

Sheffield Strategic Partnership

Agenda – Wednesday 10 January 2024

1. Minutes of the previous meeting (attached) and matters arising
 2. Performance Analysis Update (Stephen B)
 3. LA Perspective (Meredith T / Andrew J)
 4. National developments responding to the attendance challenge (Jonathan C-H)
 5. Consultation proposals (including role of the independent chair)
 6. Next Steps
- Project page online:
<https://www.learnsheffield.co.uk/Projects/Sheffield-Strategic-Partnership>

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Matter Arising

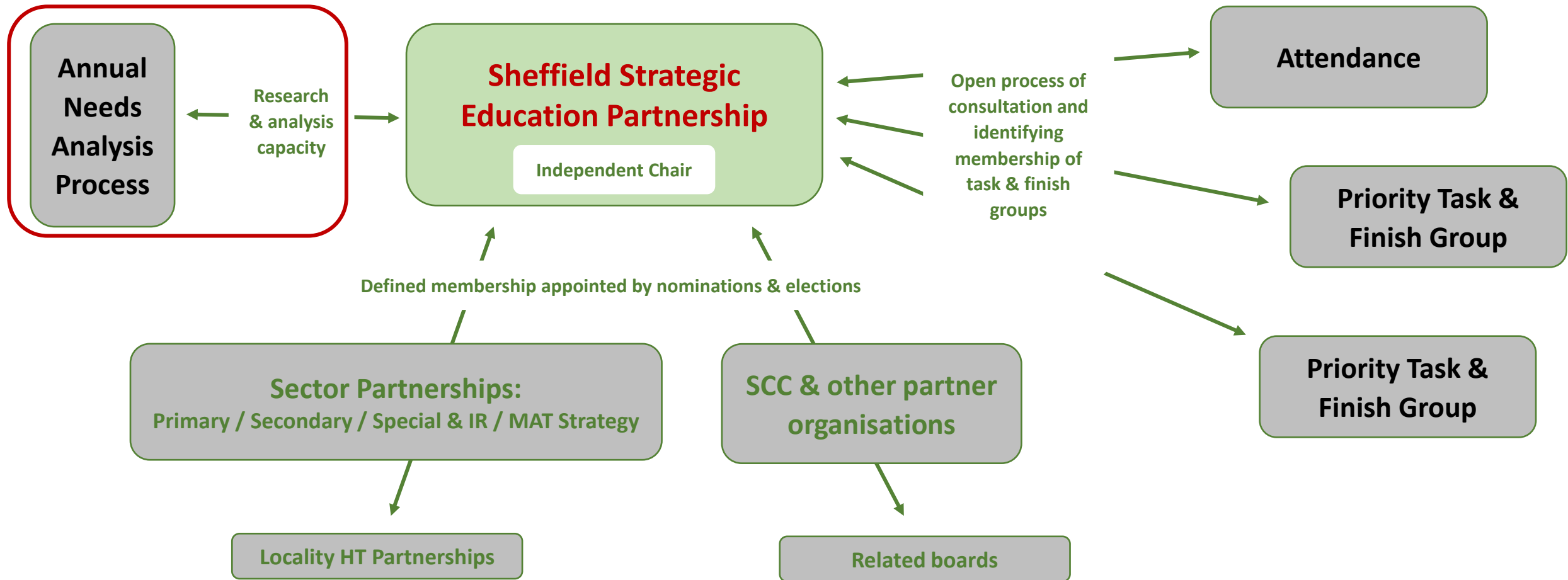
- November – attendance priority explored further and agreed.
- December meeting postponed due to availability.
- Consultation planning not completed in time to share – further discussion today.
- We need to develop a proposal to consult on this term for a one-year initial approach.

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Sheffield Strategic Partnership (November Meeting)+



Performance Analysis Update

Sheffield Performance Analysis 2023

Overview

- 1 Ofsted inspection judgements, benchmarking and trends
- 2 Pupil characteristics & SEND
- 3 Attendance
- 4 Exclusions
- 5 Attainment & progress

Performance Analysis –
overview presented to the
strategic partnership board

2 Pupil characteristics summary



Outcomes for children and young people

- There are ~79k young people from reception to year 11 in Sheffield schools. This is an overall increase of around 6,000 since 2016, most of the increase in pupil numbers is in the secondary phase. Although the overall numbers are smaller, the number of pupils in special schools has increased by 55% since 2016 representing an additional 500 pupils in special schools.
- The number of young people eligible for the pupil premium has increased by around 5,000 since 2016 and this increase has been seen in all phases.
- The number of young people with an EHCP has increased by around 1,400 (71%) since 2016.
- The number of young people with special educational needs with a primary need of autism has more than doubled since 2016. Autism has risen from the 5th to 2nd most prevalent primary need in Sheffield.



Trails for further investigation

- Do the differences in the proportions of young people eligible for pupil premium between Sheffield and other Core Cities reflect differences in need, identification or school choices?
- What do changes in SEND primary need data tell us about need, process and identification in Sheffield?
- What does further analysis of aggregated pupil need tell us about the support needed by schools and localities?

Learn Sheffield Insight Report: Attendance

Lead authors: Stephen Betts & Kate Wilkinson (November 2023)

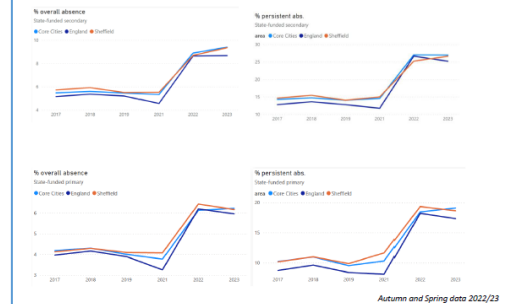
This is a first draft version of this Insight Report, to be shared with the Sheffield Strategic Partnership working group on Thursday 23 November 2023. The final report will be an appendix to the Learn Sheffield Evaluation (2015-23) which is planned for publication in January 2024.

The working group will also receive a presentation from Ben Bryant (ISOS) about the four pilot projects that are taking place with an attendance focus in the [Educating for the Future programme](#) (which Sheffield is involved in a different strand of).

The Public First report [Listening to, and learning from, parents in the attendance crisis](#) (Dr Sally Burtonshaw and Ed Dorrell – September 2023) has also been shared to support this discussion.

Attendance Insights:

- The level of absence and persistent absence has increased since the Covid pandemic, both in Sheffield and nationally. The sharp post-Covid climb in both overall and persistent absence in primary and secondary can be seen below.



- The significant rise in absence and persistent absence is extremely concerning, and we must not lose the scale of this problem in analysing the finer details of it. When we consider the relative performance of Sheffield we should focus on overall absence (as what matters is whether a young person is in their setting or not) and the level of persistent absence. The table below demonstrates that almost 1 in 5 primary pupils and more than 1 in 4 secondary pupils nationally are persistently absent – and the position in Sheffield is slightly worse than this.

Insight Reports - which look
deeper into selected trails

Performance Analysis Update

Performance Analysis – overview presented to the strategic partnership board



Insight Reports - which look deeper into selected trails

- The strategic partnership board will require analysis to inform their decisions about suggested priorities – it will be helpful if colleagues can see an example of how this might look/work.
- By half-term a model performance analysis will have been published (as part of the Learn Sheffield Evaluation) and been shared with the sector and other stakeholders.
- It will be accompanied by two insight reports (attendance and SEND) which will provide examples of how looking more deeply into areas we are curious about and following a trail might work.
- The LS evaluation approach (using external eyes to follow trails alongside the sector) also models how the strategic partnership board might commission activity to inform decision-making.
- We should also consider how the analysis is shared (publicly available?) and when it is updated (annual or as different elements of the data become available through the year?).

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The number one challenge

- Gillian Keegan, 'This is my number one priority'
- According to CSJ 2022-2023 22.3% of pupils missed more than 10 sessions and 2 in 5 disadvantaged pupils were persistently absent
- DfE 2022-2023 data 10.9%
- CSJ Survey 'One in four parents say covid has shown that it is not essential to attend schools' and that 'there has been a breakdown of trust'

DfE Response

- Seek to collect real-time data from schools
- National marketing campaign with strapline 'Moments matter attendance counts'
- Extension of MAT-led attendance hubs from 14 to 32
- Extension of Banardos led mentoring scheme for intensive 1:1

Support for persistently absent pupils and their families piloted in 3 EIA areas to 10

- Establish Local Attendance Alliances 'to bring together education, children's social and health services to come up with regional solutions'

Labour's proposals

- Focus on the visibility of all children incl EOTAS. Single identifier and stress on sharing information between agencies. LA to know where every child is
- Recognition that this is a complex multi-generational challenge
- Early assessment of need in early years
- Partnership rather than competitive approach, place-based and everywhere
- Some specific proposals: Primary breakfast clubs, counselors in all secondary schools, new community health hubs, mental health support, early speech and language support, school report cards, annual check on schools safeguarding, absence and off-rolling

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Consultation Process

- How should the consultation be delivered?
 - Proposal document
 - Appendices include example performance analysis and insight report
 - Published on the web page and shared through sector partnerships/ events
 - Colleagues complete through an online form
- When should the consultation take place?
 - If the consultation was **out by Monday 29 January** it could be discussed:
Secondary Partnership on 31 January / Special & IR Partnership on 31 January / Locality meetings (following the Leadership Seminar) on Friday 2 February
 - If the consultation was still open on Wednesday 21 February this would also enable PPG to discuss
 - We could schedule a MAT Strategy meeting in this window and offer additional open sessions
 - If it **closed on Monday 26 February** it would have been out for 4 full weeks (including half term)

Consultation Content

○ Question & Answer Format

- **Why do we need a strategic education partnership?**

Clear rationale followed by the perspectives of SCC, LS and the working group chair.

- **What is being proposed?**

More detailed graphic followed by specific proposals on the: independent chair (interim role/ recruitment), board membership (who & how – including co-opting for balance), board purpose (shared values, priorities & establishing task & finish groups), connectivity with the wider partnership (transparency, consultation & oversight) and the timeline (including review of the approach).

- **How will this work be resourced?**

Brief outline of resources required and how they are funded/provided.

- **How has this proposal been developed?**

Brief outline of the work leading up to this point.

- **How will this be different to other boards and previous initiatives?**

Acknowledge the 'fatigue', restate positively why it matters & what can be achieved

Provide 3 clear examples of how it has been consciously designed to be different

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