Spring Term Governance Briefing
Thursday 7 March 2019, 6.30-8.30pm

**Sheffield Hallam University, Institute of Education,
Charles Street, Room 12.4.12**

Spring Term Governance Briefing

o **National Funding Formula Update**
   - **Mark Sheikh**

o **School Improvement Update**
   - **Stephen Betts**

   • Sheffield Performance
   • School Improvement Strategy
   • Learn Sheffield Updates

National Funding Formula Update

Mark Sheikh - Head of Service – Business Strategy
Children, Young People & Families Service - Sheffield City Council

National Funding Formula (NFF) Update and Review of Transition

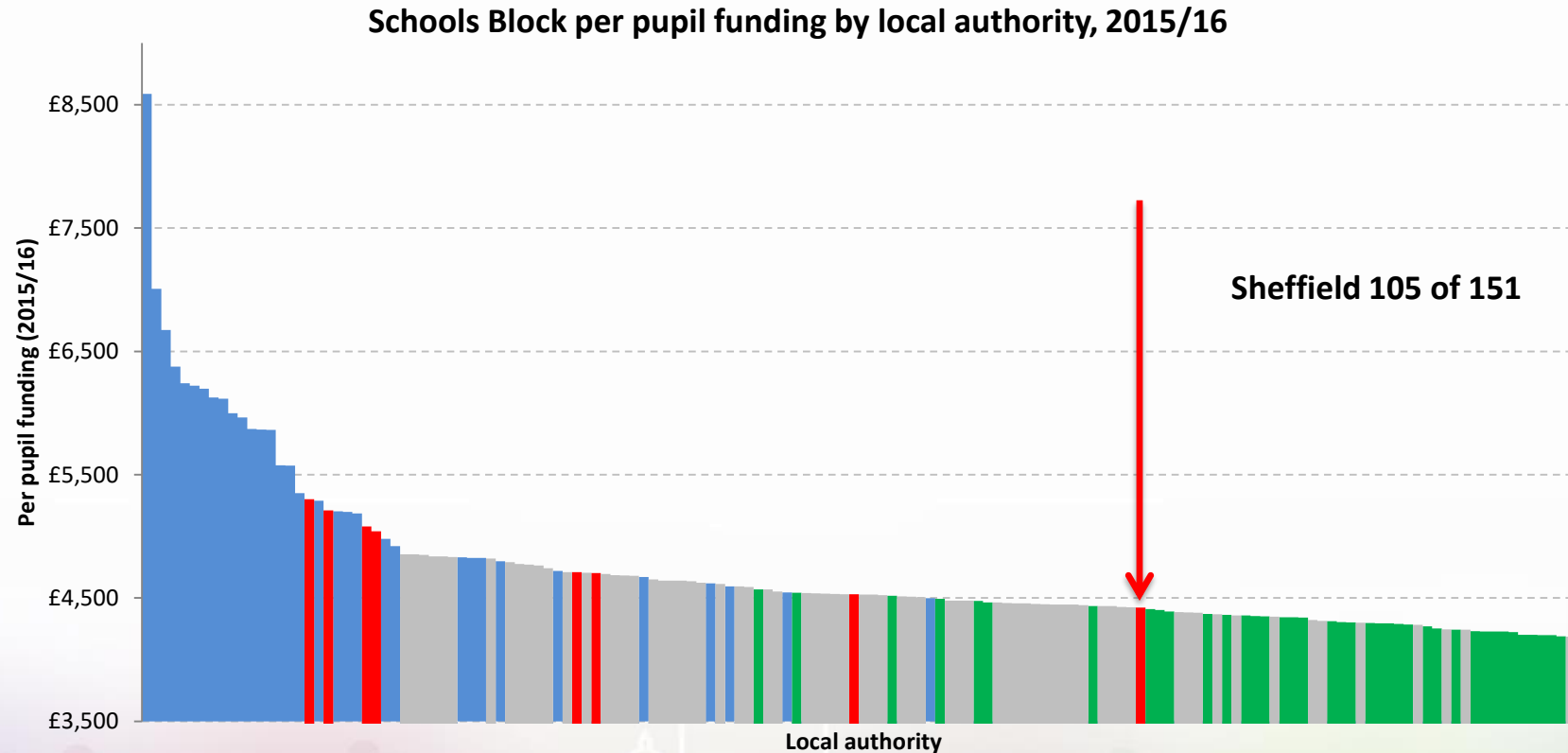## Governors' Briefing, 7 March 2019

Mark Sheikh

Please note: information in this presentation is the same information which was shared with localities and the Schools Forum as part of the budget planning process and the figures are subject to change as a result of the latest Census data

Historically low settlement for Sheffield – Core Cities analysis

Schools Block per pupil funding by local authority, 2015/16

Sheffield 105 of 151

Per pupil funding (2015/16)
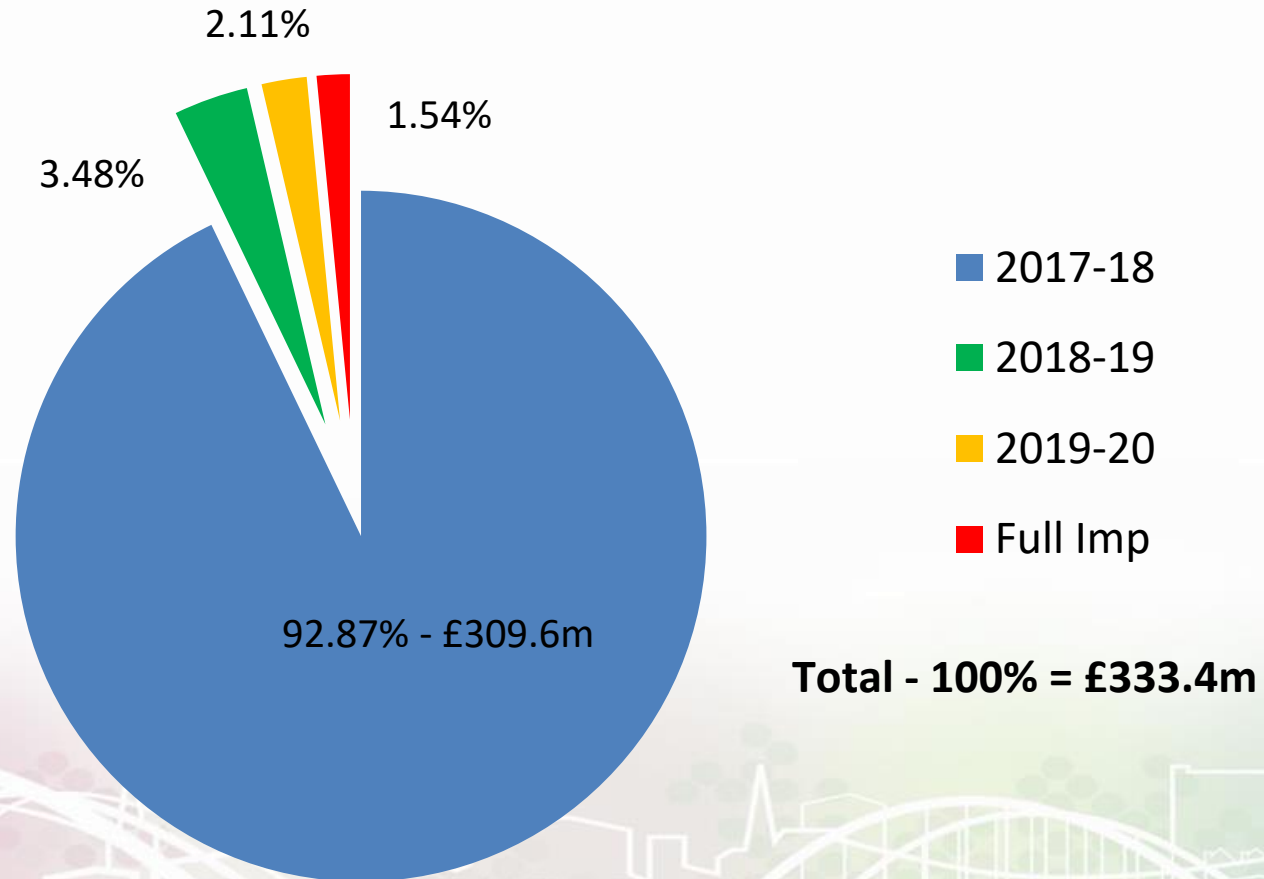
Local authority

Overall shortfall in 2017/18 was £20.5m (6.6%) for Schools Block and £8.4m (16%) for High Needs Block

Implications of National Funding Formula (NFF) for Sheffield

- We recognise that NFF is a **move towards greater fairness**.

- NFF tries to strike a balance nationally between **fairness and stability.** From a Sheffield perspective it appears **more focused on stability.**

- The way funding is distributed by National Government means we are **worse off** from our anticipated allocation (**based on October 2017 baseline**) for:

  - Schools Block by **£12.1m** (£170 per pupil) in 2018/19 and **£5.7m** (£80 per pupil) in 2019/20.

  - High Needs Block by **£6.7m** in 2018/19 and **£5.2m** in 2019/20.

- There is **insufficient funding** nationally in the school system.

Schools Block DSG Shortfall Analysis

Pie chart legend:
- 2017-18
- 2018-19
- 2019-20
- Full Imp

2.11%
3.48%
1.54%
92.87% - £309.6m

Total - 100% = £333.4m

Transitional approach to NFF agreed by Schools Forum December 2017

The rationale for this initial approach was to improve the overall Sheffield baseline in preparation for full implementation of NFF.

	Y1 - 2018/19	Y2 - 2019/20	Y3 - 2020/2021
Lump Sum	£150k	£150k	£110k
Sector ratio primary : secondary	1:1.24	1:1.25	1:1.29

- *Changes to the lump sum impact **within** the sector, redirecting funding from smaller to larger schools.*
- *Changes to the sector ratio impact **across** the sectors.*

Latest Updates

- **2020/21 is no longer the first year** of the hard National Funding Formula (implementation of the ESFA's national formula).

- The date for full NFF implementation is not known – subject to the next National Spending Review/Legislative changes - current discussion is "**hardening the soft formula**". The debate going forward:

  - ➢ Cost pressures – pay inflation, recruitment and retention

  against

  - ➢ Levelling up of differentials and real terms pupil protection

- Extra money will help absorb inflationary pressures within school budgets:

  - Teachers' Pay Grant - £187m in 2018/19 and £321m in 2019/20.

  - Teachers' Pensions Grant - c£800m 2019/20 £1,371m in 2020/21.

  - £400m national allocation for "little extras" - £10k for primary and £50k for secondary.

BUT, there's only so much cake...

We can slice it any way, but there's still only one cake to go around

The good news is we will receive an additional **£5.7m** for 2019/20, so the cake is getting slightly bigger.

Sheffield's Transitional Principles

Approach to transition models is based on the following principles - to:

1. Ensure all schools receive a minimum of **0.5% increase** in 2019/20 on pupil-led funding (as per national announcement).

2. Maintain **stability** in the system by maintaining Age Weighted Pupil Unit (AWPU) levels.

3. Achieve **minimum per pupil funding*** levels of £3,500 in primary and £4,800 in secondary.

4. Use new funding to ensure a **stable transition** towards NFF.

* Five secondary schools and one primary will receive minimum per pupil funding levels in 2019/20.

Indicative School Budget Share Modelling 2019-20: Analysis of DSG Allocation

			£m
DSG	2018-19		316.22
	2019-20		324.50
	Increase of:		8.28
Pupil Numbers	2018-19	71,327	
	2019-20	71,846	
	Increase of:	519	
Total <u>expected</u> increase :			**8.28**
Cost of additional funding for new pupils in 2019-20:			-2.53
Additional DSG			**5.75**

Indicative allocation based on October 2017 Census.
Final allocation changed based on October 2018 Census.

Indicative School Budget Share Modelling 2019-20
Summary Agreed Model
(changes to sector balance and lump sum)

	Ratio 1.255 - MFG 0.5% - LS £130k		
	Model		
	£,000		
	1	2	3
	Primary	**Secondary**	**Total**
Cost of Protection/AWPU	4,418	2,594	7,012
Minimum Funding Level	49	154	203
Sector Balance Change		954	954
Other (Lump Sum; Mobility; Split Sites)	-2,140	-279	-2,420
Total	**2,327**	**3,423**	**5,749**
Percentage split	40%	60%	

Funding Comparison 2018/19

Schools Block Unit of Funding Per Pupil by Local Authority 2018/19
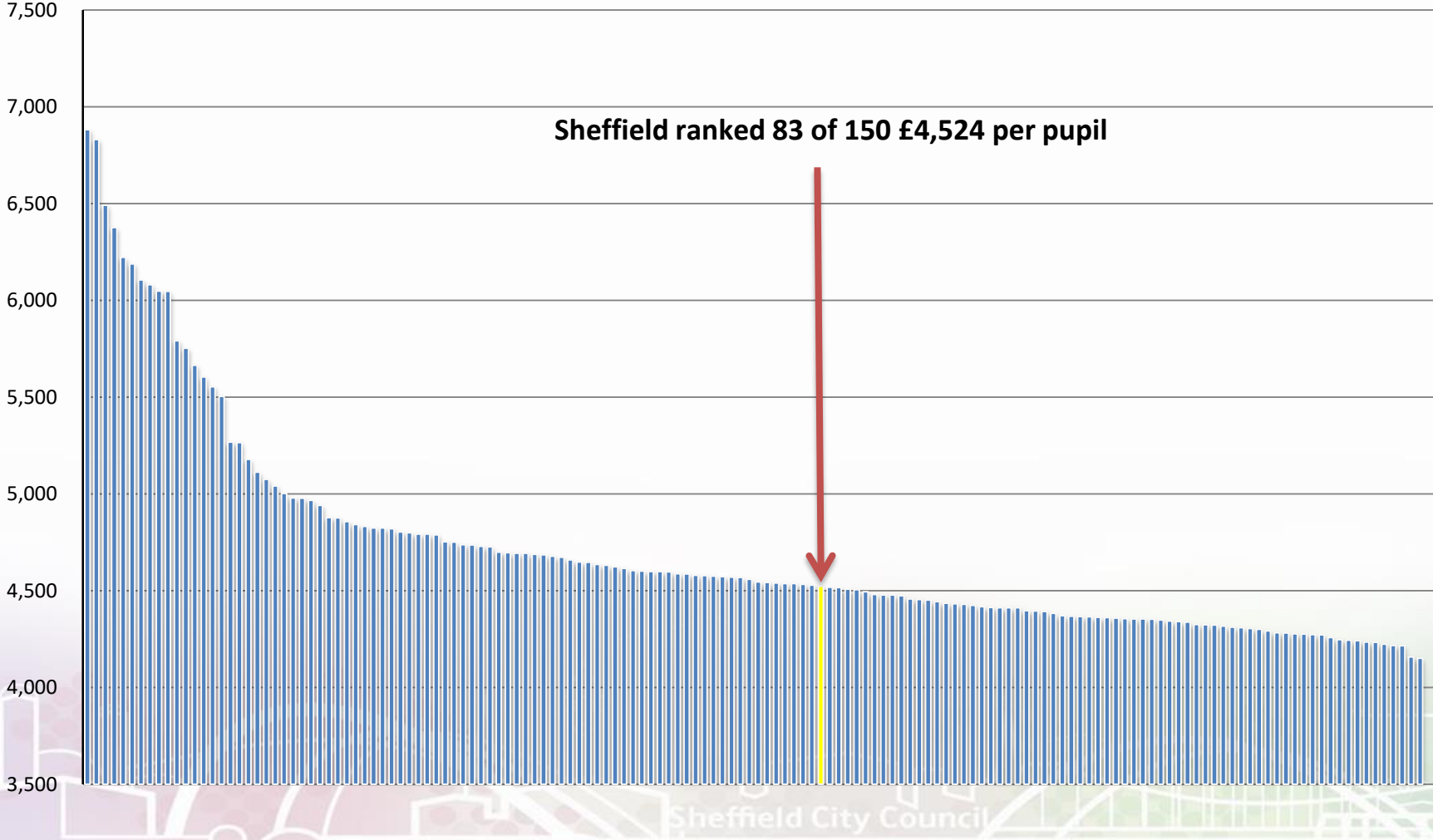
Sheffield ranked 83 of 150 £4,524 per pupil

ESFA Changes to Growth Funding

- New formulaic national approach, based on population growth not popular growth.
  - Lagged funding.
  - Growth measured on Middle Layer Super Output Level.
  - £1,370 for each primary pupil and £2,050 per secondary pupil.
  - £65,000 for each brand new school.
- LAs to continue to allocate using local policy.
- **<u>Current method</u>**:
  - 2017/18 we top sliced £3m from the schools block.
  - 2018/19 we top sliced £3.5m from the ESFA.
- 2019/20 we will receive £2.73m and have agreed to use our existing Growth Policy, but note that a review may be required in 2020/21.
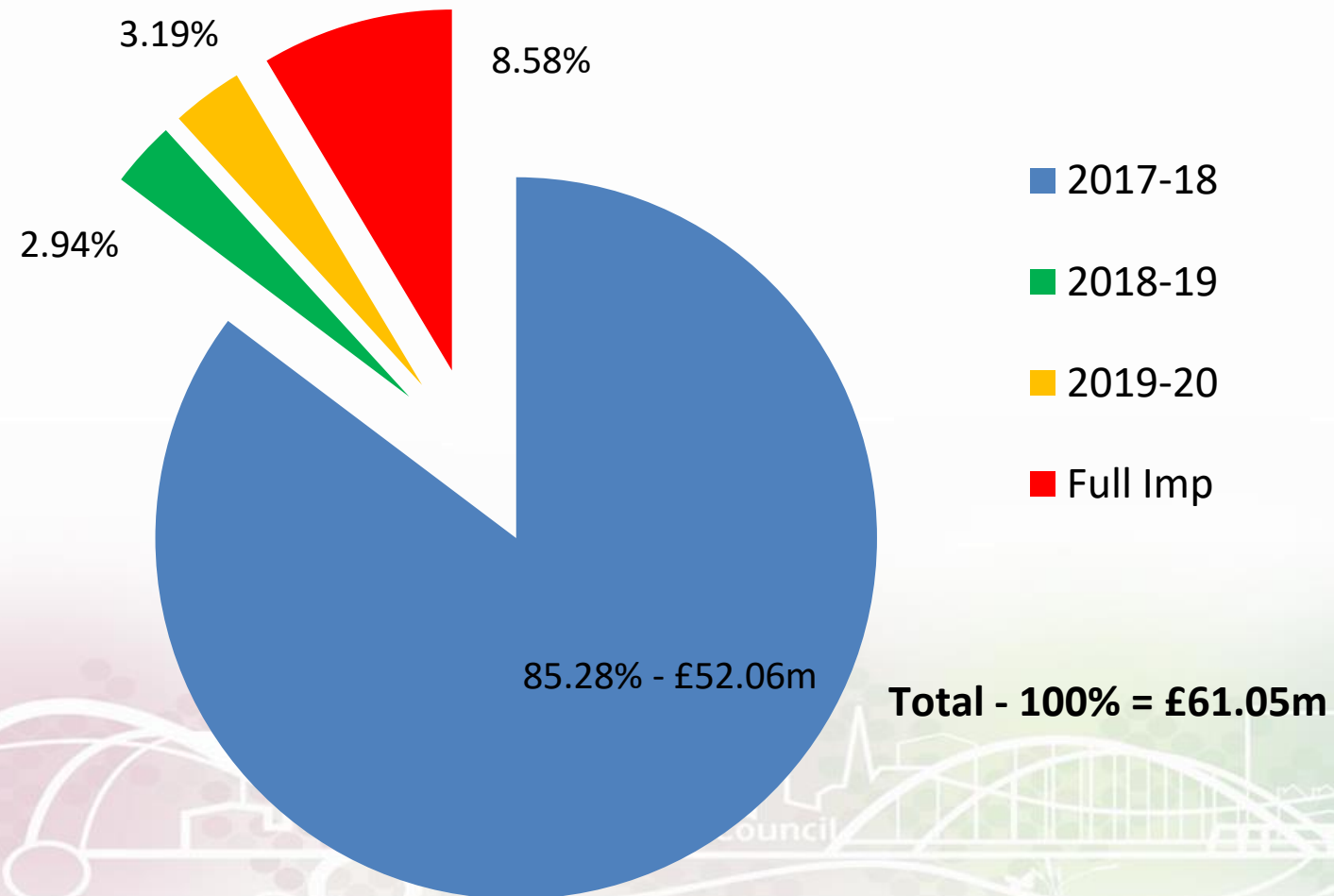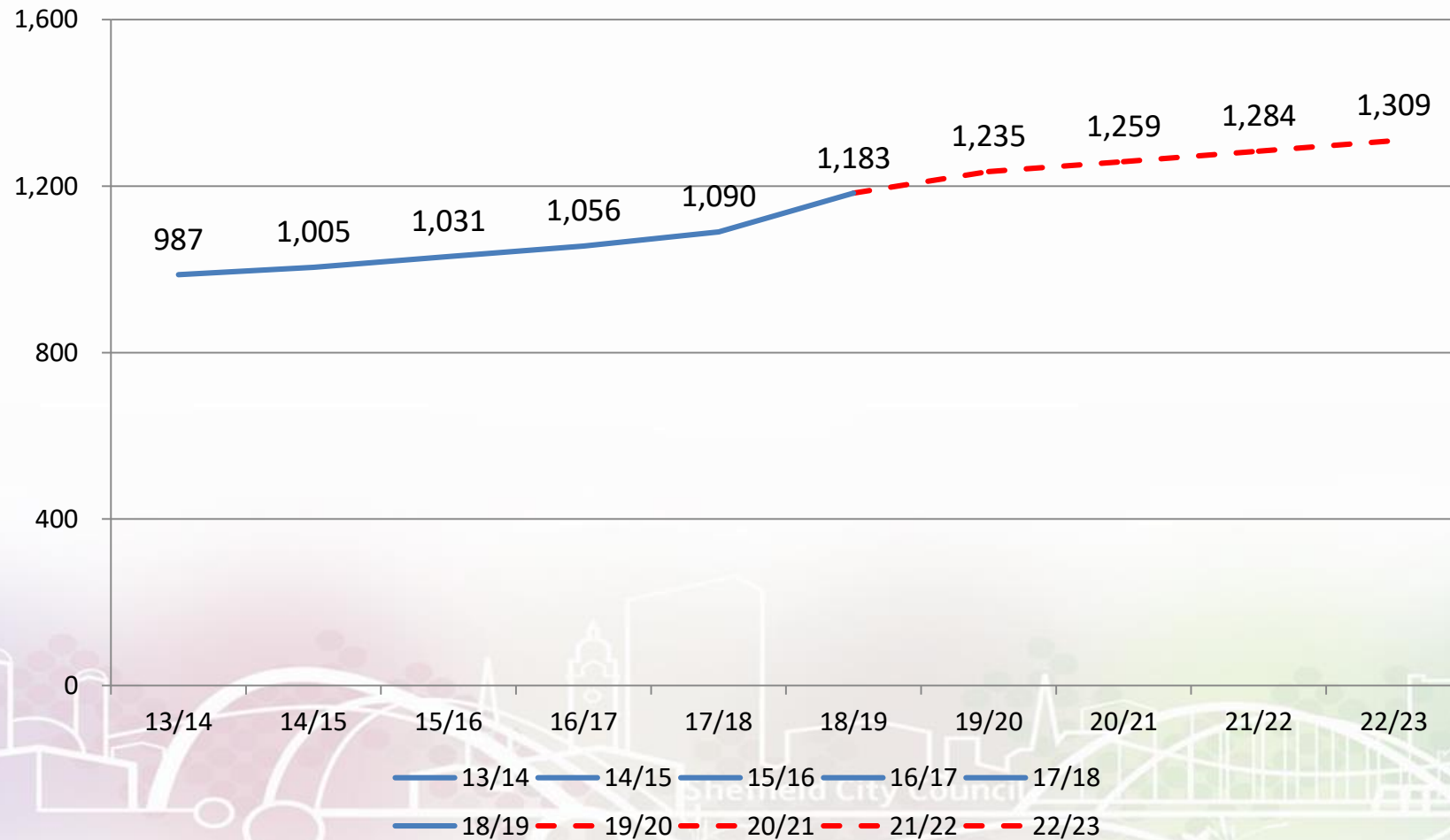
High Needs Funding

High Needs Funding: Challenges

- Total funding for 2018/19, based on historical settlement = **£53.7m** (should be £61.05m) – funding not kept pace with increasing demand.

- Sheffield has a growing school population and growing level of need for support for children with Special Educational Needs and Disabilities (SEND). This is across all areas, but particularly a growing demand around mental health, behaviours, communication needs and sensory needs, including for children with a diagnosis of autism.

- Growth projected in Special Schools – 2018/19 budgeted position of 1,183. Current expectations that the actual numbers could be in the region of 1,200-1,225.

High Needs Block DSG Shortfall Analysis

3.19%

8.58%

2.94%

85.28% - £52.06m

Total - 100% = £61.05m

Legend:
- 2017-18
- 2018-19
- 2019-20
- Full Imp

Specialist Provision Projected Growth

987 — 13/14
1,005 — 14/15
1,031 — 15/16
1,056 — 16/17
1,090 — 17/18
1,183 — 18/19
1,235 — 19/20
1,259 — 20/21
1,284 — 21/22
1,309 — 22/23

Legend: 13/14 — 14/15 — 15/16 — 16/17 — 17/18 — 18/19 — 19/20 — 20/21 — 21/22 — 22/23

High Needs – Areas of Focus (Inclusion Strategy)

- Increase Early Intervention through development of Early Years Centres of Excellence.

- Enhanced wrap around support provided to parents and schools through MAST and locality working.

- Parental confidence in mainstream provision.

- Early identification, effective transition management from mainstream primary to mainstream secondary.

- Stabilise and reduce number of placements across Special Schools, Out of City, ISPs, Post 16 and IRs.

- Growth in place numbers at mainstream schools.

- The Forum agreed to redirect £1.5m from Schools Block to High Needs Block for 2019/20.

Review of Sheffield's High Needs Provision – Next Steps

- Sufficiency review of Specialist Provision currently taking place across the city.

- Reviewing how specialist provision is funded in future i.e. historical funding/needs-based funding, alongside funding formula review.

- Funding per place will increase by 1% in comparison to 2018/19.

- Agreed there will be no -1.5% Minimum Funding Guarantee (MFG).

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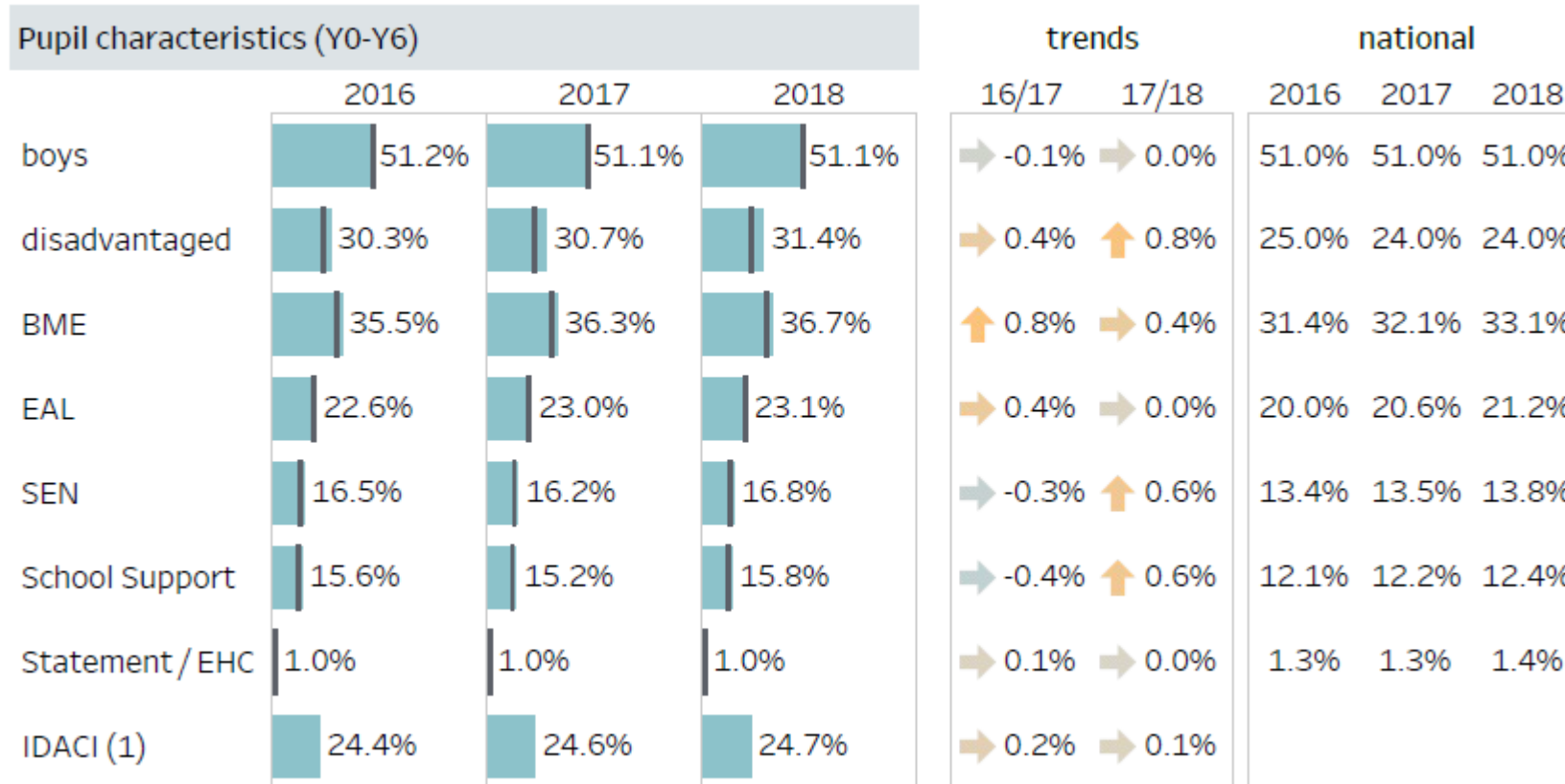   • Learn Sheffield Updates

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2018 Headlines – primary

- Mixed picture for primary – some strong improvements in areas targeted last year (reading and phonics) but some measures have plateaued.
- KS2 results must be considered in context – the Sheffield cohort has more low attaining pupils than the national average and we know that prior attainment is the strongest predictor of future attainment.
- When KS2 results are analysed by prior attainment group Sheffield is still at or above the national average on most measures.
- Progress measures at KS2 also take into account starting points. Progress in all subjects is in line with national averages.
- Provisional KS2 benchmarking data indicates that Sheffield's national rank has mostly been stable or dropped slightly; however, Sheffield's position in relation to other Core Cities has improved for the combined measure. The rank for EGPS has dropped further to 131/ 152 suggesting this may need to be an area of focus this year.
- Sheffield's national ranks have improved slightly for Y1 phonics.

2018 Headlines – Key Stage 4 & post–16

- 20 further GCSEs moved to reformed specifications this year which make comparisons with last year on attainment 8 and progress 8 difficult.
- Progress 8 at KS4 is slightly lower than last year due to qualification reforms but is still above national and in 2nd quartile. Sheffield has the highest progress 8 of all Core Cities.
- % of pupils achieving grade 5+ in English and maths has improved slightly and national ranks are similar to last year.
- EBacc entries went down due to the impact of early entries in non-reformed qualifications. This will have also had an impact on the new EBacc average points measure. We would expect Sheffield's performance to improve next year.
- A-level performance has slightly improved compared with last year although difficult to make comparisons as more A-levels have now moved to linear courses.
- The % achieving AAB or above in facilitating subjects (A-levels generally accepted for university entry) is above the national average and Sheffield ranks in the top quartile.

Context – primary cohort

| Pupil characteristics (Y0-Y6)				trends		national		
	2016	2017	2018	16/17	17/18	2016	2017	2018
boys	51.2%	51.1%	51.1%	-0.1%	0.0%	51.0%	51.0%	51.0%
disadvantaged	30.3%	30.7%	31.4%	0.4%	0.8%	25.0%	24.0%	24.0%
BME	35.5%	36.3%	36.7%	0.8%	0.4%	31.4%	32.1%	33.1%
EAL	22.6%	23.0%	23.1%	0.4%	0.0%	20.0%	20.6%	21.2%
SEN	16.5%	16.2%	16.8%	-0.3%	0.6%	13.4%	13.5%	13.8%
School Support	15.6%	15.2%	15.8%	-0.4%	0.6%	12.1%	12.2%	12.4%
Statement / EHC	1.0%	1.0%	1.0%	0.1%	0.0%	1.3%	1.3%	1.4%
IDACI (1)	24.4%	24.6%	24.7%	0.2%	0.1%			

- Sheffield has a higher % of disadvantaged, BME, EAL and SEN children compared to the national average.
- These groups tend to have lower prior attainment and so these cohort characteristics impact on City-level results.

1) IDACI is the Income Deprivation Affecting Children Index, this is a measure of the % of children living in low income households

# Headline overview – Foundation Stage and Phonics
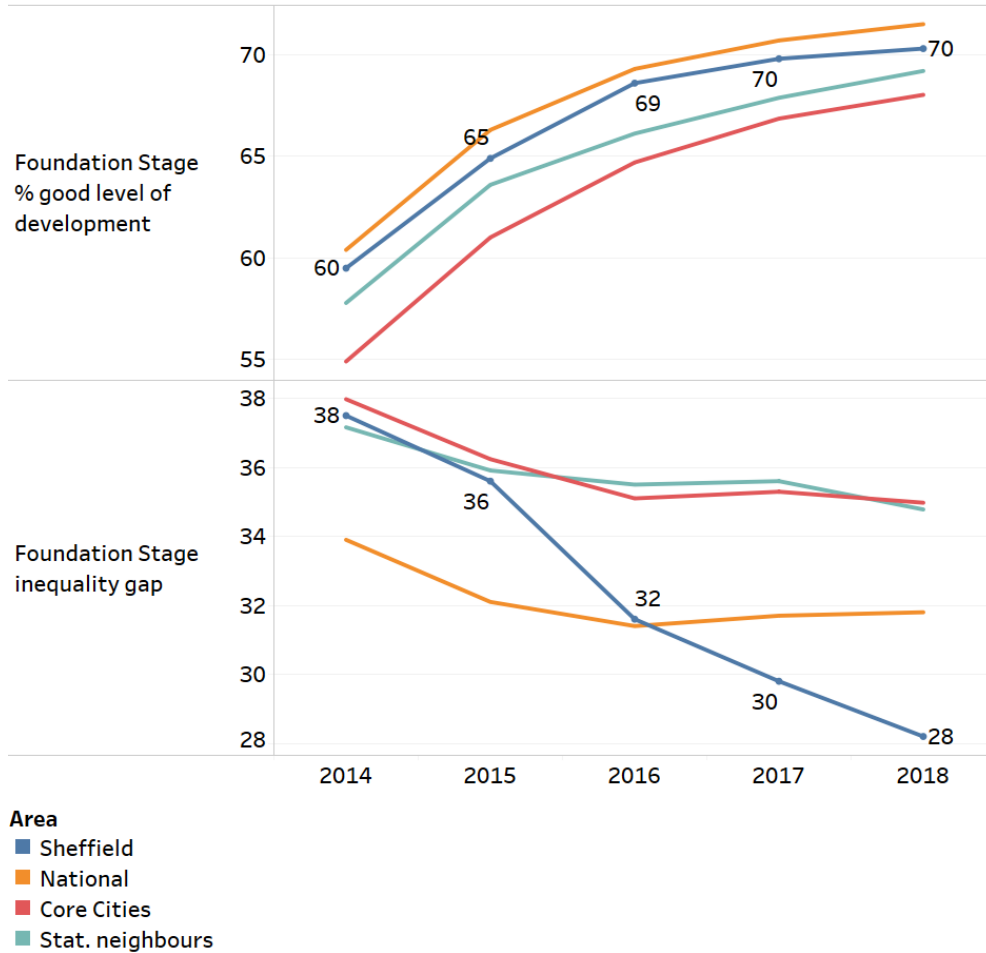
- Good level of development at the end of the Foundation Stage still close to national and above core cities and statistical neighbours.
- The achievement gap at the end of the Foundation Stage reduced further to 28.2% (compared to 29.8% in 2017)
- Y1 phonics has improved but still below other areas.
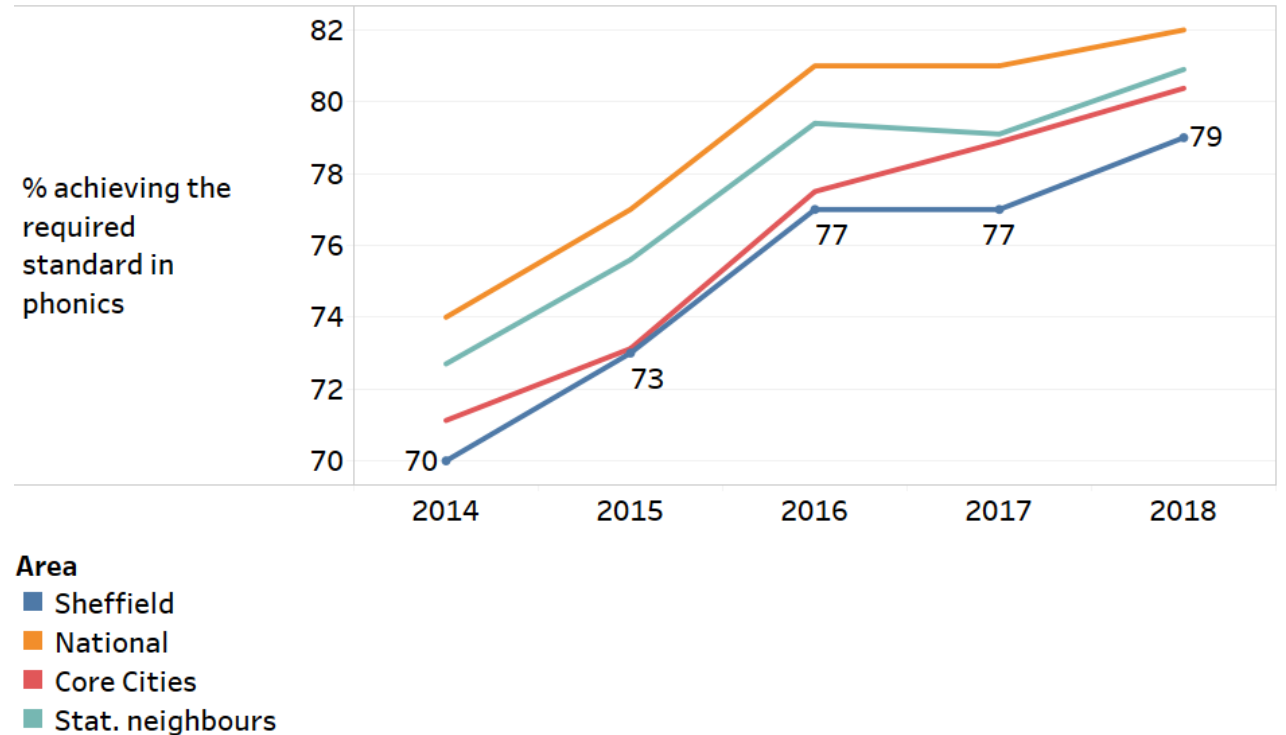
Headline overview – Key Stage 1

- Sheffield is above the Core Cities and statistical neighbour average for all indicators except reading (expected standard).
- With the exception of writing and maths (greater depth) the gap with national has widened.
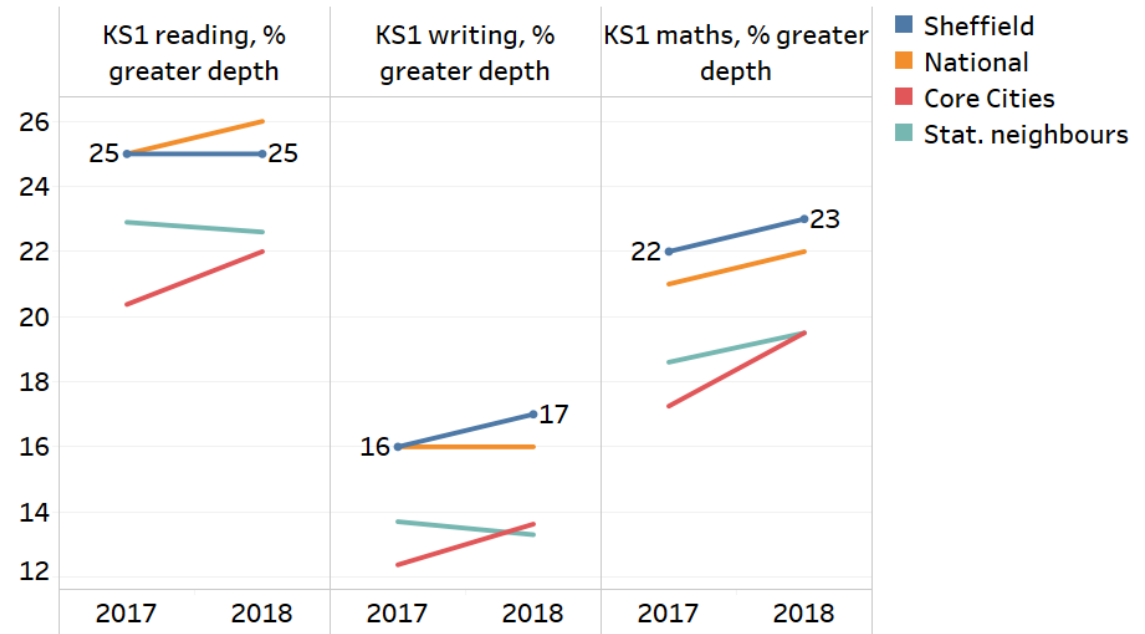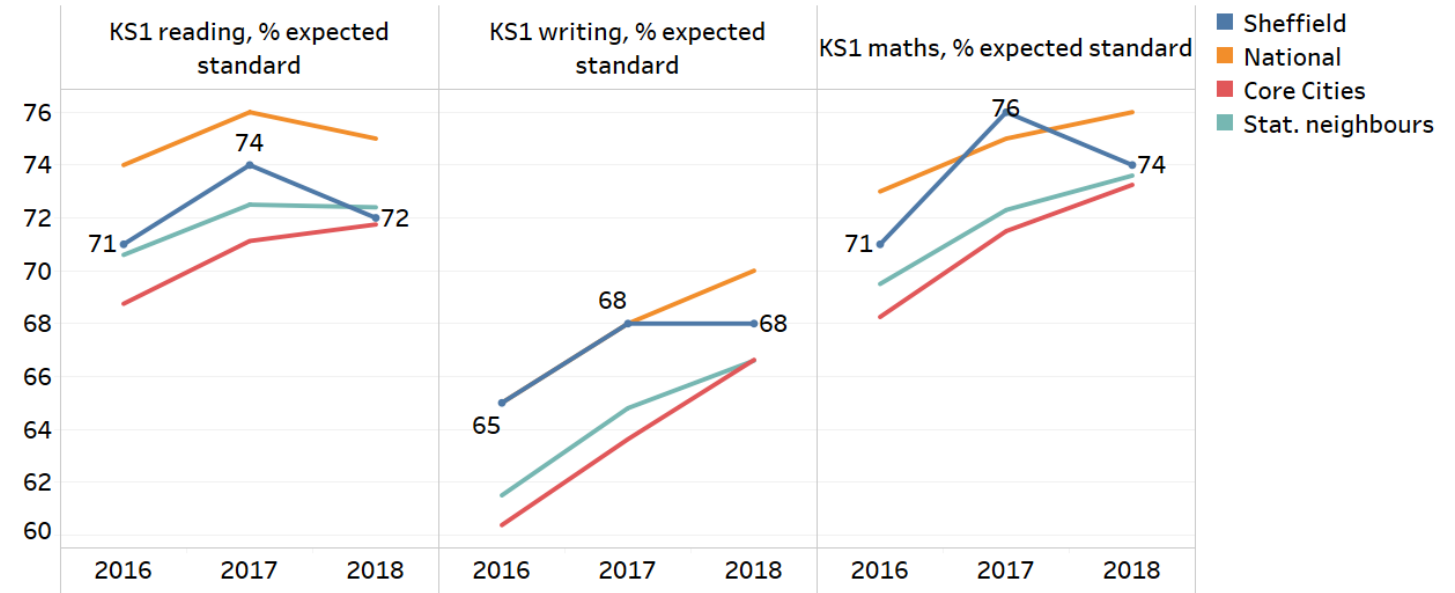
Headline overview – KS2 expected standard

- Results improved for combined and reading.
- Sheffield is above statistical neighbours but has dropped in Core Cities rankings in all measures except writing.
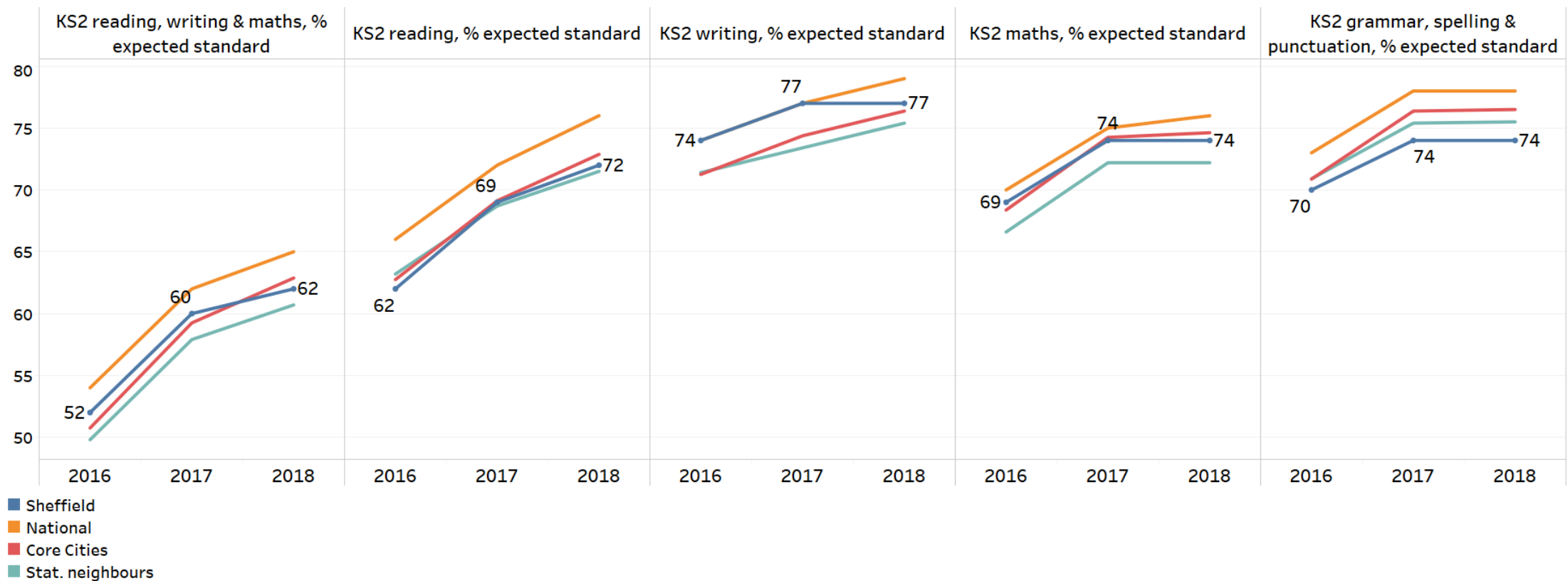
Headline overview – KS2 greater depth

- Reading and EGPS have improved.
- Sheffield is equal to Core Cities and statistical neighbours for the combined measure and writing but below in maths, reading and spelling, punctuation and grammar.
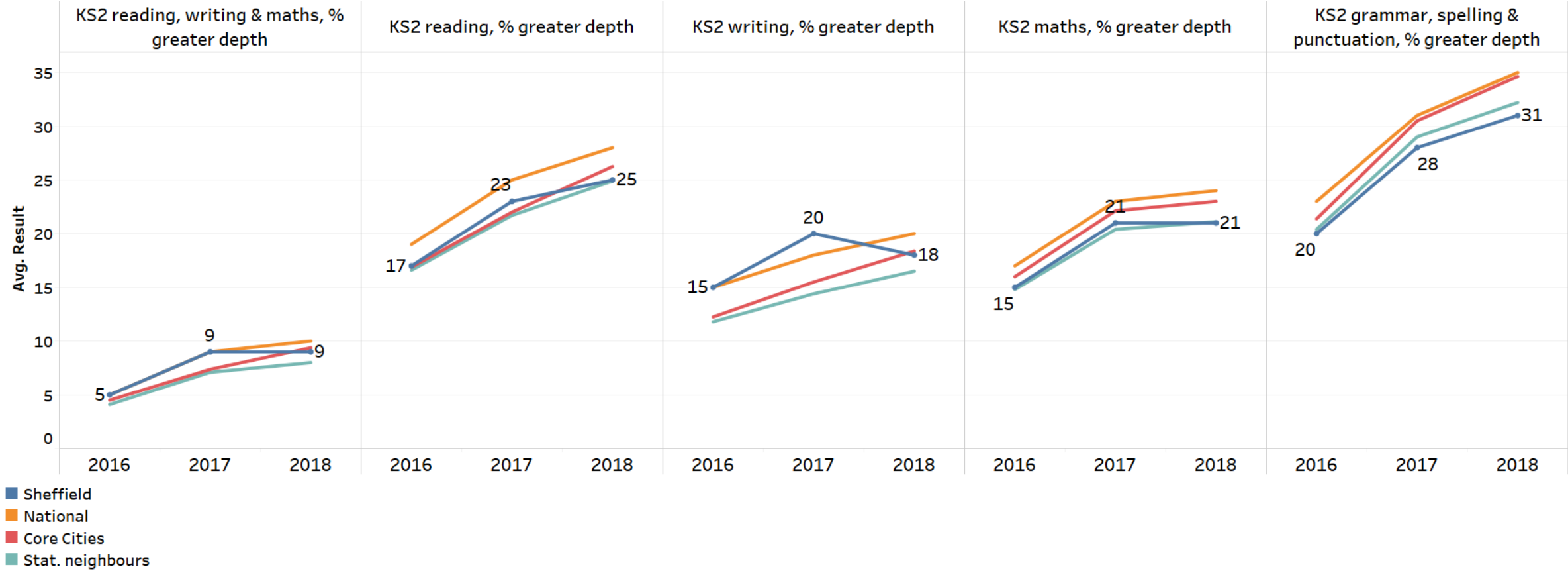
KS2 progress headlines

- Progress is above the national average for writing and maths but just below the national average for reading.

- Progress in Sheffield is better than the average for Statistical neighbours but below Core Cities.
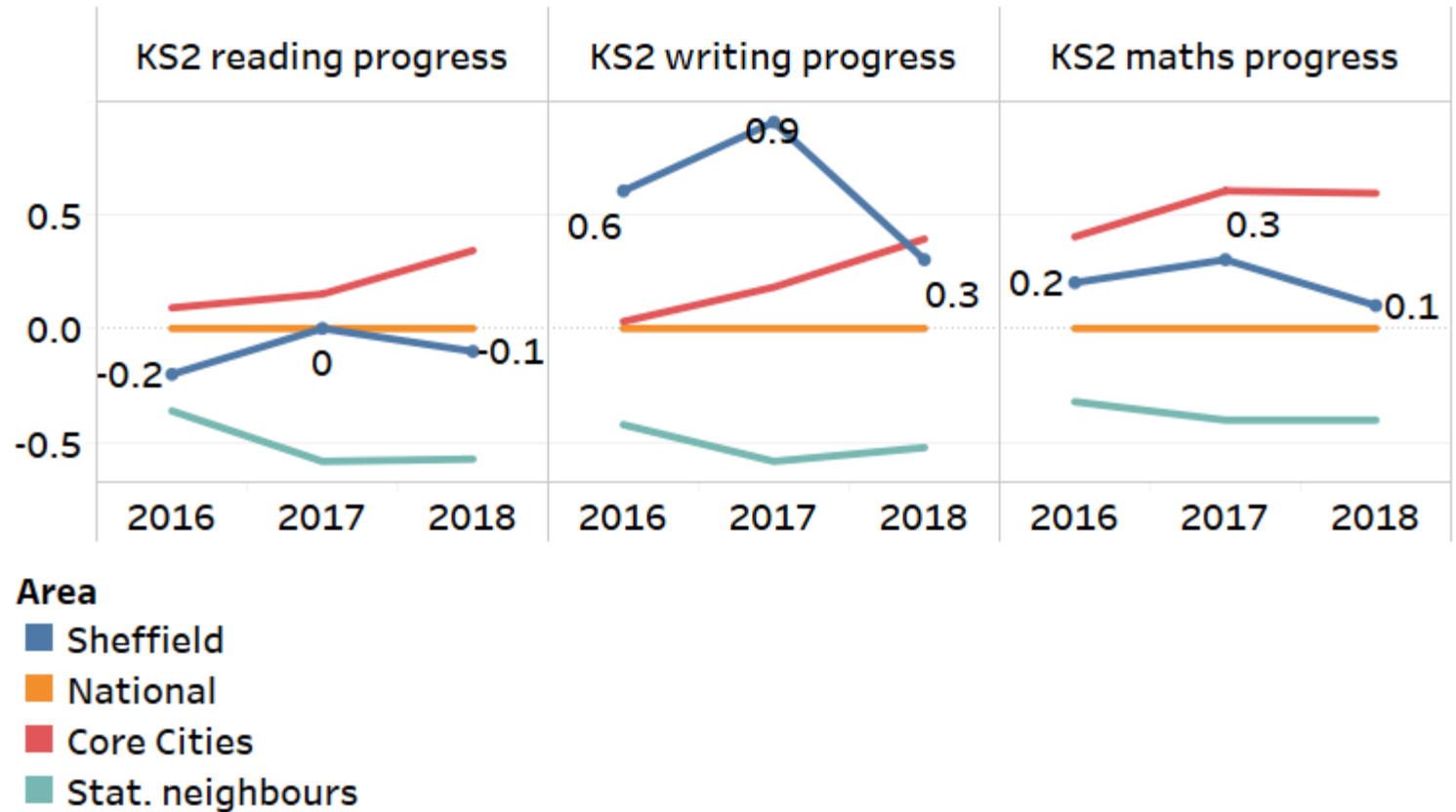
KS2 disadvantaged pupils

- The attainment of disadvantaged pupils at the end of key stage 2 is below the attainment of disadvantaged pupils nationally (48% achieve the expected level in reading, writing and maths compared to 51% nationally).

- Progress made by disadvantaged pupils is above the national average and the statistical neighbour average.
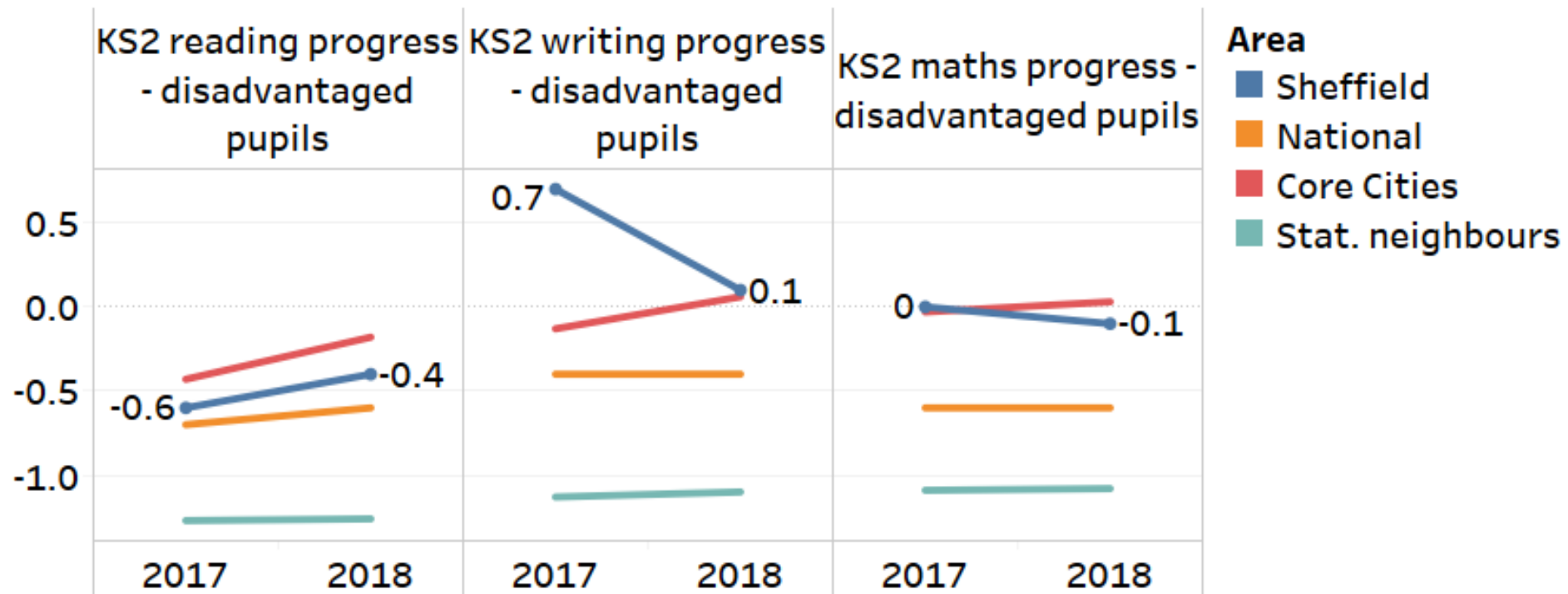
Primary national ranks – 2018

	National	Core Cities	Statistical Neighbours
EYFS Good level of development	98/152 (-4)	2/8 (0)	3/11 (0)
Y1 Phonics	137/152 (+3)	5/8 (+2)	8/11 (+2)
KS1 reading EXS+	124/152 (-32)	3/8 (-2)	6/11 (-3)
KS1 writing EXS+	98/152 (-21)	2/8 (0)	3/11 (0)
KS1 maths EXS+	106/152 (-45)	3/8 (-2)	3/11 (0)
KS2 combined EXS+	110/152 (-18)	3/8 (0)	5/11 (-1)
KS2 reading EXS+	126 /152 (-12)	4/8 (-1)	6/11 (-1)
KS2 writing EXS+	106/152 (-41)	3/8 (-1)	4/11 (-2)
KS2 maths EXS+	102/152 (-12)	3/8 (+1)	5/11 (-2)
KS2 EGPS EXS+	131/152 (-6)	8/8 (0)	8/11 (0)
KS2 reading progress	96/152 (-21)	6/8 (0)	3/11 (0)
KS2 writing progress	63/152 (-31)	4/8 (-2)	3/11 (-2)
KS2 maths progress	81/152 (-27)	6/8 (-2)	6/11 (-4)

Context – Y11 cohort

- Smaller cohort than 2017

- % BME and EAL cohort gradually increasing

- Slightly lower % disadvantaged

- More mobile pupils (those who joined after the start of Y10 ~ 5%)

- More low attaining pupils and fewer middle attaining – overall average points score at Key Stage 2 is similar to 2017 cohort

- Similar attendance profile to 2017 Y11 pupils

2018 Key Stage 4 – headlines

- Progress 8 slightly lower than in 2017 but still above national, Core Cities and statistical neighbours.
- Attainment measures are above Core Cities but below statistical neighbours and national average.

Progress 8 score

Area
- Sheffield
- National
- Core Cities
- Stat. neighbours

Attainment 8 score | % achieving a C+ / 4+ in English and maths | % achieving a C+ / 5+ in English and maths

Area
- Sheffield
- National
- Core Cities
- Stat. neighbours
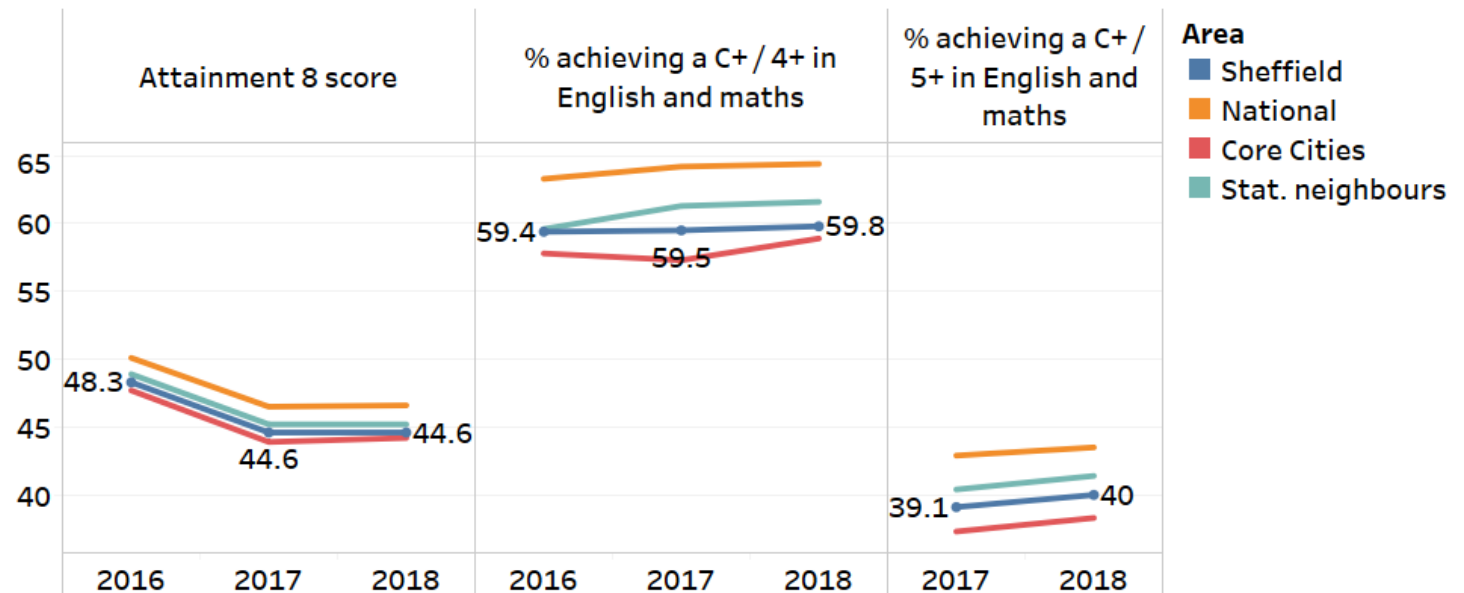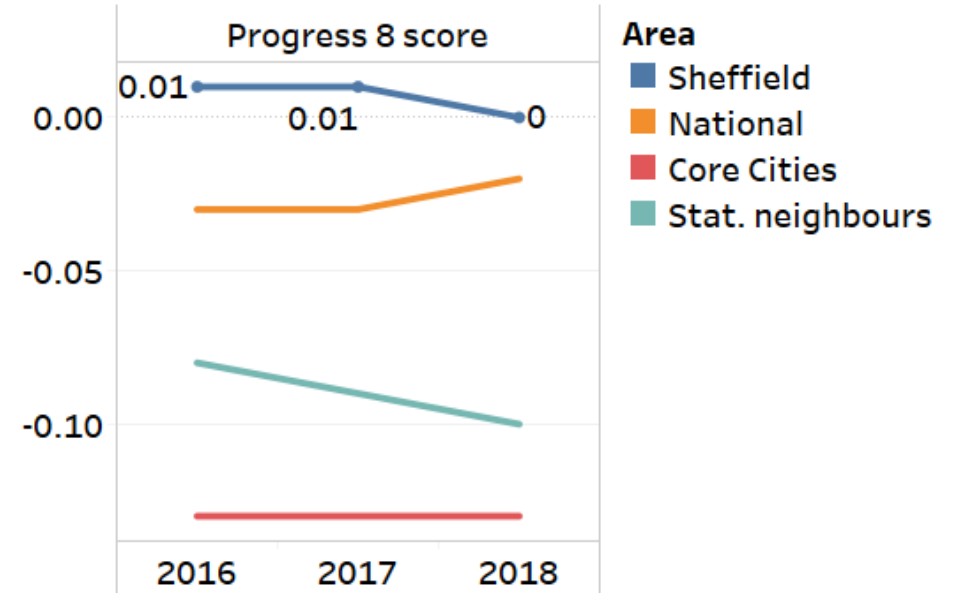
KS4 - disadvantaged pupils

- The attainment of disadvantaged pupils at the end of key stage 4 is below the attainment of disadvantaged pupils nationally, and also below comparator groups.

- However, progress made by disadvantaged pupils is above the national average and the average for all comparator groups.

Attainment 8 score - disadvantaged pupils

Area
- Sheffield
- National
- Core Cities
- Stat. neighbours

38

34.7

33

2016 2017 2018

Progress 8 score - disadvantaged pupils

Area
- Sheffield
- National
- Core Cities
- Stat. neighbours

-0.35 -0.35

-0.42

2016 2017 2018
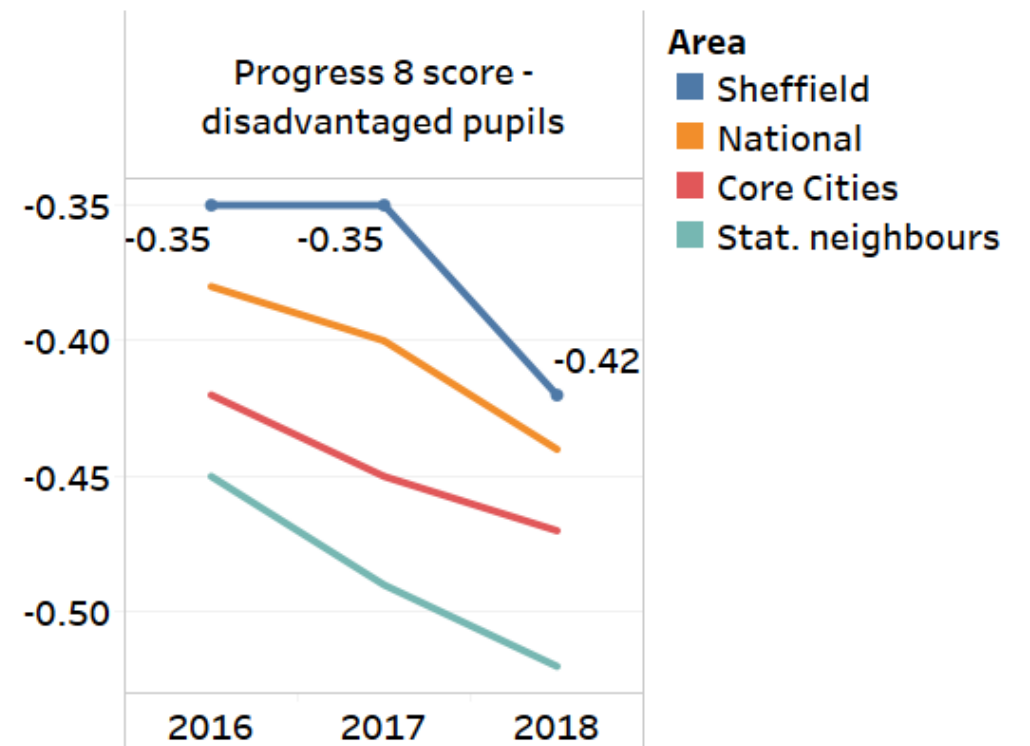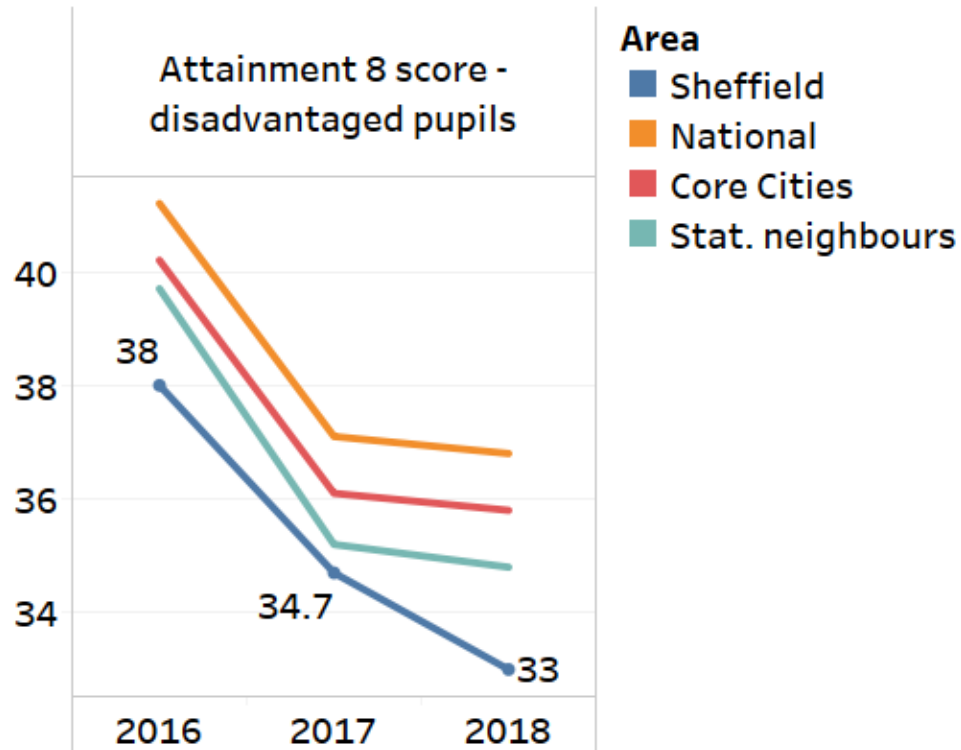
2018 Key Stage 4 & 5 – benchmarking

- National ranks remain relatively stable at Key Stage 4.
- Progress 8 still in top quartile and highest out of Core Cities.
- Improvements in Ks5 ranks, particularly in vocational (applied general) attainment.

	National	Core Cities	Statistical Neighbours
Attainment 8	107/152 (+3)	5/8 (-2)	6/11 (0)
Progress 8	60/152 (-3)	1/8 (+1)	4/11 (0)
5+ English & maths	102/152 (+1)	5/8 (-1)	7/11 (-2)
4+ English & maths	120/152 (-5)	4/8 (-1)	6/11 (+1)
EBacc points	110/152	5/8	8/11
KS5 - % A-levels at AAB or above (inc. facilitating subjects)	22/150 (+4)	1/8 (0)	3/11 (0)
KS5 average points per entry – A-levels	47/150 (+20)	1/8 (+3)	3/11 (0)
KS5 average points per entry – applied general	65/148 (+55)	5/8 (+2)	3/11 (+4)

Key Stage 5

- The average points per A level entry has improved since last year (+1.8 pts) and is above national average. Sheffield ranks 47 out of 150 for this measure.
- The % of students achieving AAB or above in facilitating subjects (A-levels accepted for entry to university) remained above the national average (17% compared to 14%). Sheffield ranks 22 out of 150 on this measure.
- Vocational Students (Applied General) average points per entry has fallen (-5.3 pts), but by less than benchmarks meaning relative performance has improved. This is the first year of results in reformed Applied General qualifications.
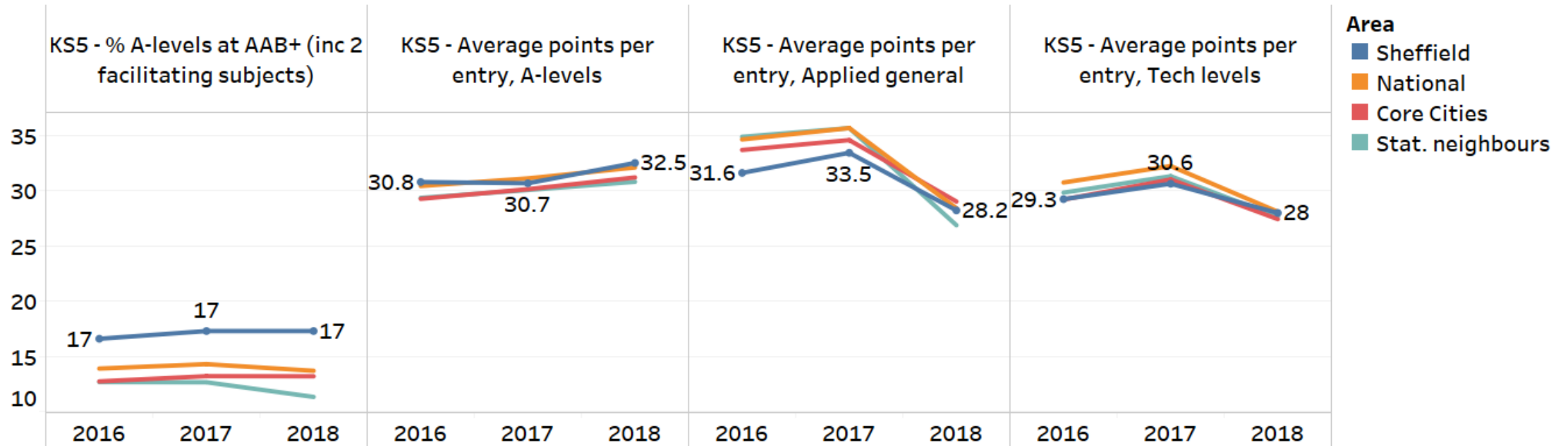
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School Improvement Strategy 2019-2022

School Profile/Criteria

Categorisation Process
(Self/Peer/Learn Sheffield)

Outcome - Green

Outcome - Yellow

Outcome - Amber

Outcome - Red

Support & Challenge
(as identified in the 'Sheffield Approach')

PIB Review
- Changes in circumstances
- Progress on recommendations

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School Improvement Strategy 2019-2022

Key Proposed Developments:

- The fundamentals are unchanged:
  - School profiles (data analysis), categorisation (self/peer/LS) & support and challenge process (school improvement cycle).
  - The content/landscape in relation to formal intervention is also largely unchanged.

- Separate the categorisation process from the subscription from 2019/20 onwards:
  - The SCC commission pays for targeted support and additional days allocated in relation to this will not be apportioned until after the categorisation process is complete. This avoids the feeling that categorisation doesn't have relevance and more clearly demarcates the source of funding.
  - This also facilitates the return to support and challenge meetings being the gateway to additional support – which better reflects the intention of the commission as well as provides clear purpose for the support and challenge process.

School Improvement Strategy 2019-2022

Key Proposed Developments:

- Develop the support and challenge process to improve the 'Sheffield Approach':
  (the proposal below needs to be 'costed' financially and through review of this year's categorisation to check that it will work as intended)
  - Lighter touch 'informal' support & challenge - typically yellow categorisation and a visit to school
  - Current 'formal' support & challenge – typically amber categorisation and a more formal meeting
  - More intense 'enhanced' support & challenge – typically red categorisation, a concern letter and an action plan requested

  - The type of support and challenge would be decided ultimately by Learn Sheffield (second 'risk analysis' stage following categorisation) – views of the school/ wider partnership would be sought as currently.
  - School circumstances may change the type of support from 'typical' response above – for example a school which has not 'improved' or a school with a change of circumstances or leadership may not follow the typical pattern.

School Improvement Strategy 2019-2022

Sheffield Approach

1. Categorisation pack (including criteria and school profile) reviewed with PIB and shared.

2. Categorisation process (with new additional exemplification) carried out & letters sent.

3. Risk Analysis stage to determine support & challenge offer to each school.

4. Informal support & challenge carried out for identified schools.

5. Formal support & challenge carried out for identified schools.

6. Enhanced support & challenge carried out for identified schools.

7. Formal Intervention processes to be used as required.

School Improvement Strategy 2019-2022

Additional Development:

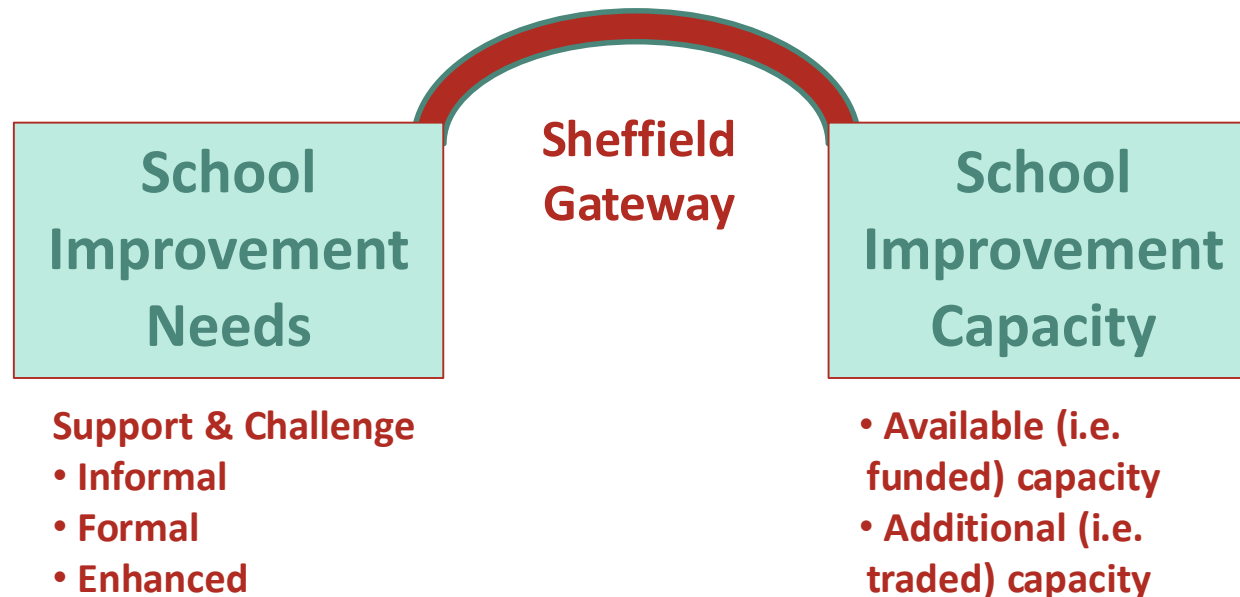- We have been developing our approach to system leadership and capacity in response to the peer review and our own evaluation.

- We have decided to include this within the School Improvement Strategy rather than maintain it as a separate strategy.

- The following slides identify how this relates to the School Improvement Strategy:
  - Categorisation
  - Support and Challenge
  - City Priorities

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Learn Sheffield Peer Review

Current Strengths	Sections	Next Steps
• Coherent strategy / documents • Engagement – all Sheffield children & young people • Pride – emotional and working commitment	Strategy & Vision	• **Level of ambition – sharpness of focus (inc. post 16)** • **Link between city and locality action plans** • Common language
• Relationships – collaborative culture • Individuals & team well regarded • External focus – system leadership	General Practice	• Over-reliance on individuals • Small team to deliver the subscription • Team profile – diversity, etc.
• High quality data analysis • Very strong categorisation process • Quality of relationships (e.g. sign up proportion) • Horizon scanning • Brokerage (including beyond the city) • High quality of CPD / events • Partnerships – strong foundation	School Improvement	• Secondary perspective more narrow • **Use of system leadership** • **Sharpness of intervention and brokerage** • Lack of a CPD programme (including teachers) • **Clear vision for curriculum and improving teaching** • **Greater central guidance on 'what works'** • Outcomes above the national average
• Evidence of improvement over last three years • Positive impact identified by stakeholders	Evaluation	• Evaluation must be a stronger part of new strategy • More general review of localities
• Managed significant reduction very well indeed • Level of subscription sign up is very impressive • Relationships and level of commitment	Resources	• Subscription is a cautious commitment for many • Subscription must not be 'all-consuming' • Risks of small team and over-reliance on individuals

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School Improvement Strategy 2019-2022

- This is about better identification of needs & capacity so that all available capacity has impact.

- The mechanism for this will be the 'Sheffield Gateway'

School Improvement Needs

Sheffield Gateway

School Improvement Capacity

Support & Challenge
- **Informal**
- **Formal**
- **Enhanced**

- **Available (i.e. funded) capacity**
- **Additional (i.e. traded) capacity**

School Improvement Strategy 2019-2022

- The role of Learn Sheffield in this process is to provide the glue to hold the system together.

Learn Sheffield

• Data Analysis

Sheffield Gateway

School Improvement Needs

School Improvement Capacity

• Co-ordination
• Brokerage

Support & Challenge
• Informal
• Formal
• Enhanced

• Quality Assurance

• Communication with schools

• Available (i.e. funded) capacity
• Additional (i.e. traded) capacity

• Communication with providers

School Improvement Strategy 2019-2022

Categorisation

National Criteria

City Priorities

School Improvement Needs

Sheffield Gateway

School Improvement Capacity

Support & Challenge
- **Informal**
- **Formal**
- **Enhanced**

- **Available (i.e. funded) capacity**
- **Additional (i.e. traded) capacity**

- The starting point for identifying school improvement needs is the categorisation process

- School improvement needs will also be identified through criteria for national programmes and the analysis that informs the identified city priorities

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School Improvement Strategy 2019-2022

Categorisation

National Criteria

City Priorities

Learn Sheffield
(via the SCC Commission)

NLGs & LLGs

NLEs &
other school leaders

Localities

School Improvement Needs

Sheffield Gateway

School Improvement Capacity

Teaching Schools &
other schools

Multi-Academy Trusts

Accredited Hubs,
projects & programmes

Ad-hoc projects and
programmes

DfE funded programmes
(e.g. workload reduction)

Support & Challenge
• Informal
• Formal
• Enhanced

• **Available (i.e. funded) capacity**
• **Additional (i.e. traded) capacity**

• School improvement capacity comes from a range of sources.

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School Improvement Strategy 2019-2022

Learn Sheffield

Learn Sheffield
(via the SCC Commission)

NLGs & LLGs

NLEs &
other school leaders

Categorisation

- Data Analysis

National
Criteria

Localities

Teaching Schools &
other schools

City
Priorities

School
Improvement
Needs

Sheffield
Gateway

- Co-ordination
- Brokerage

School
Improvement
Capacity

Multi-Academy Trusts

Support & Challenge
- Informal
- Formal
- Enhanced

- Available (i.e.
funded) capacity
- Additional (i.e.
traded) capacity

Accredited Hubs,
projects & programmes

- Quality Assurance

Ad-hoc projects and
programmes

- Communication
with schools

- Communication
with providers

DfE funded programmes
(e.g. workload reduction)

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Sheffield Approach

1. School Improvement Needs will be identified through a categorisation process which will identify the support and challenge needs of Sheffield schools.

2. Other needs will be identified in relation to the criteria associated with available programmes and the analysis that identifies city priorities.

3. All available capacity will be identified and matched to these needs.

4. All additional capacity will be identified and matched to needs where it can be funded.

5. The system will be facilitated by Learn Sheffield through a mechanism called the Sheffield Gateway.

6. The Sheffield Gateway will operate throughout the year - need and capacity changes responded to.

Discussion Points:
- Brokerage protocols need to be determined.
- The communication with schools and providers is crucial – maximise understanding and focus on key issues within the system.
- How does this approach sit alongside regional and national developments?

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Spring Term Governance Briefing

o **National Funding Formula Update**
  - **Mark Sheikh**

o **School Improvement Update**
  - **Stephen Betts**

- Sheffield Performance
- School Improvement Strategy
- **Learn Sheffield Updates**

Learn Sheffield Update

- Leaders' Update – out at the start of each half term

  Note – Funding Campaign (letter from Ian Read, HT Watercliffe Meadow Primary)

- Opportunities Bulletin – out monthly (March out last week)

- AGM held on Wednesday 27th February – all resolutions passed

- Learn Sheffield subscription (2019/20) out in April

- Equality Act – School Toolkit – website review feedback out shortly

- RSE Survey – informing the work of the task group

- Festival of Debate

- Invictus Games – offer to schools to follow

we need to talk
festival of debate
April – June 2019

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Sheffield Governance Conference
Saturday 18th May 2019, 9.30-12.30pm
Sheffield Hallam University - Cantor Building
Cantor Building, Arundel Street, Sheffield, S1 2NT

'What are the key governance priorities now?'

A conference to consider the priorities for Governing Bodies and Trust Boards at this pivotal time in education.

What is the role of high quality governance in ensuring that every child receives a world class education?

Key Note

Emma Knights
Chief Executive of the National Governance Association (NGA)

Second keynote speaker and booking information to be announced soon!

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Spring Term Governance Briefing
Thursday 7 March 2019, 6.30-8.30pm

Sheffield Hallam University, Institute of Education, Charles Street, Room 12.4.12

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