2020

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COVID-19 update

5th report covering feedback from SLTs in English maintained schools

|School funding, teacher supply and resourcing

Primary and secondary maintained schools in England

NERP#644.5: 2020

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Intro

This market update primarily reviews the funding, resourcing and teacher supply situation schools find themselves. Much has changed since senior leadership agreed and subsequently enacted budgets in either April this year (for authority schools) or September 2019 (for academies).

It also assesses senior leaderships views on the impact school closures have had on the possible learning outcomes of pupils.

The research was conducted between 28 May and 7 June and covers the period when schools have begun the process of re-opening, or preparing to re-open.

respondents

332	primary SLTs
278	secondary SLTs

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Half of senior leadership in primary schools are very likely to indicate the majority of their pupils being negatively impacted in their learning outcomes in the short term but few suggest this will extend into the longer term. In contrast secondary leaders fear that negative impacts will likely extend into the longer term.

A fifth of primary leaders are very concerned about staff retention over this summer term. This concern is less likely to manifest itself amongst secondary leadership. Even so, both sectors are more concerned about longer-term teaching staff retention.

There is a very high prevalence of leadership, especially across secondary schools, that are having to re-work their school budgets to meet the challenges of the current disruption.

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There is a strong bias towards schools spending less on teaching and learning resources than planned prior to the current school disruption. However, nearly a fifth of primaries indicate much more spending. Secondary schools show less commonality in view, with the negative bias in spending looking less extensive.

Exec

Up until the end of this academic year, schools look likely to spend less on printed content, classroom resources, furniture and equipment than originally budgeted. In contrast, more spending is likely to exist in categories including ICT hardware, school administration and edtech. Training is also highlighted for an increase.

For some, spending decreases will be delayed purchases; however, while there are significant levels of difference in expectations, once combined, it is likely that some spending will be lost to resource purchases unless schools receive an average of +8% increase in school budget allocation.

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Short-term impact on learning outcomes

Primary schools

More than half of primary schools suggest the current disruption will have a negative impact on the short-term learning outcomes of the majority of pupils in their school. It is, however, interesting to note that a small proportion think that there will not be a negative impact to any great extent.

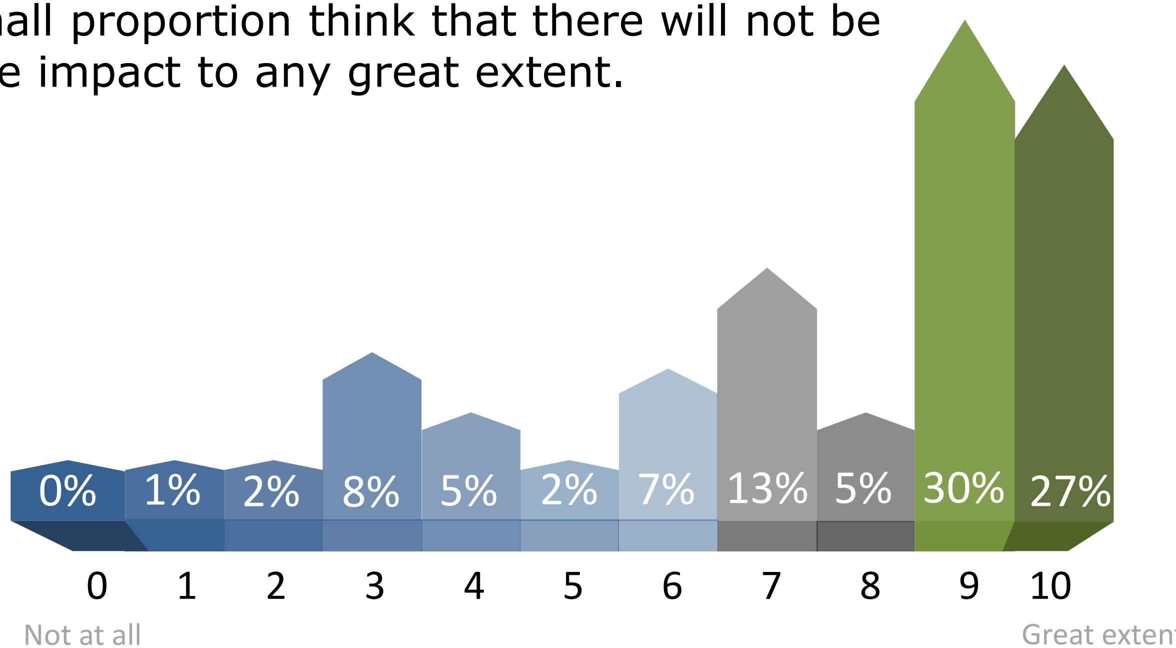
Q1A

Primary

Av. rating

7.7

Mean



To what extent is the current disruption likely to negatively impact the short-term learning outcomes of the majority of your pupils?

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Long-term impact on learning outcomes

Primary schools

While a fifth of primary SLTs think that there will be no long-term negative impact from the current disruption, this is not the only view. A similar proportion suggest at least some negative impact over the long term for the majority of their pupils.

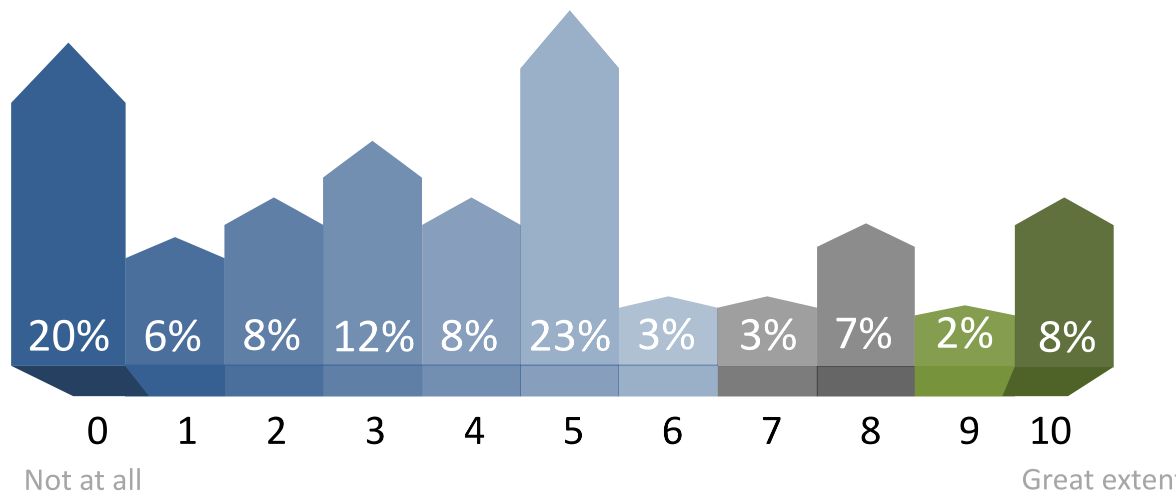
Q1B

Primary

Av. rating

4.0

Mean



To what extent is the current disruption likely to negatively impact the long-term learning outcomes of the majority of your pupils?

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Short-term impact on learning outcomes

Secondary schools

Fewer secondary schools (compared to primaries) indicate to a great extent that the current disruption will have a negative impact on short-term learning outcomes. However, it remains the case that few consider that it will have no, or little impact at all. Even so, a fifth of SLTs do suggest that the impact could be relatively limited.

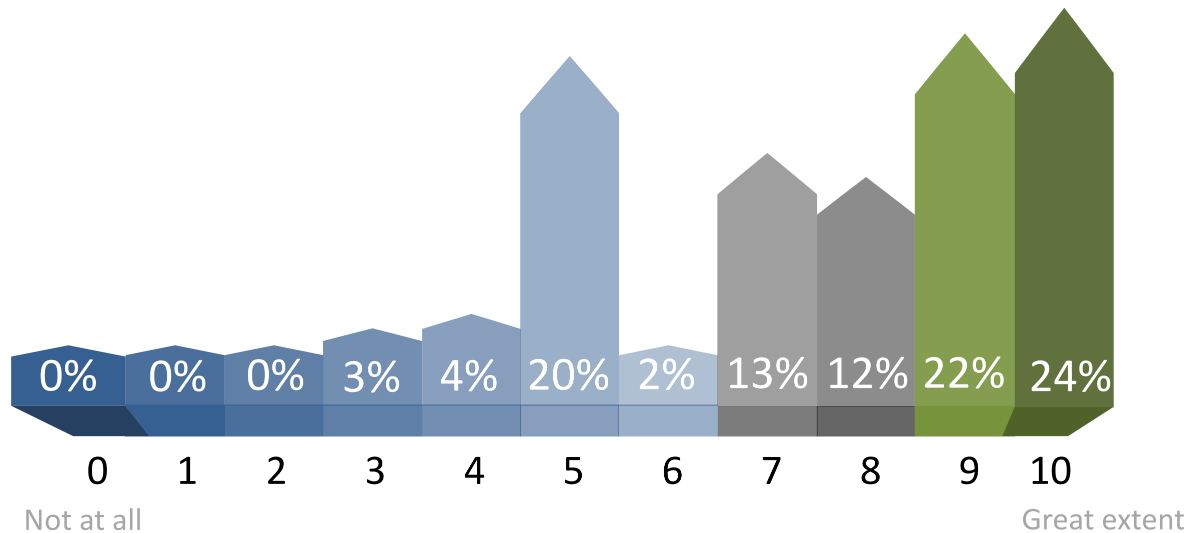
Q1A

Secondary

Av. rating

7.6

Mean



To what extent is the current disruption likely to negatively impact the short-term learning outcomes of the majority of your pupils?

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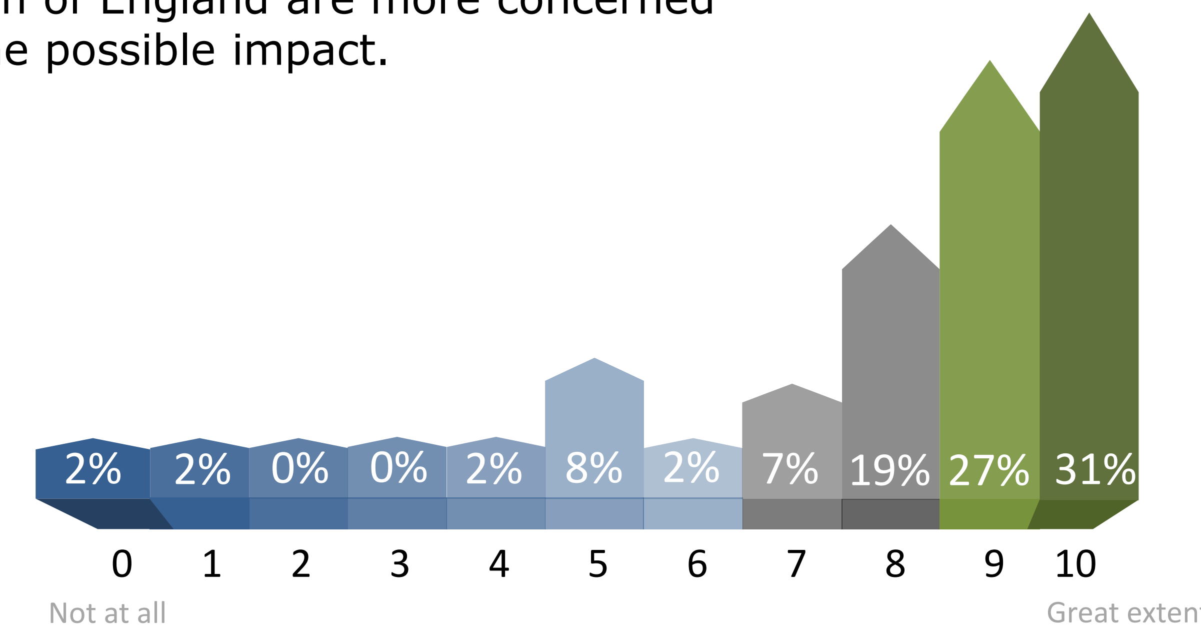
Long-term impact on learning outcomes

Secondary schools

There is significantly more concern amongst secondary school leaders that there will be a long-term impact to learning outcomes for their pupils. There is an indication that academies and schools in the south of England are more concerned about the possible impact.

Q1B

Secondary
Av. rating
8.2
Mean



To what extent is the current disruption likely to negatively impact the long-term learning outcomes of the majority of your pupils?

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Q2A

Retaining teaching staff over the summer term

Primary schools

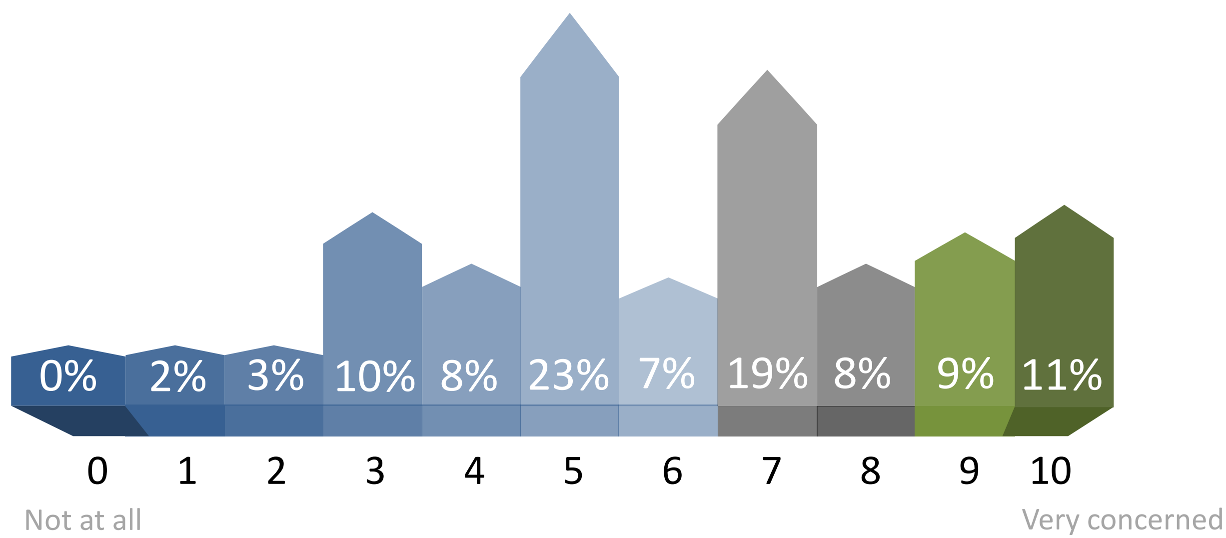
A fifth of primary schools are very concerned about their ability to retain teaching staff over the summer term. There is evidence that schools in large conurbations are more likely to be very concerned. Even so, only a minority of primary SLTs show little concern.

Primary

Av. rating

6.1

Mean



How concerned are you about your ability to retain teaching staff over this summer term?

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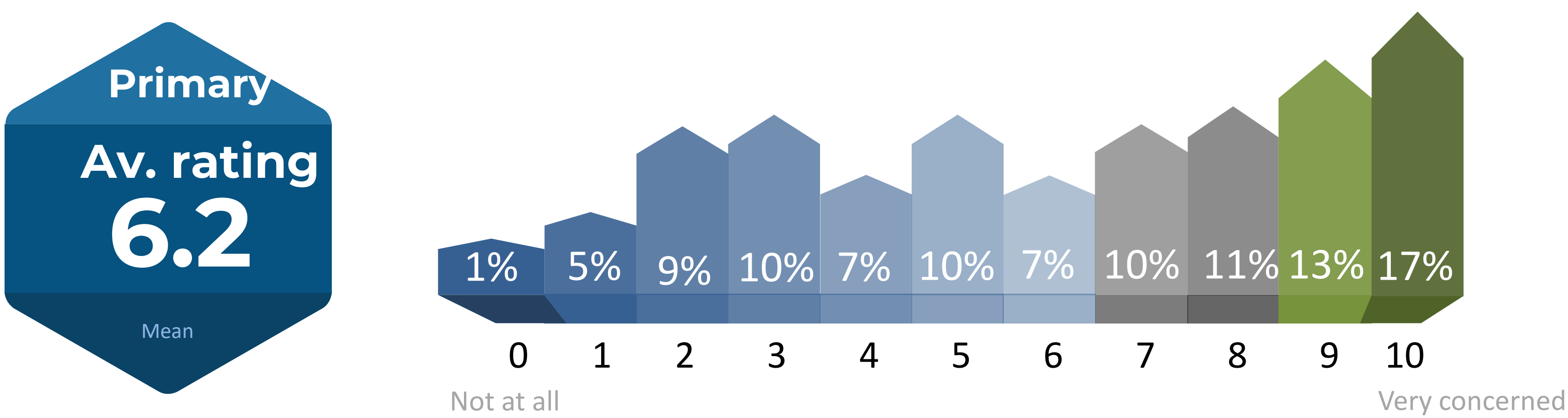
Retaining teaching staff into the new academic year

Primary schools

There is a broad range of view on primary schools to retain teaching staff into the new academic year in September. Half of SLTs are at least somewhat concerned and again this tends to be across schools in urban settings.

Q2B



How concerned are you about your ability to retain teaching staff into the next academic year?

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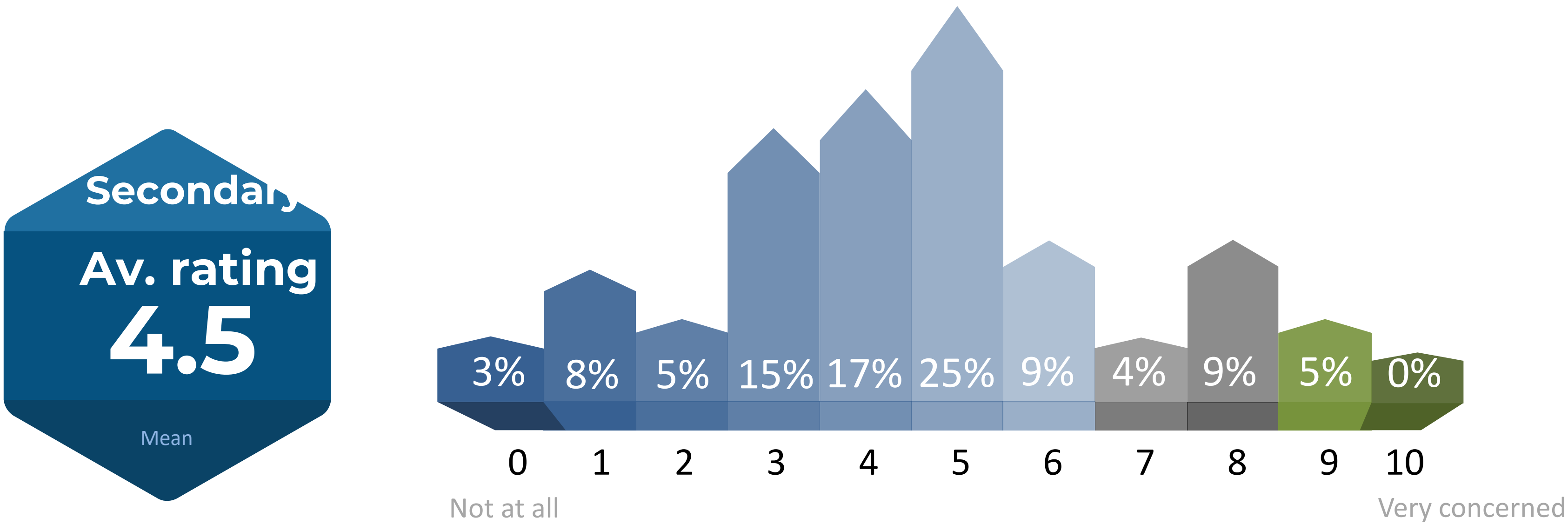
Retaining teaching staff over the summer term

Secondary schools

For the remainder of the summer term there is some concern in retaining teaching staff; however, compared to the primary sector there are few that are very concerned over retention over this period. Again, it tends to be schools in large cities that are most concerned.

Q2A



How concerned are you about your ability to retain teaching staff over this summer term?

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Retaining teaching staff into the new academic year

Secondary schools

Although few secondary schools are very concerned about retention of teaching staff over the summer term, there is greater concern as school leaders take a view into the next academic year. However, for some secondary schools there appears to be limited concern.

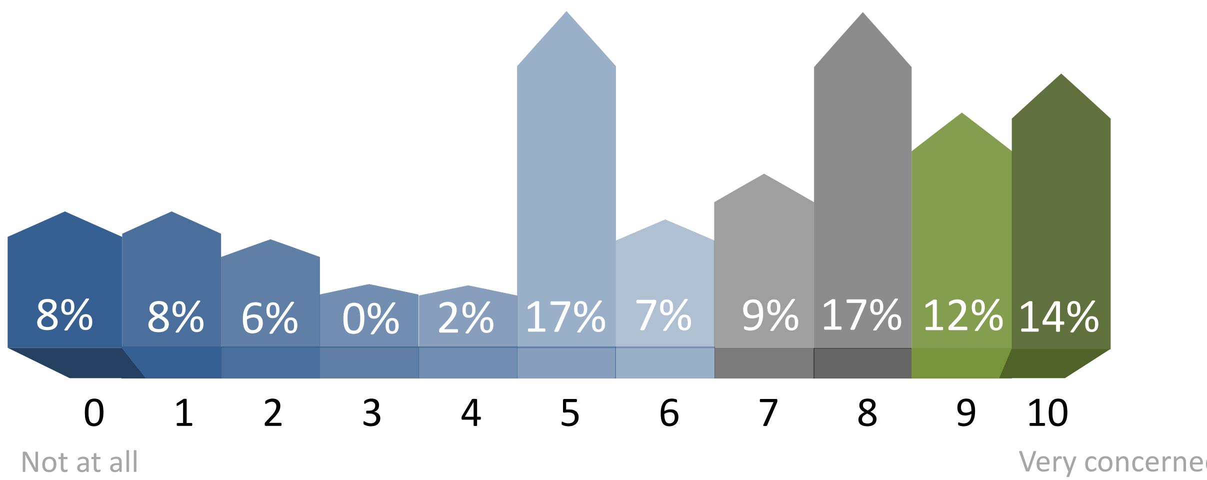
Q2B

Primary

Av. rating

6.0

Mean



How concerned are you about your ability to retain teaching staff into the next academic year?

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Re-working of school budgets

Primary schools

More than half of primary schools are extensively re-working their school budget to meet the challenges of the current disruption. Few are indicating little movement, and these are more likely to be small schools.

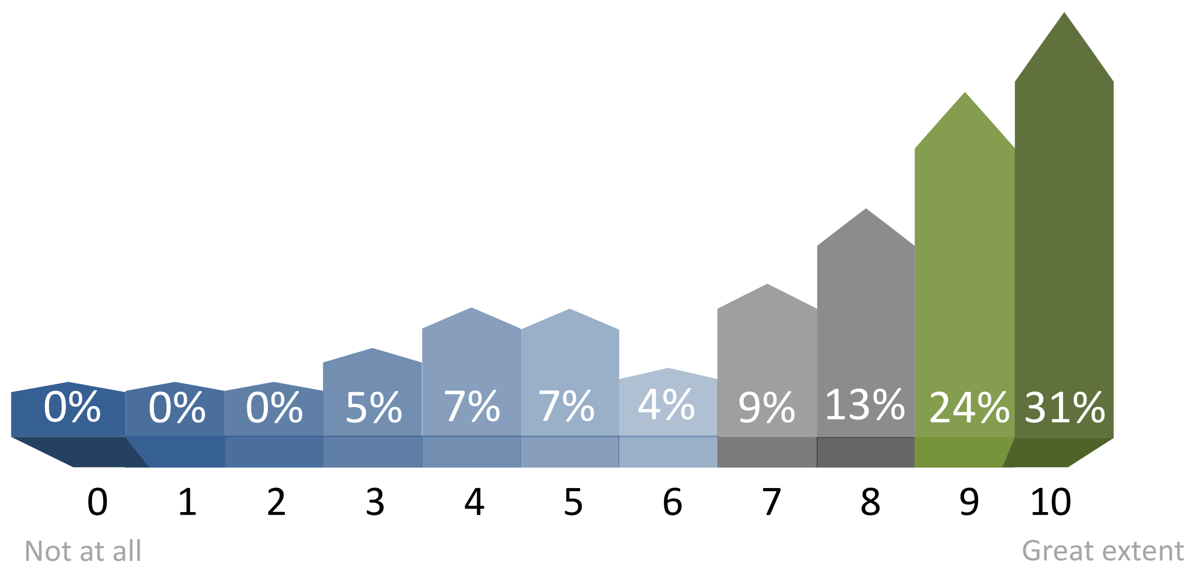
Q3A

Primary

Av. rating

7.9

Mean



To what extent are you having to re-work your school budget to meet the challenges of the current disruption?

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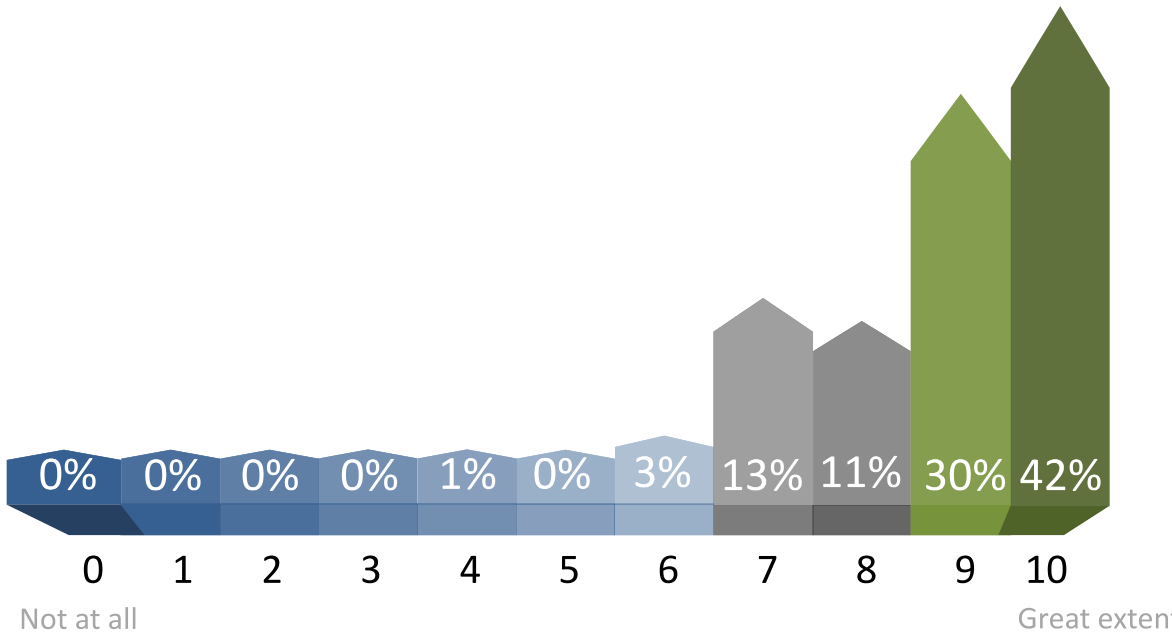
Re-working of school budgets

Secondary schools

Secondary schools are almost in universal agreement that school budgets are requiring extensive re-working during this period of school closures.

Q3A

Primary
Av. rating
8.9
Mean



To what extent are you having to re-work your school budget to meet the challenges of the current disruption?

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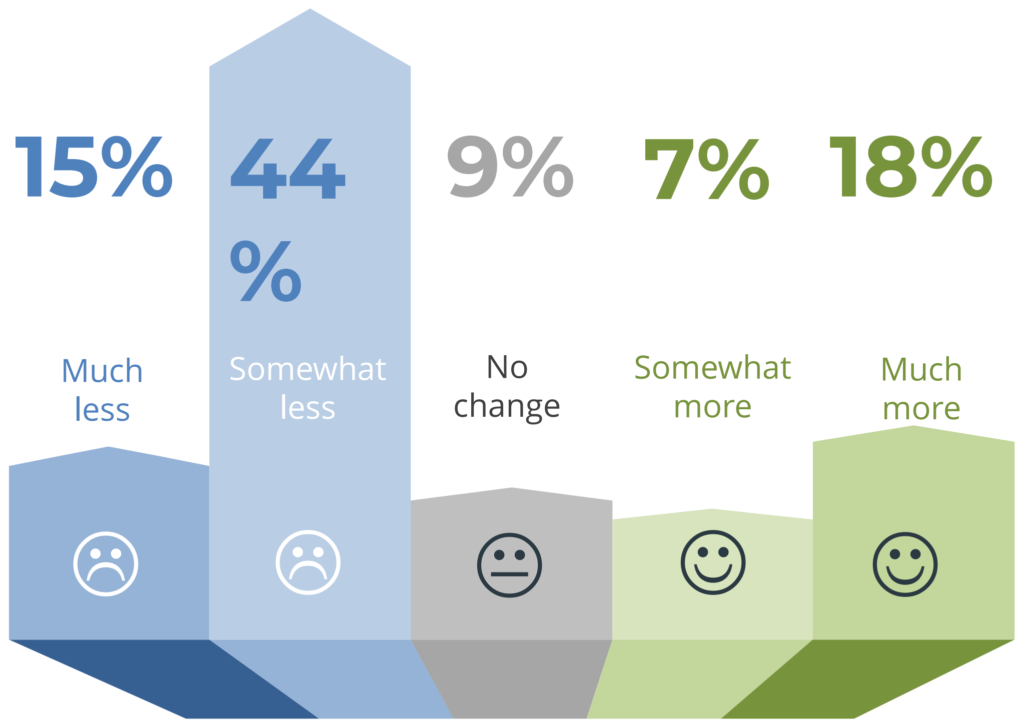
Change in teaching and learning resource spending

Primary schools

7% not sure or prefer not to say

Q4

There is a bias towards primary schools indicating a reduction in spending on teaching and learning resources compared to what was expected in their original budget. Those schools expecting to spend more are more likely to be those that have remained open for key workers' children.



Compared to what you budgeted to spend on teaching and learning resources earlier this year or last year (depending on FY), how is your spending likely to change?

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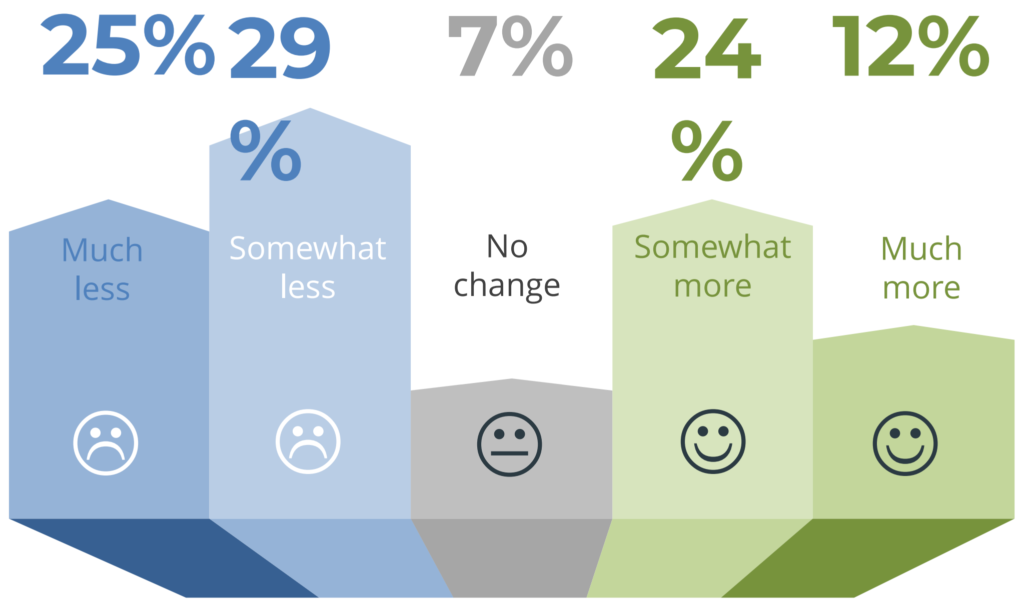
Change in teaching and learning resource spending

Secondary schools

3% not sure or prefer not to say

Q4

Secondary schools are more likely than primary schools to indicate expansion in spending on resources compared to what had been budgeted. However, the bias remains towards less spending, with a quarter expecting much less spending (all of which are academies in this sample).



Compared to what you budgeted to spend on teaching and learning resources earlier this year or last year (depending on FY), how is your spending likely to change?

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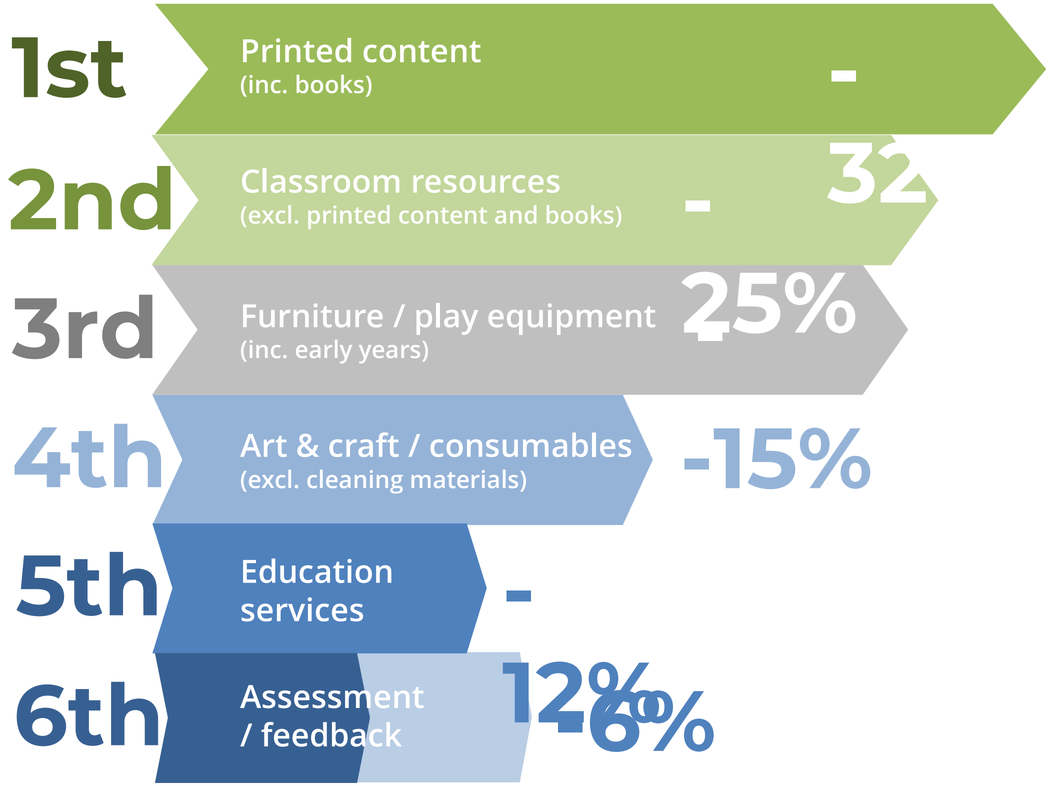
Categories seeing most spending CONTRACTION

All schools

Q3B

There is evidence that printed materials and other physical curriculum resources are most likely to be identified by schools as an area that has recorded contraction in spending up to this point in time. Furniture purchases have also been impacted by a quarter of schools. In contrast, spending on assessment and feedback has remained relatively stable.



In which of the following areas are you likely to see spending contract in this academic year?

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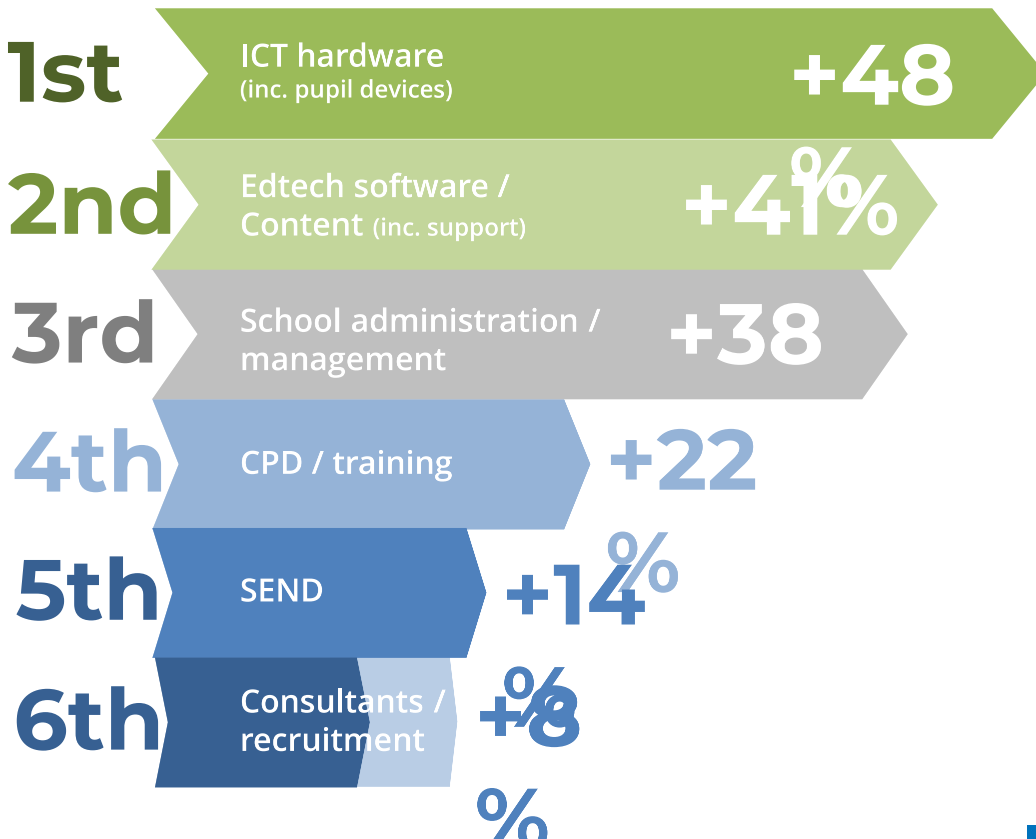
Categories seeing most spending EXPANSION

All schools

Q3C

Half of schools are spending, in some cases, significantly more on ICT hardware – most specifically teacher and pupil devices for home teaching and learning. This is supported by investment in edtech software and content (including support). Training is also higher in around a quarter of schools than anticipated at the beginning of this academic year.



In which of the following areas are you likely to see spending expand in this academic year?

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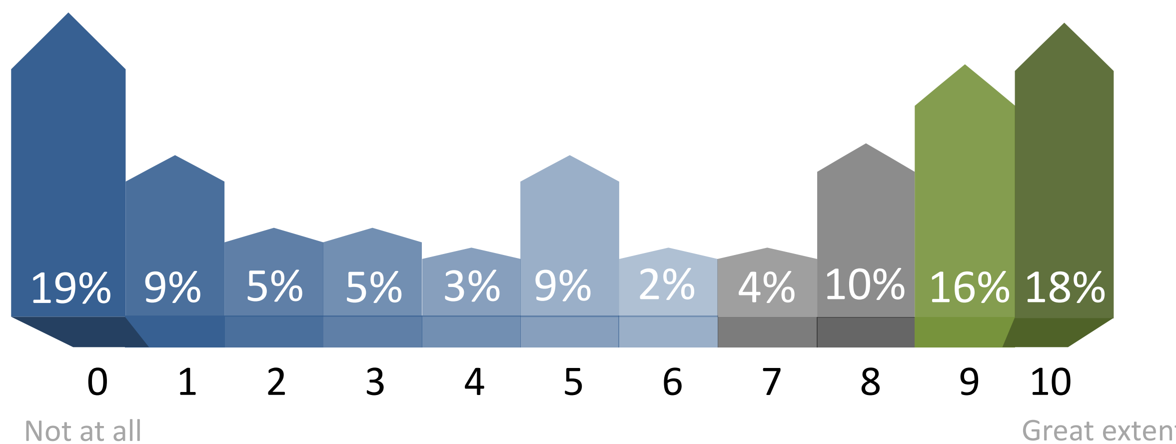
Delay in resource spending

Primary schools

Over a third of primary schools indicate no significant delay in spending on teaching and learning resources until later in the year. However, a larger proportion (about half) are indicating delay, with almost a fifth indicating this to a great extent.

Q5

Primary
Av. rating
5.4
Mean



To what extent are you delaying teaching and learning resource purchases until later in the year when you have a better idea on need or budget?

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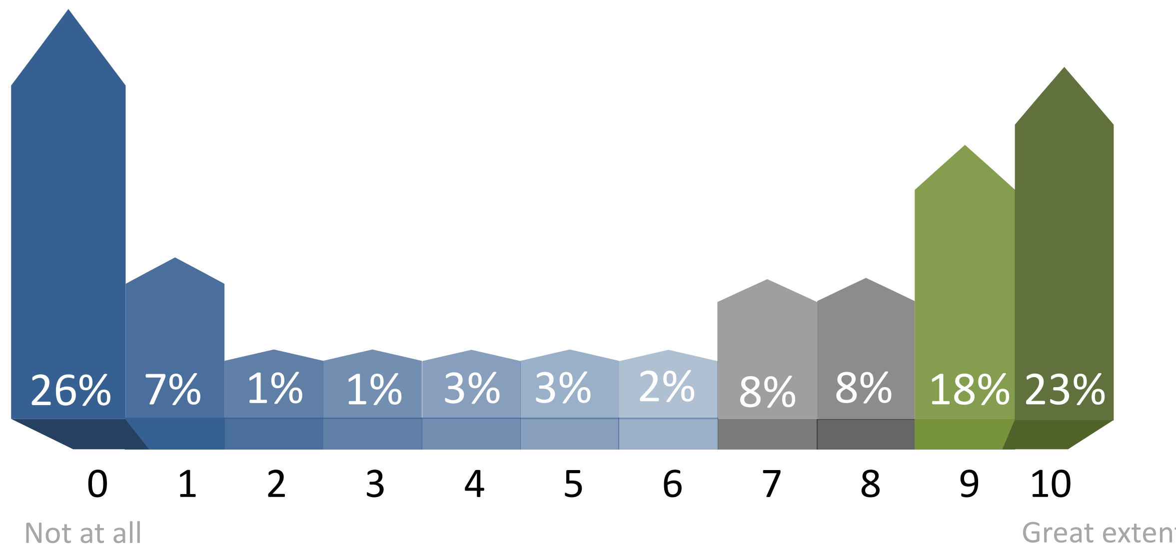
Delay in resource spending

Secondary schools

Nearly three-quarters of secondary schools are indicating delays in making purchases of teaching and learning resources until later in the year, suggesting an uplift in spending in the new academic year. However, a quarter indicate no delays.

Q5

Secondary
Av. rating
5.6
Mean



To what extent are you delaying teaching and learning resource purchases until later in the year when you have a better idea on need or budget?

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Additional funding required to restore budgets

All schools

On average schools are looking to an +8% increase in funding from government to bring their school budgets back to the level in which they had budgeted prior to this period of school disruption.

Q6

All schoo
Av. rating
+8%
Mean

0%	<+5 %	+5%	+10 %	+15 %	+20%
4%	22%	37%	18%	4%	15%

What level of additional funding from Government (as a percentage of you total current year 's allocation) is required to restore you to where you had budgeted before this period of education disruption?

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End