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Introduction

First of all, welcome to St Andrew's CE Primary School in Congresbury, who officially became a partner in the Trust last Friday. It has been a real pleasure working with Fran Martin (Head), David Kemp (Chair), Jo Beavan (SBM) and Zoe Gartland (DH) on the conversion process. St Andrew's was singled out for praise from a minister at the Education Select Committee last month for their work with the traveller community and I know that they will be a capacity builder in our Trust too.

We have had a few other enquiries about joining the Trust from schools in our area and, as you know, we are working with Wrington and Burrington who are now in the conversion process. If you have seen the White Paper you will know that the government is now being much more specific about the size and capacity that 'Strong Trusts' need. I feel very confident that the work that we have done together is making us the best Schools Trust in this region. It is a vindication on the decisions that we have made and our collective ambition to serve our communities brilliantly.

As part of that 'system for excellence' we listen to the voices of staff, parents and pupils. We formally do that through surveys and you will see later in the Bulletin that my colleague, Clare Giordmaine, has provided information on how we will do that this year. Analysing the information last summer was far from easy, so this year we are centralising the administration of the questionnaire. If you would like to add any supplementary questions you will see that Clare can customise your survey for you. Once again, the Ofsted questions will form the core.

Last week, Louise shared some information from the DfE about Ukrainian arrivals and since then, Blagdon, Whiteoak and Backwell Secondary have already had their first applications. As mentioned by Louise, we would like to set up a working party to scope out what services and capacity we may need to buy in or share to provide well for refugees. Thank you to those that have already volunteered, you will be hearing from us soon. If anyone else wants to join the group (leaders or governors), please email Diane Logan dlogan@lsp.org.uk.

Lastly, I hope that everyone can have a wonderful holiday this Easter. It is my personal favourite as the combination of the joyful festival, better weather and the refreshingly long break fall at just the time when we need them most. That has never been more the case than now. Have a great break.

With very best wishes,

Gary

Welcome to St Andrew's Primary School

We are thrilled to welcome St Andrew's Primary School to the Lighthouse Schools Partnership who joined the Trust on the 1st April.

The school's vision is 'growing together' with a commitment to unlocking potential through a curriculum where pupils thrive, develop character and master knowledge and skills.

Headteacher, Fran Martin, commented: "We are delighted to join Lighthouse Schools Partnership. We are excited about the collaborative opportunities ahead in working closely with other local schools: sharing best practice, learning from each other and in turn ensuring improved experiences and benefits for our pupils and our St Andrew's team."



CFOO Louise Malik congratulating Headteacher Fran Martin and Deputy Headteacher Zoe Gartland

Staff, Parent and Pupil Surveys

For us to analyse survey data effectively, we will be supplying schools with Microsoft Forms links for pupil, parent and staff surveys.

Headteachers will shortly receive their survey links from Clare Giordmaine. If you have any supplementary questions, please let Clare know (cgordmaine@lsp.org.uk) and she will send you a link that you can edit.

Please see the timeline below:

Staff Surveys

All schools are required to complete staff voice surveys to inform self-evaluation by 1 June 2022.

Parent Surveys

All schools are required to run a Parental Survey during Term 6. Results to be collated by 30 June 2022.

Pupil Surveys

Primary schools are asked to run a survey with Year 6 pupils during Term 6 and Secondary Schools to run an exit survey with Year 11 students. Results to be collated by 30 September 2022.



LSP Trust Board Summary

At a Board meeting held at Gordano School on 31st March 2022, Trustees undertook the following actions:-

- Received and challenged a strategic school improvement update for all LSP schools/phases.
- Noted a Staff Wellbeing update
- Received an update on the Centre for Professional Development
- Noted Finance and Audit & Risk Committee Reports
- Agreed a process for recruitment of new Trustees
- Agreed Trustee meeting dates for 2022/23
- Received a Small Schools Strategy Update
- Reviewed and challenged the functional risk register
- Discussed provision for new arrivals from Ukraine.

Carbon Reduction Plans

As you will know, the Board of Trustees have set a target of being carbon neutral by 2035 and the Trust was allocated a grant to produce our carbon reduction plan. I am pleased to be able to inform you that our plan has now been agreed and is available on Foldr [here](#). This is a high level, Trust wide plan, which includes a number of commitments to support us in achieving our carbon neutral target. Whilst the plan has been agreed, within a timescale to meet the grant funding requirements, it will need to evolve as we take steps to reduce our carbon footprint and as technology develops.

Having our Trust wide plan is an important step forward, but it is what you do in each school that will make the most difference. We have produced a skeleton carbon reduction plan for each school (each federation of schools on the same site) and these are available for you to access in Foldr [here](#). The individual school plans include the feedback that you have provided on the steps that you are already taking and incorporate the work that has been undertaken to identify the changes that could be made to your site to reduce your carbon footprint. For us to make a real difference, our plans will need to be owned and supported at every level - Trustees and Governors, Leaders, Staff, pupils and our communities and partners. We would like schools to consider the commitments that we have made in the Trust wide plan and to take the skeleton plan that we have produced for you and to turn it into something challenging, meaningful and exciting for your school.

We are starting to plan a launch event to help you with this process. We hope that this event will be able to provide [inspiration, structure and technical support](#) and we will be in touch with further details in due course. Of course, if you are keen to get started on developing your plan ahead of this event, please feel free to do so. If we can help or advise in any way, please do not hesitate to ask.

Ultimately, we will want to share the good ideas that your work generates and collate the actions that are required so that the Central team can support with coordination and facilitation. This will also enable us to identify the costs involved and to plan how this can be resourced.

I am arranging a further meeting of our carbon reduction champions group along with our secondary school environment teams and this team will help to shape our carbon reduction launch event. If your school has a nominated carbon champion that you would like to add to this group, please contact Diane (dlogan@lsp.org.uk)

I'm really looking forward to working with you on this hugely important and exciting piece of work

Louise Malik

Prioritised SCA projects

The next iteration of the 5-year plan for the use of our School Condition Allocation (SCA) has now been agreed by Trustees. The plan has been devised by analysing the priorities identified in the recent Condition and M&E surveys and any comments that schools raised about their content. The plan has been developed in accordance with the [SCA Infrastructure Funding Policy](#). On 31st March an email was sent to Heads and SBMs containing the following information:

- 1 - A list of projects that have been agreed from the SCA due in April 2022 for all schools (year 1 of the plan).
- 2 - A list of projects that have been agreed from the SCA due in April 2023 for all schools (year 2 of the plan).
- 3 - A list of priority projects that have been identified as needing to be completed by schools from your Devolved Formula Capital or Revenue funding over the next 5 year period. SCA funding has not been allocated to these projects in accordance with the SCA Infrastructure Funding Policy. This is because they are smaller projects or routine activities (such as clearing gutters). There are some examples of smaller projects being funded by the SCA to avoid the sum of such projects being unmanageable for individual schools. Please use the filters at the top to view the information for your school(s)

At this stage, we have not allocated all of the SCA funding. This is because we routinely hold back some of the SCA funding for specific reasons such as a contingency for emergency issues, project management and for the fund that schools are able to bid from. In addition, as we have produced this 5 year plan, we have been conscious of some additional projects that are likely to require funding from the SCA. Examples of these are provided below:

We have recently had site plans produced for all schools including fire compartmentation lines based on the latest fire regulations. Hub estates leads will now be visiting all schools to compare the actual fire compartmentation to that in the new site plans and to identify where additional work is required to ensure the safety of all building users in the event of a fire. This is clearly a high priority activity and our unallocated SCA resources will support us to fund the necessary work.

As you will know, we are developing our carbon reduction action plans. Not only will this help us with our aim of carbon neutrality by 2035 but it will also reduce our energy usage and, in the current climate, this is an important activity to mitigate the potential impact of energy price rises on school budgets. Our unallocated SCA resources may also enable us to support you to fund some of your carbon reduction actions e.g. additional insulation.

Whilst it is important to plan the use of the SCA we also need to retain the flexibility to respond to the issues listed above. This is why, at this stage, we are only issuing you with the funded projects for the first 2 years of the plan. We have confidence that we will be able to deliver the items in the first two years of the plan and that you can now develop or amend your Estates Development Plan accordingly. Your Hub Estates Lead will arrange to meet with you to discuss the SCA plan and can also discuss with you the items that have been tentatively identified for years 3 to 5.

As you will be aware, a number of items that were earmarked for funding in the latter years of the last 5 year SCA plan were withdrawn due to higher priority commitments. After Easter we will provide you with further information which will combine the items from the last 5 year plan which are still being funded from the SCA with those agreed for the next two years so that you will have clarity of all of the items being funded from the SCA and the items identified for completion from your DFC or revenue resources.

We hope that this information is of use and please feel free to contact your Hub Estates Lead should you require any further information.

Finally, a gentle reminder that the deadline for submitting applications from the SCA bid funding pot is 29th April. Details of the fund and application process were provided in the news bulletin issued on 14th December 2021.

LSP Assessment Update

Click [here](#) to read the latest LSP Assessment Update.

Chicken Pox and Scarlet Fever in Children

Please click [here](#) to read a communication from UKHSA and B&NES Public Health about Chicken Pox and Scarlet Fever in children and actions to take.

Please pass on to the relevant leads within your setting.

Parentpay

We are pleased to inform you that we have invoked the option to extend the Parentpay contract for a further two years. The terms of the contract remain the same and the contract will now expire in August 2024. The contract still includes the offer of schools benefitting from the use of Schoolcomms for free. Any schools wishing to take advantage of this offer, please contact Clare Giordmaine cgiordmaine@lsp.org.uk for more information.

Statement from Gazprom

Gazprom has issued a statement this morning, confirming their new German State ownership and providing security of supply.

[Statement on our security of supply \(gazprom-energy.co.uk\)](https://www.gazprom-energy.co.uk)

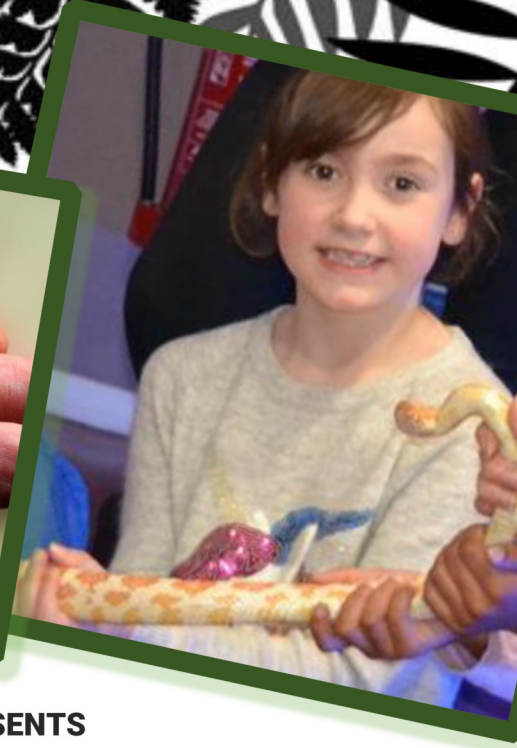
Tree Risk Surveys

It is generally recommended that schools have an annual inspection of their trees carried out. If you believe that due to the quantity and/or condition of your trees a less frequent visit is required, then please discuss this with your Hub estates lead. If approved by the Hub Estates lead the activity will be updated within Every to reflect the reduced frequency.

For any school requiring a Tree inspection this year, you might like to consider asking **James Nash**, Tree Inspector, Parks and Green Spaces, Environmental Services, Tel: 01225 396861 James_nash@bathnes.gov.uk

James carried out the inspections at several LSP sites last year. The cost of tree inspection and report this year is

- £120 primary schools
- £260 Secondary schools



BLAGDON PRIMARY SCHOOL PTA PRESENTS

Blagdon Zoo

SUNDAY 15 MAY 2022

Join us for an exploration of
Exmoor Zoo animals, from
Meerkats to giant Millipedes

Only £5 per person



Children under 12 must be accompanied by adult
Limited tickets available; follow QR code or visit

<https://tinyurl.com/2p8v4rdv>

Session lasts approx 1 hour

CALLING ALL ASPIRING ZOO KEEPERS.

DfE and UKHSA guidance on living with Covid-19 - update

On Tuesday 29 March, the Government set out the next steps for living with COVID-19 from 1 April. The UKHSA published a suite of guidance documents which are also relevant to schools:

[Guidance for people with symptoms of a respiratory infection including COVID-19, or a positive test result for COVID-19](#)

[Living safely with respiratory infections, including COVID-19](#)

[Ventilation of indoor spaces to reduce the spread of COVID-19 and other respiratory infections](#)

[COVID-19 guidance for people whose immune system means they are at higher risk](#)

The COVID-19 specific operational guidance for schools has now been withdrawn but the DfE and UKHSA have published further guidance that is specific to schools:

[UK Health Security Agency \(UKHSA\) health protection in education and childcare settings](#) which provides advice on preventing the spread of infections, which diseases to vaccinate for, how long to keep children away from school, managing infectious diseases and cleaning the environment.

[DfE emergency planning and response](#) which includes how we should plan for and deal with emergencies, including significant public health incidents and severe weather.

The first of these, [UK Health Security Agency \(UKHSA\) health protection in education and childcare settings](#), contains an alphabetic list of infectious diseases. The guidance on Covid-19 is under 'R' for respiratory infections. Specifically, on the circumstances in which a child or member of staff should not attend school, the guidance states:

- Children with mild symptoms such as a runny nose, sore throat, or mild cough, who are otherwise well can continue to attend school.
- Children and young people who are unwell and have a high temperature should stay at home and where possible avoid contact with other people. They can go back to school when they no longer have a high temperature, and they are well enough.
- If a child or young person has a positive COVID-19 test result they should try to stay at home and where possible avoid contact with other people for 3 days after the day they took the test. The risk of passing the infection on to others is much lower after 3 days if they feel well and do not have a high temperature.
- Children and young people who live with someone who has a positive COVID-19 test result should continue to attend as normal.

Any staff who have a positive COVID-19 test result should try to stay at home for 5 days after the day they took the test.

We recognise that this guidance does not align with the fact that free Covid-19 tests are now not available and CST have raised this with the DfE.

The guidance says that you should contact your UKHSA Health Protection Team if there is:

- A higher than previously experienced and/or rapidly increasing number of staff or student absences due to acute respiratory infection.

Evidence of severe disease due to respiratory infection, for example if a pupil, student, child or staff member is admitted to hospital.

For more information on actions to take in the event of an outbreak or incident, see chapter 4 of the guidance.

There is a [webinar](#) giving an overview from DfE and UKHSA officials on the [changes from 1st April](#), and what this means in practice for schools.

Despite these changes, infection rates in our area remain high and we recognise that covid is still having a significant impact on some schools in terms of pupil and staff absence.

Actions for this week - We are not recommending that you immediately change your arrangements to reflect the new government guidance. We have to put in place the arrangements that we feel are appropriate to protect the health and wellbeing of everyone on our sites and we recommend that you continue with our existing risk assessment controls until the end of term on Friday this week. However, you need to make an assessment of what is right for your school. If, for example, your covid infection rates are relatively low you may choose to adopt the new government guidance straight away. If so, your risk assessment should be appropriately updated so that it reflects your updated control measures and you should consult with your staff. Understandably, this may be difficult in the timescales so at the very least you need to inform your staff and community that you are adopting the Government guidance but won't update your risk assessment until term 5.

Actions for term 5 - We intend to adopt the new government guidance from the beginning of term 5. We feel that this is an appropriate point in time to move from a specific Covid-19 risk assessment to a general risk assessment about the control of infectious diseases. Delegated Services are currently updating their infectious diseases risk assessment to reflect the new government guidance and as soon as we have received this, we will review and share an LSP template with schools.

FINANCE UPDATES

Demonstration of alternative budget setting and monitoring

Thank you all for attending the recent demonstrations of the Integrated MAT Platform (IMP) system and for your subsequent feedback. A recording of the demonstration for anyone that missed it. Please contact Sue Warneford-Thomson if you would like to access the recording.

We are now considering your feedback, particularly your points about consulting you on an appropriate implementation timetable and will update you on our proposals after Easter.

FS4S Outlook Account

With the transfer of the payroll to our new provider, please be reassured that access to the FS4S mailbox function will continue for a further 3 months until the end of June.

Please note, this should only be used for reference purposes and not to raise payroll queries.

Further instructions relating to the closure of each schools mailbox will follow after the Easter break in May.

Please contact [Natalie Fear](#) if you require any further information or have any concerns regarding the mailbox.

Governor Training on Financial Reporting

Thank you to those of you that attended the Financial Reporting training on 30th March. A copy of the [slides](#) and the [video](#) for the first part of the session are available. However, I'm afraid that we did not record the second half of the session.

16-19 Funding for 2022-23

Schools will be aware that the national funding rate for students ages 16 and 17 have changed, as well as those students aged 18 and over with high needs in band 5. The increase in funding rates includes the funding available from the 16 -19 funding of the teachers' pay grant (which will no longer be paid as a separate grant) as well as an extra uplift to the funding rates for inflationary pressures. However, it has come to our attention that the funding increase is being allocated alongside the expectation of an additional 40 hours' provision for band 5 programmes and for T levels (as well as a proportional increase for other students). If a school already delivers more hours to students than the new minimum required for their funding band, there is still an expectation that schools will proportionately increase hours for students in future years to provide them with additional time in education. Details of the bands and rates can be found on the link - [16 to 19 funding: information for 2022 to 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/16-to-19-funding-information-for-2022-to-2023)

The additional funding for these extra hours has been calculated at a rate of 70% of the 2021 to 2022 academic year band 5 national funding rate. This is on the basis that when the number of hours of education provided to a student increase, not all costs for delivering that student's education rise in the same proportion. For example, the costs of recruiting and registering students, covering exam fees, and other administration and fixed costs, will remain the same. These additional hours have been introduced to aid education recovery, but the aim is for additional hours to be permanently embedded into 16 -19 education. In 2022 to 2023, all institutions will be expected to deliver on average 40 more hours on band 5 programmes than in academic year 2020 to 2021. The ESFA recognise there will be some variation with differences in cohorts and courses, but will analyse where the data and end of year reports suggest that teaching hours have not significantly increased. **It is important to note that the funding bands will be enforced by the recovery of funding where hours are not increased, which may result in students falling into lower funding bands.**

Further information has now been provided in the following ESFA guidance for 2022-23, including guidance on evidence and record keeping. [16 to 19 funding guidance Regulations 2022 to 2023-Version 1_2i comments \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/107111/16_to_19_funding_guidance_Regulations_2022_to_2023-Version_1_2i_comments.pdf)

Importing your Prepay report into Orovia and Prepay Reconciliation

You will be aware that we have been working with NeoPeople to ensure that they are able to produce a report that is easy to adapt and copy into the Orovia template so that you can carry out the payroll reconciliation as usual as part of your internal control processes. We have now received notification that there will be a report made available in addition to the additional reports made available as part of the Trial 1 checks. The report will be called 'T1 (school number/code) Budget Report 0422'. We have re-drafted the Pre-Pay instructions which you can find [here](#).

It is likely that this report will be made available for you to run yourselves in future months, but will be available in NeoPeople Sharepoint in April. We will obviously advise you of any changes for future months.

Thank you.

National Tutoring Programme

The government has announced that for the 2022-23 academic year, all funding for tutoring will go directly to schools. The government has terminated the contract with Randstad and will now procure a supplier to support with quality assurance, recruitment and deployment of academic mentors, and training for schools. This will hopefully simplify the system and give schools the freedom to decide how best to provide tutoring for their children, which could include one on one or small group tutoring through teachers or teaching assistants or continuing to work with external tutoring specialists and academic mentors. More guidance will be given as soon as we receive it.

However, we do know that:

- All schools will receive their tutoring funding directly
- All tuition routes will have the same 60% subsidy rate
- Schools currently engaged with Tuition Partners will be able to continue working with them in the 2022/23 academic year
- Schools with Academic Mentors can continue to employ them in the 2022/23 academic year or recruit directly.

To help schools get the maximum benefit from the NTP this academic year, the DfE is also introducing the following changes:

- **Tutoring attendance** - Tuition Partners can swap pupils in and out of a block of tuition once it has started, due to pupil absence, or because the full 15 hours of support is not required.
- **Summer tuition** - schools have the flexibility to use all tuition routes to deliver tuition over the summer holidays. Those using the Tuition Partner route should discuss this with their Tuition Partners, to check their availability to support over this period.

These changes are in addition to the recent [announcement that £65m is being transferred to the School-Led Tutoring route](#) for the current academic year, with each school receiving a minimum 15% uplift in their final instalment in May. The funds can be used to provide more support to students taking public exams this summer, to offer tuition in July and August and to support pupils transitioning from primary to secondary school. Again, more information will be provided as soon as it is made available.

The NTP engagement team is running a series of 'drop in' sessions for schools and trusts this week. To join, please choose the relevant link below. The link will be the same for each timeslot on your chosen day:

[Academic Mentor Pillar](#) - Tuesday 5 April at 7:30am, 12:30pm and 3:30pm

[Tuition Partner Pillar](#) - Wednesday 6 April at 7:30am, 12:30pm and 3:30pm

[School-Led Tutoring Pillar](#) - Thursday 7 April at 7:30am, 12:30pm and 3:30pm

Governance Update

LSP Central Planner - Attn: School Leaders, Business Managers, LGBs and Clerks

LSP Actions - Summaries of key LSP actions for April & May can be found [here](#)

Governor Training - LSP Governance Training & Events - full schedule available [here](#)

- Chairs' Development Group - Monday 25th April - 7.00pm (Teams)
- Chairs' Development Group - Thursday 28th April - 10.30am (Teams)
- Risk Management - Tuesday 3rd May - 6.00pm (Teams)
- Clerks' Network - Monday 9th May - 1.00pm (Teams)
- Role of Safeguarding Link Governor - Thursday 12th May - 6.00pm (Teams)
- General Meeting - Tuesday 17th May - 6.00pm - Backwell School (in real life)

Please contact the Governance Officer fforrest@lsp.org.org if you would like to receive meeting invites to any of the training sessions above and to indicate if you plan to attend the LSP General Meeting.

DfE Updates (School Bus)

30/03/22 - Release of new white paper, '[Opportunity for all: strong schools with great teachers for your child](#)', setting out how the Education system can contribute to the government's goals for levelling up in England. A summary, prepared by the Confederation of School Trusts is available [here](#).

30/03/22 - Release of green paper (consultation), '[SEND Review: Right support, right place, right time](#)' which sets out proposals to establish a single national SEND and alternative provision system. The consultation is open to children, young people, parents/carers, those who work in the SEND sector and local and national system leaders - consultation will end on 1st July 2022.

The DfE has also opened a consultation on possible changes to the eligibility criteria for the free early education entitlement for disadvantaged 2-year-olds. This consultation is seeking views on who should be eligible for the entitlement, and the impact changes could have on people who share certain protected characteristics - have your say [here](#).

31/03/22 The Home Office published a [toolkit](#) with guidance on commissioning local services to support victims and survivors of violence against women and girls, and a [document](#) setting out the government's position on work to support male victims of these crimes. In response, the DfE has launched a national consultation on preventing sexual harassment and sexual violence in schools. The consultation is designed for teachers and school leaders with recent experience of teaching or leading RSHE, and is seeking information about the work schools are currently doing in this area and what further support is needed from the DfE - have your say on the consultation [here](#).

The DfE also published new, non-statutory [guidance](#) on providing remote education in circumstances where it is not possible for some or all pupils to attend face-to-face education following the expiry of the continuity direction in the Coronavirus Act 2020. We will shortly be publishing an article on the new guidance to help get your school up-to-speed on the changes - keep an eye on our '[New and updated](#)' page to find out when we publish this.

The findings of its [parent, pupil and learner panel](#) and [school and college panel](#) omnibus surveys for 2021/2022 - these are regular online surveys which gather views of the panels on a wide range of topics relating to the DfE's aims, priorities and policies.

The '[Summer schools research, final report: March 2022](#)' - this report assesses the effectiveness of summer schools which were conducted by schools with funding from the DfE in order to make up for learning lost throughout the coronavirus pandemic.

A [research paper](#) on the impact of the coronavirus pandemic on adolescent mental health - this report discusses the impact on depressive symptoms, externalising difficulties and life satisfaction in young people.

'[Research into how local authorities are ensuring sufficient places and supporting vulnerable children](#)' - set in the context of the growth of academies, this paper looks at how LAs, schools and trusts fulfil their duties to vulnerable children.