they must stay at home, and with schools under pressure to increase attendance.

**Education News for Schools**

* Nineteen politicians have held office at the DfE in just over a year and those **resigning or removed in reshuffles** are entitled to more than £100,000 in severance pay. The pay-outs include £36,000 to four ministers who were axed last week, three of whom only served for 50 days.
* The problem of “**accent bias**” has not gone away in the UK, according to research that says many people with working-class or regional English accents fear their careers might suffer because of how they speak. Researchers who surveyed thousands of Britons found that young people from the north of England and the Midlands were much more likely to be concerned that their accent would count against them, compared with people from the south of England (other than London). See <https://www.theguardian.com/inequality/2022/nov/03/bias-against-working-class-and-regional-accents-has-not-gone-away-report-finds>
* The DfE has updated “**National professional qualifications (NPQs) reforms**”. See <https://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms>
* Academies minister **Baroness Barran** will remain in post – seemingly completing the DfE’s ministerial line-up as outlined in the last Update
* **Teach First**, the government’s provider for attracting high-flying graduates into teaching, **has recruited the lowest number of trainees in four years**, missing its target by a fifth. It comes after a post-pandemic employment bounce for top graduates, with some of the UK’s leading employers offering starting salaries of £50,000. Teach First, which admitted to “significant recruitment challenges”, is calling on the government to offer a £5,000 recruitment bonus for teachers who work in the most deprived areas “to ensure the profession remains competitive”. Estimates suggest that overall the government will miss its trainee teacher target by a third this year.

**School management**

* ESFA has updated “**Teachers’ pay grant**: allocations for 2022 to 2023 financial year”. See <https://www.gov.uk/government/publications/teachers-pay-grant-allocations-for-2022-to-2023-financial-year>
* The DfE has updated its **Local authority interactive tool** (LAIT). See <https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>
* For the latest **ESFA Update**, see <https://www.gov.uk/government/publications/esfa-update-2-november-2022>
* The DfE has issued “**School workforce census**: guide to submitting data”. See <https://www.gov.uk/guidance/school-workforce-census>

**Post 16**

* The DfE has issued “**National Leaders of Governance for further education**: national leaders”. See <https://www.gov.uk/government/publications/national-leaders-of-governance-for-further-education-national-leaders>
* The DfE has issued “Guidance for **FE ITE providers about bursary funding** for the 2022 to 2023 academic year”. See <https://www.gov.uk/government/publications/fe-funding-initial-teacher-education-ite-bursaries-2022-to-2023>

**Tony Stephens**