



Priority Education Investment Area (PEIA)

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Chair of the PEIA Board

Together we Exceed



What is the EIA?

- Levelling Up the United Kingdom White Paper, February 2022
- 55 education investment areas (EIAs) – one third of all LAs
- Bradford included

EIAs to achieve the fastest progress until 2030 by:

- helping 90% of pupils meet the expected standard in reading, writing and maths combined at key stage 2, with an increase of over a third in the lowest performing areas
- increasing the GCSE average grade at key stage 4 in English language and maths from 4.5 to 5

Support

- Trust Capacity Fund (TCaF)
- Connect the Classrooms programme
- £3,000 tax-free levelling up premiums to eligible teachers (sciences and maths)
- MAT CEO programme to build capacity (National Institute of Teaching)
- New powers of intervention



What is the PEIA?

- Schools White Paper, March 2022
- 24 priority education investment areas (PEIAs)
- Selected as former Opportunity Areas and due to combined levels of performance and deprivation
- Bradford included



Support

- Local needs fund
- Improve attainment in Key Stage 2 and Key Stage 4

Bradford:

- Board membership to oversee the use of funding on the interventions made up of:
 - MAT leaders and Trust Representatives
 - Headteachers
 - LA Representatives
 - DfE Representatives
- £1,834,000 allocated
- School support offer – 8 secondary schools x £80k, 15 primary schools x £40k
- Attendance support offer – 8 secondary schools plus universal DfE Advisor and LA support
- Bradford writing programme – English Hub
- Network – Maths Hub



Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities Published: May 2022 Applies from: September 2022

- Section 1: The importance of school attendance
- 7. **Improving attendance is everyone's business.** The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn
- 8. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. **Securing good attendance cannot therefore be seen in isolation,** and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. **It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and nonteaching staff in school, the trust or governing body, the local authority, and other local partners.**



Listening to, and learning from, parents in the attendance crisis

Dr Sally Burtonshaw & Ed Dorrell, September 2023

- Finding 1: Covid has caused a seismic shift in parental attitudes to school attendance that is going to take a monumental, multi service effort to change
- Finding 2: It is no longer the case that every day matters - at least from the perspective of parents
- Finding 3: There has been a fundamental breakdown in the relationship between the school system and parents across the socioeconomic spectrum.
- Finding 4: Attendance currently has an Other People's Children challenge
- Finding 5: The mental health crisis in young people is a huge, compounding issue around attendance
- Finding 6: Term-time holidays are now entirely socially acceptable across all socioeconomic groups
- Finding 7: The cost-of-living crisis is driving more families into poverty and this is an underlying driver of poor attendance in families from lower / no income groups
- Finding 8: Despite popular political and media opinion, the increase in parents working from home is not driving the attendance crisis
- Finding 9: School level attendance systems feel increasingly draconian to families and yet they are not sufficiently robust or accurate, which undermines the relationship between school and families
- Finding 10: Sanctions are seen as both irrelevant and antagonistic across all parent groups

Hostility between parents and schools has grown since Covid, says Ofsted head

- The “unwritten agreement” between parents and schools in England has broken since the Covid crisis, according to Ofsted’s chief inspector, Amanda Spielman, with pupil absences remaining stubbornly high
- “This breakdown is feeding into a troubling shift in attendance, in attitudes, in behaviour since the pandemic. Absenteeism has become a stubborn problem. Some of that is down to illness, including mental health problems, but nevertheless disruptive behaviour has become more common.
- “It’s a problem in colleges as well. And it’s clear that there’s more friction between schools and parents, who are increasingly willing to challenge school rules.”
- (Reported in The Guardian, 23 November 2023)



Three recent Bradford School Ofsted Reports – All three Schools judged Good

What does the school need to do to improve?

- Some pupils are absent from school too often. As a result, they miss important learning and fall behind their peers. The school must work to improve pupils' attendance.
- Persistent absence at the school is too high, notably for disadvantaged pupils. The school should intensify actions to secure better rates of attendance, particularly for some disadvantaged pupils.
- Pupils' attendance at the school is not as high as it could be. This means that some pupils miss important learning. Leaders should ensure that they quickly enact targeted strategies designed to improve pupils' attendance.





Education secretary accused of being 'flippant' over absent pupils in England

- The education secretary, Gillian Keegan, was accused of being “flippant” and unhelpful by school leaders, after suggesting that headteachers should personally collect absent pupils to help solve England’s “crisis” in school attendance.
- (Reported in The Guardian, 14 July 2023)

Attendance Charter

- Charter for schools
- Charter for other agencies

Bradford Education Priority Improvement Area

District-wide Multi-Agency Attendance Charter for promoting good attendance for children and young people
The Attendance Charter is a collaborative approach to promote good school attendance across Bradford, so that all children and young people can fulfil their potential.

The Attendance Charter recognises that improvements in overall attendance rates in our schools can only be achieved through a partnership approach. This will involve schools and other agencies working with children and families across the town working together.

The understanding that promoting positive school attendance is a responsibility that belongs to everyone is central to this work if we are to achieve the district's aspiration of a continuous improvement in overall attendance rates and a significant reduction in persistent absenteeism.

School leaders have signed a school Attendance Charter committing to principles and practices which support improved school attendance. This Multi-Agency Attendance Charter will support schools with Principle 9 of the school Attendance Charter:

"Commit to multi-agency working to address underlying issues facing families and communities, including a commitment to active engagement with wider team around the child and whole family approaches to supporting children and families with more complex or entrenched needs."

External partners and agencies pledge their support and agree to the principles of the Attendance Charter

1. Agree to work together to support the Attendance Charter and, where necessary, improve school attendance for every child in our district.
2. Accept our responsibility to act as attendance role models for the children and young people in our care.
3. Champion outstanding and improved attendance by addressing barriers to attendance we come across in our own organisations and work with partners to overcome barriers together.
4. Recognise that patterns of low attendance can form early. We support and encourage good attendance across the early years.
5. Support parents and carers to prioritise school attendance and link with school attendance practitioners and staff to ensure a multi-agency approach.
6. Work together with children, young people and their families to support and encourage positive transitions across all phases of education and on to the world of work. Reinforcing the importance of good attendance each step of the way.
7. Work together during uncertain times to support all children, young people, and their families to help break down the barriers to good attendance related to anxiety and mental health.

Practices

Our organisation will:

1. Share information about our service, including any support, advice and resources available to families, with all our Bradford District schools.
2. Offer a point of contact for Bradford District schools to our service, to support and encourage families to access appropriate support where available.
3. Create awareness of the importance of school attendance in keeping safe and promote the understanding that, if you are in school you are less likely to be at risk of engaging in activity that could make you unsafe.
4. Support improved communication channels with schools and other partner agencies working with children and families to break down barriers to attendance.
5. Offer schools additional support linked to health, keeping safe or seeking help when needed.

Additional individual organisations pledge:

Staff and managers commit to promoting positive attendance across all ages and stages, including early years. We recognise the importance of good school attendance in achieving positive family outcomes and will support the families we work with to encourage their children and young people to achieve a good level of attendance. We will share information across our own service and with our Bradford schools about any support that families can access to help them.

