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Daytime cleaning arrangements

During September, schools have continued with the same daytime cleaning arrangements that were in place in the previous academic year, ensuring that frequently touched services are wiped down regularly during the day.

We are recommending that these arrangements continue through to the end of this term and are then reviewed. From term 2 we are recommending that schools have arrangements in place that meet the minimum requirements detailed in the Governments document: [COVID-19: cleaning in non-healthcare settings outside the home](#). This requires the following:

‘As a minimum, frequently touched surfaces should be wiped down twice a day, and one of these should be at the beginning or the end of the working day.’

As schools will have frequently touched services included as part of their normal beginning/end of the day clean, the additional requirement is for these areas to be cleaned once more during the day. In some cases, the current arrangements provide this level of cleaning on a more frequent basis and, therefore, we have given 4 weeks’ notice to the Trust’s main cleaning contractor, Glen Cleaning, to end the janitor service with effect from 5th November.

Should you feel that you need to continue additional cleaning from Glen Cleaning, in order to meet the requirement to wipe down frequently touched surfaces once during the day, please contact Beth Watts to discuss your requirements. There is no guarantee that Glen will have sufficient staffing to deliver meet your requirements and therefore we advise you to inform Beth if you are in this position as quickly as possible.

If you feel that you can manage the daytime cleaning without continued additional support from Glen Cleaning, no action is required and this service will end on 5th November.

If you have a locally arranged cleaning contract you will need to discuss your requirements with your provider as soon as possible.

This change is in line with the template risk assessment issued by the Central Team.

CO2 Monitors - how to guide

CO2 monitors have now started to be delivered to schools in our area. The Government has published a ‘how to’ guide on the Google drive document sharing platform on the use of CO2 monitors in education and childcare settings. The link to the platform is [here](#).

Introduction

Primary Heads will see a secondment opportunity advertised in this bulletin. Can I ask everyone to ensure that it is published on staffroom noticeboards and that you draw it to the attention of suitable candidates. We sometimes note with concern how schools can lack opportunities for rising staff (and the cost of UPS where they can't progress into leadership) - here is the solution - greater sharing of opportunities across the Trust. Whitchurch is a really dynamic context and it would be a great opportunity for someone.

On a completely different note, COVID rates have increased and schools are facing more decisions about contingency planning. Please call Louise or me if you want to talk a decision through. The current issues with unreliable LFTs and PCRs are making this really hard to call.

Half-term is rushing in on us. Keep going!

Gary

Policy consultations

We are today launching a number of [policy consultations](#), as detailed below.

The consultation period will run from 12th October to 5th November. Where possible the proposed changes have been tracked for your information.

HR Policies	Operational Policies
Pay	Finance
Disciplinary	Separated Parents (new)
Redeployment (new)	

The Redeployment and Separated Parents Policy are new. If you already have Separated Parents Policy please be aware that the Trust policy will supersede your school based policy once it is approved.

We had also planned to consult on updates to the Equality and Diversity Policy to reflect our whole community, rather than just staff. This consultation has, however, been delayed until a later date.

We would like to encourage Headteachers and School Business Managers to participate in this consultation. We would also like Chairs of Local Governing Bodies to ensure that the consultation is reported to their LGB and any response from the LGB is noted in their minutes. Chairs may wish to identify a member(s) of the LGB to lead on making a response to share the workload and benefit from governor skills. The Headteacher and Chair of the LGB may also want to consider sharing the consultation with other stakeholders.

If you would like to submit changes, suggestions or amendments to any of the policies please highlight your changes or make them using tracked changes. Please submit your comments to the consultation to Jane Norris via email: jnorris@lsp.org.uk.

Early Years foundation stage profile - update

The EYFS profile [handbook](#) for 2022 has been updated to align with the statutory roll out of the EYFS reforms. Also, three [videos](#) have been shared to support practitioners assessing children's development at the end of the early years foundation stage.

Trust School Leaders Meeting

Following on from the Trust School Leaders meeting last week, the briefing for this Thursday will consider developing the Quality of Education part of the SEF. It would be helpful to have the Section 5 Inspection Handbook to hand for this.

On the final Thursday of term we will consider the KS2 Reading Audit materials.

The resources from the meeting held on 6 October are available on Foldr:

[LSP Primary Headteachers/Trust Wide/Trust Leaders Meetings 2021-22/6 October 2021](#) or
[LSP Secondary Headteachers/Trust Leaders Meetings 2021-22/6 October 2021](#)

In Year Applications

Please see [here](#) updated In-Year Applications form. Please can you include this on your school website.



Update on the Clerk to Governors Review and the Trust's Governance Professional

In line with the first stage of the Clerk to Governors review a number of Clerks, that were previously contracted on a self-employed basis, have now been set up as employees. I would like to extend my thanks to the Clerks that are in this position for all of their help in getting these arrangements set up.

Stage two of the review of our wider review of Governance was due to commence in September and be spread across this academic year. Unfortunately, this work has not yet commenced as we have not been successful in appointing the Trust's Governance Professional. We are currently looking at interim arrangements while we consider how best to fill this role in the longer term.

As a reminder here are the areas that are due to be considered in Stage two:

- Appointment of a Lead Governance Professional in the Central Team;
- Move Clerk to Governors, that already have a specific contract of employment for their Clerk to Governor role, onto the new job description, grade and reporting arrangements;
- Develop a Clerk's appraisal framework;
- Discussions with the chairs and headteachers on local governing body structures including number of committees;
- Agree and develop templates to support the work of local governance;
- Developing a framework for calculating annual hours for Clerks;
- Develop arrangements for Clerks employed with a wider role in schools;
- Further development of Governor and Clerks training programme;
- Investigate systems such as use of Governor hub;
- Any other development activity;
- Produce proposals in order to consult with all stakeholders.

It may not be possible to achieve all of this in the planned timescales and we will update you as soon as we have established a way forward. Thank you for your patience and understanding.

Secondment Opportunity - Deputy Head (Primary)

Following the promotion of their current Deputy Headteacher, Whitchurch Primary School are excited to offer the following post:

Deputy Headteacher/ SENDCo (Fixed Term Secondment from 1st January 2022 to 31st August 2022)

They welcome candidates keen to gain experience of the next stage in their careers, and those looking for a change in setting and challenge.

Desirable but not essential, they would be particularly interested in candidates who:

- Are fully experienced in the operations of a school, both on a strategic improvement level and day-to-day management level.
- Have the National SENDCo accreditation, are working towards it, or have a good level of SEND experience.

- Are willing to teach in a Year 6 class for one day a week, as well as cover classes as and when needed (although this will not exceed an additional half day a week.)
- Based on the above, a basic structure of responsibility would be 2 days a week Deputy, 2 days a week SENDCO and 1 day a week class teacher, although overlap of these responsibilities should be expected.

Whitchurch Primary School can offer you:

- 200+ children eager to work alongside you, on an educational, holistic and fun level!
- A supportive staff, fully engaged with the school and fully invested in our constant mission to 'achieve our best together'
- A CPD programme that will enable you to develop a full range of leadership skills.
- A stunning working environment, including state of the art buildings, amazing play areas, a forest school zone and your own office!

Should this role appeal to you, and you feel you have the skills, credentials and abilities to fulfil it, please complete this [Microsoft Form](#) (closing date is 1st November), which will be reviewed by the Central team. Anyone interested in this opportunity is encouraged to contact the Headteacher, Carl Hornsby, to arrange a visit. Carl can be contacted on 01275 833593.

Catch up and Recovery Funding

We have highlighted a few different funding streams over the past few weeks, and we thought it would be worth mentioning these again with some clarification and also to signpost you to the actual allocations now they have been published.

Some schools still have some unspent **Catch-up Premium** funding from 2020-21, which was fairly flexible for schools to use, and will form part of school revenue balances for these schools. For the 2021-22 academic and financial year, there are two new pots of money that all schools will receive - the Recovery Premium and School-led Tutoring funds. Both are calculated based on the number of pupils eligible for pupil premium, but both have different criteria attached.

The purpose of the **Recovery Premium** funding is to further support pupils who need it most. It will build on the Pupil Premium and will be allocated using the same data as the pupil premium (including FSM pupils, FSM Ever 6 pupils as well as post- LAC pupils.) School allocations will be calculated on the basis of £145 per eligible pupil. However, there is a minimum payment per school so that all primary schools will not receive less than £2,000 and secondaries will not receive less than £6,000.

25% of this initial allocation will be paid in October 2021, January and May 2022 based on October 2020 census data and a final allocation of the Recovery Premium will be paid in July 2022 based on pupil data in the October 2021 school census. The final allocation will be paid minus the amounts paid in October 2021, January and May 2022 above. Recovery Premium will be allocated to nominal code 1051 and schools can look up their provisional 2021-22 allocations [here](#).

As you know, all academies are required to publish an updated pupil premium strategy annually and this now includes a requirement to include information on how you have used your recovery premium on the same template. All schools must [use the templates](#) available on GOV.UK to publish their 2021 to 2022 pupil premium and recovery premium strategy, by the end of December 2021.

The second funding all schools will receive is **School-Led Tutoring** Funding, part of the National Tutoring Programme. This is a more complex pot of funding and strictly ringfenced for providing one-to-one or small group tuition and you should note that the funding can be clawed back. The tutoring should be targeted, although not necessarily exclusively, at disadvantaged pupils.

For 2021 to 2022, the grant provided has been calculated to cover 75% of the cost of tuition, based on an average cost of £18 per hour and a pupil receiving a package of 15 hours of tuition, totalling £202.50 per pupil i.e. from the £18 average hourly cost, the DfE will provide a maximum of £13.50 per hour for tutoring. Schools are expected to contribute the remaining £4.50 from other budgets such as the Recovery Premium or Pupil Premium. Schools can, if needed, offer provision at a higher unit rate than £18 but it will not be funded by DfE and the school will be responsible for all costs beyond £13.50. Allocations are based on the same data as the pupil premium and funding allows for 60% of pupil premium pupils in year groups 1 through to 11 to receive school led tutoring.

2021-22 allocations can be found [here](#) and payments will be made in October, January and May. Funding will be allocated to nominal 1055.

In 2022-23, schools will be provided with a school led tutoring grant to cover 60% of the £18 unit cost, and in 2023-24 the grant provided will cover 25% of the £18 unit cost. Schools will need to factor in increasing contributions to school-led tutoring from other budget sources such as pupil Premium Funding over the three years.

At the end of the school year, schools will have to account for how many hours of tuition have been provided via an ESFA form to be completed by the end of July 2022. and if it falls short of the DfE expectations, the government will take back the difference. Schools will not be able to carry forward any underspent funds into future years. Additionally, pupil censuses will collect the names of pupils who have received tutoring and how many hours of tutoring pupils have received so far. Clear accounting records of expenditure must also be kept for audit purposes.

Schools can identify their own tutors to provide School-Led tutoring. You can use your own qualified teachers to deliver tutoring if they're willing to work hours additional to their usual contracts, although you need to be sure to deliver the appropriate number of hours of tuition. Alternatively, you can use retired teachers or supply teachers. You can use teaching assistants to take on the role, but in these cases, they must complete an 11-hour online training course before they begin - and those costs are not covered by the tutoring funding. This will also delay the start of your programme, as the course will not be available until November. Please read the [guidance](#) for more information.

The School Teachers' Pay and Conditions Document (STPCD) 2021 has been amended to enable teachers on the main and upper pay ranges to receive TLR3 payments for tutoring to provide catch-up support for pupils affected by the coronavirus pandemic.

TLR3s may be awarded only for clearly time-limited school improvement projects, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. The fixed-term for which they are to be awarded must be established at the outset of the award. Schools should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring, as set out above. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

The annual value of an individual TLR3 must be no less than £571 and no greater than £2,833 (the maximum is lower than this in our Pay Policy). This refers to the annual value of such an award. Where a TLR3 is awarded with a fixed-term of less than one year then the total value should be determined proportionately to the annual value. Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply to TLR3s.

We recommend that you use TLR3s consistently to pay your teachers for any school led tutoring that they are going to undertake based on the estimated number of hours tutoring throughout this academic year and an hourly rate of £18 per hour. For example, 3 pupils x 15 hours x £18 pr hour = TLR 3 value of £810 for the 2021-22 academic year. The minimum TLR3 of £571 is sufficient to provide tutoring for just over 31 hours across the academic year.

Consultation on including Motor cover in this risk protection arrangement (RPA)

The DfE has launched a [public consultation](#) on a proposal to introduce Motor Cover as part of the RPA.

As you will be aware, the RPA provides cover for most risks that schools face, but members currently have to obtain motor cover elsewhere at commercial rates, because third party motor insurance is a legal requirement under the Road Traffic Act 1988 and the RPA cover is not insurance.

If the RPA were able to offer Motor cover to its member schools, there would be potential to save schools' money, delivering direct savings on the cost of cover and save schools' time, as schools currently have to provide detailed claims experience to obtain commercial cover.

They are welcoming the views of stakeholders across the school sector and we recommend that you respond if you have a school motor vehicle. The consultation closes on 30 November 2021.

FINANCE UPDATES

Monthly Finance Checklists

A reminder that the first monthly checklist for September along with September's credit card statement is due by 10th October in time for a report to Trustees. The revised monthly checklist can be found [here](#).

