

Central Bedfordshire
Council
Priory House
Monks Walk
Chicksands,
Shefford SG17 5TQ



please ask for Martha Clampitt
direct line 0300 300 4032
date 15 November 2012

NOTICE OF MEETING

CENTRAL BEDFORDSHIRE SCHOOLS FORUM

Date & Time

Monday, 26 November 2012 at 6.00 p.m.

Venue at

Council Chamber, Priory House, Monks Walk, Shefford

Richard Carr
Chief Executive

To: The Chairman and Members of the CENTRAL BEDFORDSHIRE SCHOOLS FORUM:

School Members:

Anne Bell, Headteacher, Willow Nursery School
David Brandon-Bravo, Headteacher, Parkfields Middle School
Paul Burrett, Headteacher, Studham CofE Lower School and Pre-School
Shirley-Anne Crosbie, Headteacher, Glenwood Special School
James Davis, Governor, Leighton Middle School
Angie Hardy, Headteacher, Clipstone Brook Lower School
Richard Holland, Governor, Harlington Upper School
Sue Howley MBE, Governor, Greenleas Lower School
Sharon Ingham, Headteacher, Hadrian Lower School
Jim Parker, Headteacher, Manshead Upper School
John Street, Academy Middle School Representative
Stephen Tiktin, Governor, Linslade Lower School
Rob Watson, Headteacher Stratton Upper School

Non School Members:

Mr M Foster, GMB representative
Caroll Leggatt, PVI Early Years Providers Representative
J Reynolds, Church of England Diocesan Representative
Robert Shore, Local Authority 14-19 partnership representative - UTC

Observer: Cllr M A G Versallion, Executive Member for Children's Services

Please note that there will be a pre-meeting starting **half an hour before** the Forum meeting to enable technical aspects of the reports to be discussed with officers before the Forum meeting begins.

AGENDA

1. **Apologies for absence**

To receive apologies for absence and notification of substitute members.

2. **Minutes of the previous meeting and matters arising**

To approve the minutes of the previous meeting held on 22 October 2012 and to receive an update on any matters arising from these.

Proposals

Item	Subject	Page Nos.
3	School Funding Reform - Growth Fund arrangements for 2013/14 To consider the proposed definition and criteria for the allocation of Growth Funding for 2013/14.	* 11 - 24
4	Dedicated Schools Grant (DSG) & Early Years Funding To note the updated arrangements for Early Years Funding within DSG and agree proposed changes.	* 25 - 26
5	Consultation on Revision to the Scheme for Financing Schools To recommend consulting Schools on changes to the Scheme for Financing Schools.	* 27 - 36
6	Schools Specific Contingency Budget To consider an update on the use of the School Contingency Budget for 12/13 and propose the distribution of unspent Dedicated Schools Grant	* 37 - 40

Updates and Feedback

Item	Subject	Page Nos.
7	Support for Vulnerable Learners at Key Stage 2 This report summarises the impact of the KS2 targeted funding in 2011/2012 and sets out how it is being used in 2012/2013. The overall aim is to embed good practice and facilitate school to school support which can be utilised beyond the term of this project.	* 41 - 46
8	School Funding Reform: Update on arrangements for 2013/14 High Needs Block (including Alternative Provision) The report provides an explanation on the High Needs Block Funding and a summary of changes and the implications of those from 2013/14. It summarises the ongoing modelling work with the Special School Leaders and highlights potential issues/risks for 2013/14.	* 47 - 52
9	School Forum Budget To provide an update on the use of the School Forum Budget for 12/13.	* 53 - 54

This page is intentionally left blank

CENTRAL BEDFORDSHIRE COUNCIL

At a meeting of the **CENTRAL BEDFORDSHIRE SCHOOLS FORUM** held at Council Chamber, Priory House, Monks Walk, Shefford on Monday, 22 October 2012

PRESENT

Richard Holland (Chairman)
Jim Parker (Vice-Chairman)

School Members:	Anne Bell	Headteacher, Willow Nursery School
	Paul Burrett	Headteacher, Studham CofE Lower School and Pre-School
	Shirley-Anne Crosbie	Headteacher, Glenwood Special School
	James Davis	Governor, Leighton Middle School
	Angie Hardy	Headteacher, Clipstone Brook Lower School
	Sue Howley MBE	Governor, Greenleas Lower School
Non-School Members:	John Street	Academy Middle School Representative
	Stephen Tiktin	Governor, Linslade Lower School
	Mr M Foster	GMB representative
	Caroll Leggatt	PVI Early Years Providers Representative
Apologies for Absence:	Robert Shore	Local Authority 14-19 partnership representative - UTC
	David Brandon-Bravo	
	Mrs E Grant	
Substitutes:	Sharon Ingham	
	J Reynolds	
	Rob Watson	
Officers in Attendance:	Mrs A Phillips on behalf of Mr D Brandon-Bravo	
	Mrs M Clampitt	Committee Services Officer
	Mr P Dudley	Assistant Director Children's Services (Learning & Strategic Commissioning)
	Ms D Hill	Senior Finance Manager - Children's Services
	Mrs H Redding	Head of Learning and School Support

CBSF/12/60 Chairman's Announcement

The Chairman made the following announcements:-

1. He paid tribute to Mr Bill Hamilton, who had passed away unexpectedly. Mr Hamilton had been a long serving member of both the Central Bedfordfordshire Schools Forum and the Bedford Borough Schools Forum. He had provided insightful comments and moved the Forums forward in a passionate way. His wisdom and presence would be missed on the Forums.
2. The new Schools Forums (England) Regulations 2012 had come into force from 1 October 2012 and the DfE had prepared a Schools Forums: Operational and Good Practice Guide. The Guide had only become available earlier this day. The Procedures section paragraph 1.40 (c) detailed the voting process which would now be followed.

CBSF/12/61 Minutes of the previous meeting and matters arising

RESOLVED

1. **that the minutes of the meeting of the Central Bedfordshire Schools Forum held on 25 June 2012 be confirmed and signed by the Chairman as a correct record subject to the removal of the last sentence in the third paragraph of CBSF/12/55.**

The Forum asked for the categorisation of schools in the risk register to be reported to the 26 November meeting. However, due to the number of agenda items this will be brought to the January meeting, after school out-turn have been reviewed.

2. **that the minutes of the meeting of the Central Bedfordshire Schools Forum held on 3 September 2012 be confirmed and signed by the Chairman as a correct record.**

CBSF/12/62 School Funding Reform: Arrangements for 2013/14

The Forum considered a report which provided an update on the Funding Consultation with Schools and proposed the formula factors for distribution of the Dedicated Schools Grant (DSG) for 2013/14.

The Dedicated Schools Grant (DSG), since 2006/07 financial year, has financed the Schools Budget in each authority. The allocation of the DSG is based on number of full time equivalent pupils as at January census multiplied by the GUF.

There have been three consultations carried out by the DfE relating to the creation of a transparent, fairer and less complex system. Two consultations “Rationale and Principles” and “Proposals for a fairer system” were held in 2011. In March 2012 the third consultation “Next steps towards a fairer system” was launched.

In 2013/14 the DSG will be allocated by being split into three notional blocks: Schools £142.5m, Early Years £10.5m and High Needs £20.9m. Whilst funding could be redistributed between the blocks restrictions would apply.

The DfE require that schools reduce the number of funding factors within their formulae from the current limit of 37 (Central Bedfordshire uses 27) funding factors to only 12 from 2013/14. The funding will be based on the October pupil census uplifted for the difference between October and January counts. It was noted that Early Years would be calculated differently based on three January Counts comprised of the previous January count, the current January count and adjusted at end of next year.

The MFG has been set at negative 1.5% per pupil for both 2013/14 and 2014/5.

The full Schools Forum met on 3 September 2012 to consider the consultation document. An FAQ document was also provided. The short response time required the early meeting of the Schools Forum. Articles had been placed in Central Essentials and Governor Essentials, and finance surgeries were held at both Dunstable and Shefford for individual schools to discuss their personal circumstances. There were 43 attendants representing 28 schools.

The Technical Funding Group sub group had met with officers on 3 October to consider the responses from the 58 schools (50 maintained and 8 academies). It was noted that where multiple responses had been received from a single school the responses would be counted as 1 reply.

A breakdown of the questions asked and the responses received were contained within the report. The Forum noted that the FAQs were updated throughout the consultation to answer queries that became evident.

There were updates provided on: the number of EAL students being 55 across Central Bedfordshire (which is low), the exclusion of the PFI would be revisited in 2014/15 and a new definition for split site schools.

The Forum considered de-delegation of school funds which would result in a service being provided centrally. De-delegation only applies to the maintained sector and removed the need for the DSG Local Authority Central Spend Equivalent Grant (LACSEG) for Academies, which will disappear in 2013/14.

The Forum were asked to vote, by phase, for the possible central provision of two services:- (i) Facilities Time (Union representation at meetings, etc) and (ii) School Contingency (Closing and re-organising schools, schools in financial difficulty, etc).

The Forum noted that Special and Nursery Schools were not included in the de-delegation as it only relates to the Schools Block, and not the Early Years and High Needs Block.

The question was asked of whether there would be a provision inserted into the scheme for buyback with middle schools and Academies. The Assistant Director Children's Services (Learning & Strategic Commissioning) confirmed that the LA were considering what models would work as a way forward. No decisions had been made yet.

The Forum were advised of the Growth Fund which would be used for funding significant pre-16 pupil growth and expenditure incurred in order to make provision for an extra class (to comply with School Admissions (Infant Class Sizes) Regulations). The Forum must agree with any funding being set aside, consider the calculations for how it will be paid. The unallocated funding at the end of the year will be returned to the DSG for allocation in the new year. The criteria and details of payment would be considered at the November meeting.

The Pupil Premium would be allocated separately to the DSG for 2013/14 but would be incorporated long term into the DSG. The 2013/14 amount had increased to £900 and was based on Ever 6 (Free School Meals).

The sub group had agreed the proposals before being brought to the full Forum and gave agreement on the completion of the proforma by 31 October 2012 for sending to the DfE. This would be a draft submission with the final submission being made in January 2013. Any revisions required will be brought back to the Forum.

The new budgets for 2013/14 must be made available by March 2013 but Officers are working on an earlier release date, possibly January 2013.

RESOLVED

- 1. that the School Funding Reform Consultation process, be noted. (10 votes in favour, 2 abstained)**
- 2. that the following factors be included for distributing the Dedicated Schools Grant School Block for the 2013/14 financial year:**
 - (i) Basic Entitlement for Primary, Key Stage 3 and Key Stage 4 (13 voted in favour)**
 - (ii) Deprivation based on weighted banded IDACI data (unanimous in favour)**
 - (iii) Lump Sum £120,000 (11 in favour, 2 against)**
 - (iv) Split Site £120,000 (11 in favour, 1 against, 1 declared an interest and abstained)**
 - (v) Rates based on actual cost (13 in favour)**
- 3. that those schools that gain due to the change in formula factors are capped at a sufficient rate to fund the Minimum Funding Guarantee be agreed. (Unanimous in favour)**

4. to agree to de-delegate Facilities Time for the following phases:

- (i) Lower Schools – 4 in favour**
- (ii) Middle Schools – 2 against**
- (iii) Upper School – 1 in favour**

5. to agree to de-delegate School Specific Contingency for the following phases:

- (i) Lower Schools – 4 in favour**
- (ii) Middle Schools – 2 in favour**
- (iii) Upper School – 1 in favour**

There were 4 lower school representatives, 2 middle school representatives and 1 upper school representative eligible to vote on the recommendations 4 and 5 above.

CBSF/12/63 Schools Forum Constitution and Terms of Reference

The Forum received a report which provided a proposed alteration to the membership provision for the Schools Forum.

In March 2012, the Forum re-elected its membership for three years and amended its Constitution & Terms of Reference to reflect the increased Academy representation.

The Regulations, which came in to effect from 1 October 2012, required the inclusion of a PRU representative, on the same basis as the voting school members. It was noted that Central Bedfordshire's PRU was officer led and that there was not a person able to meet the criteria to be appointed to the Forum.

It was further noted that the PRU will require a delegated budget in April 2013, however, this would only be for one term as it will be operated as an Alternative Provision Free School (Academy) from September 2013.

The Forum noted that there were still three vacancies on the Forum and it was agreed that the positions would be re-advertised.

The Forum agreed that the Constitution and Terms of Reference would be brought to a future meeting for review.

RESOLVED

That the inclusion of a provision in the Constitution and Terms of Reference for a PRU representative, not be agreed.

(Note: The meeting commenced at 6.00 p.m. and concluded at 7.20 p.m.)

Chairman

Dated

Meeting: Schools Forum

Date: 26 November 2012

Subject: School Funding Reform- Growth Fund: Arrangements for 2013/14

Report of: Deputy Chief Executive and Director of Children's Services

Summary: To propose the definition and criteria for the allocation of Growth Funding for 2013/14

Contact Officer: Rob Parsons Head of School Organisation, Admissions and Capital Planning

Public/Exempt: Public

Wards Affected: All

Function of: Council

Reason for urgency (if appropriate)

RECOMMENDATIONS:	
-------------------------	--

- | | |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | To adopt the proposed definition, and allocation criteria as set out in this report for Growth Funding for 2013/14 |
| 2. | To approve delegation to the Deputy Chief Executive and Director of Children's Services for approval of successful applications to the Growth Fund |

Growth Funds - Background	
----------------------------------	--

- | | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <p>Funds can be retained from the Schools Block before allocating formula, with agreement of School Forum, for funding;</p> <ul style="list-style-type: none"> • significant pre-16 pupil growth • expenditure incurred to enable schools to comply with Infant Class Size Regulations <p>Revenue funding for pre statutory pupil growth is provided through the Early Years block and is not therefore covered by this Growth Fund.</p> |
| 2. | <p>The conditions applying to this funding set out by the DfE are:</p> <ul style="list-style-type: none"> • any retained funding would benefit both maintained schools and academies; • any funds remaining at the end of the year are added to the following year's DSG and reallocated to schools and academies; • clear criteria need to be determined; • the Schools Forum need to agree both the criteria and the overall amount, and be updated on the allocations. |

3.	For 2013/14 the Growth Fund has been established at £800k. However, any overspend will be a first charge to the lower, middle and upper school budgets in the following year.
Significant pre 16 pupil growth	
4.	<p>This factor refers to instances where the Local Authority commissions new school places as a new school or equivalent new split site school provision or as permanent or temporary increases to an existing school site (i.e. to accommodate a bulge year). It provides funding for pre opening costs of establishing significant new provision and also protects against the potential financial impact of admissions falling short of the agreed additional capacity by providing place led guarantees.</p> <p>Qualifying provision includes:</p> <ul style="list-style-type: none"> • new schools • expansions to existing schools on additional sites • temporary or permanent expansions to existing schools on their current sites <p>Where necessary, Capital funding for these increases is allocated by the Council's School Organisation, Admissions and Capital Planning Team, through a commissioning process that is beyond the scope of the Growth Fund.</p>
5.	<p>There are a range of revenue issues associated specifically with the establishment of New Schools and the equivalent scale of expansion of existing schools on additional sites. These include:</p> <ul style="list-style-type: none"> • Funding for the initial set up costs of a school • Funding for the inefficiency of a new school or school site, as it builds to full capacity
6.	<p>The initial revenue set up costs of a new or split site school will be varied but may include those associated with:</p> <ul style="list-style-type: none"> • Project management support • Administration and Legal assistance • Advice on establishing HR, Admissions, Finance and other policies • Governance induction and training • Lead in year (pre opening) staff • Curriculum resources (consumables, not furniture, fixtures and equipment) i.e text books
7.	Where necessary, a range of set up costs will also be met from capital expenditure associated with the main construction project i.e. FF&E, temporary site/office accommodation etc.
8.	A useful tool to determine potential pre opening revenue costs of establishing a new provision is provided by the budgeting tool, attached at Appendix A.

9.	<p>The speed with which a new school or site will fill and the choice of method of implementation i.e. annual growth upward from the school's normal admission point of entry until expansion is complete in all year groups, or across all year groups simultaneously, will differ depending on a range of circumstances. These include:</p> <ul style="list-style-type: none"> • The specifics of the local demographic • The rate of continued demographic growth • The capacity of local schools • The timing of the expected opening of the new school or site and • The need to limit turbulence caused in the wider schools system
10.	<p>For schools which are expanding onto additional sites, the purpose of and eligibility for the Split Site Factor, once the school is open, must be taken into account in determining the additional costs associated with the need to expand leadership and management structures.</p>
11.	<p>Where the Council commissions permanent or temporary increases to an existing school site similar factors may apply depending on the scale of the planned increase in comparison with the original capacity of the school.</p>
12.	<p>Any place led funding guarantee to protect against the possibility that the new places do not fill can only therefore be determined through discussion between the school, Children's Services Finance and the School Organisation, Admissions and Capital Planning Team, informed by forecasts of pupil numbers, occupation rates in new developments and other relevant data.</p>
13.	<p>In order to be financially sustainable and not to represent a financial burden on the school as a whole, any new class should have a minimum of 25 pupils and schools will therefore be compensated for the difference between actual pupils up to the target number of 25.</p>
14.	<p>Given the variables that need to be considered in each instance, an application and assessment process for pre opening costs and for place led funding is therefore recommended for schools who qualify for Growth Fund, under the Pre 16 Pupil Growth criteria. Application documentation will be developed for schools to ensure transparency, accountability and that appropriate challenge and assessment can be undertaken in all instances. It is suggested that the application utilise the budgeting tool referred to in section 8, where relevant.</p>
15.	<p>Assessment will be undertaken by a panel consisting of Council Officers representing Children's Services Finance and the School Organisation, Admissions and Capital Planning Team, in addition to two members of the School Forum, nominated on an annual basis by the Forum. Approval for successful applications will be given under delegated authority from the School Forum by the Deputy Chief Executive/Director of Children's Services.</p>
16.	<p>Successful applications will be reported to the School Forum as is required by regulation.</p>

Infant Class Size regulations	
17.	<p>The School Standards and Framework Act 1998 (Sections 1- 4) provided that all schools with infant pupils must organise their Key Stage 1 classes to ensure that they contain no more than 30 pupils for all ordinary teaching sessions taught by a single qualified teacher from September 2001. In some schools, this may require the creation of an additional class or a withdrawal group, vertical grouping of pupils or the presence of a second teacher to team-teach the class. Some schools may look to a combination of these options to achieve the statutory infant class size limit.</p>
18.	<p>The Regulations specify that:</p> <p>No child attaining the age of 5, 6 or 7 during the course of the academic year should be in an infant class of more than 30 pupils. A class is covered by the limit if the majority of pupils in the class are infants.</p> <p>The limit applies to all ordinary teaching sessions. The only occasions where more than 30 pupils are permitted are music, drama and PE/games. Assemblies are also excluded from the class size limit.</p> <p>The limit applies to all infant classes taught by a single qualified teacher. An infant class can contain more than 30 pupils if there are two qualified teachers present, but there must not be more than 30 pupils for one teacher.</p>
19.	<p>Mixed key stage classes:</p> <p>a) In a mixed Year 2/3 class, where the majority of pupils are junior aged children, the class is not covered by the Class Size Regulations and it can operate with more than 30 pupils. However, if the majority of pupils are infants, the statutory limit on infant class sizes is applicable.</p> <p>b) In a mixed Nursery/Reception class (Foundation Unit) where the majority of pupils are nursery aged children, the class is not covered by the Class Size Regulations and it can operate with more than 30 pupils. However, should the majority of pupils be reception aged pupils, the statutory limit on infant class sizes is applicable.</p>
20.	<p>Additional children may be admitted under very limited exceptional circumstances. The School Admissions (Infant Class Sizes) (England) Regulations 2012 which came into force from 1 February 2012 have revised the permitted exceptions originally established in 2001 and further amended in 2006.</p>
21.	<p>The excepted children are:</p> <p>children with statements of special educational needs admitted outside the normal admission round;</p> <p>looked after children and previously looked after children admitted outside the normal admission round;</p>

	<p>children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process;</p> <p>children admitted after an independent appeals panel upholds an appeal;</p> <p>children who move into the area outside the normal admission round for whom there is no other available school within reasonable distance;</p> <p>children of UK service personnel admitted outside the normal admission round;</p> <p>twins and children from multiple births when one of the siblings is the 30th child admitted;</p> <p>children with SEN who are normally taught in an SEN unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.</p>
22.	Any agreed exception to the statutory infant class size limit will apply for the whole period of a child's time in the infant classes or until the class numbers fall back to the admission number. Should a child leave during this time, the school is not permitted to 'back fill' any place(s).
23.	Any school that exceeds its published admission number by admitting a child without there being a formal independent appeal or without the prior agreement of the Council under the Exceptions Regulations, which cannot meet the statutory limit on infant class sizes, will be required to find any additional funding to comply with the regulations from its budget share.
24.	<p>In October each year, the Council's School Organisation, Admissions and Capital Planning Service will use the DfE Autumn Term Census Return and check the following to ensure each school:</p> <p>a) Complies with the infant class organisation (i.e. Reception, Year 1 and 2),</p> <p>b) Has not exceeded their admission number as published in the Council's Admission booklet, for any infant age group.</p> <p>This exercise will be repeated following the January 2013 School Census Return.</p> <p>NOTE:</p> <p>i. Where a pupil has been admitted following the decision of an independent appeal hearing, academies and own admission authority schools will be required to provide, the date of the appeal hearing, the name of the child admitted and whether the case presented was on class size prejudice or ordinary prejudice grounds, unless the appeal was presented by the Council. For Community and VC schools, only the name of the child will need to be supplied.</p> <p>ii. Where it has been agreed with the Council that the admission meets one of the very limited circumstances specified in the Exception Regulations, the school will be expected to provide the details of the individual case.</p>

25.	Where a school is unable to comply with the Regulations without reorganising classes (this could be a mixed nursery/reception class and/or a mixed Year 2/Year 3 class) and incurring additional costs associated with the employment of further teaching staff, it can make an application to the Council setting out its specific circumstances. The flow chart attached as Appendix B to this report illustrates the process by which the panel will consider applications. The deadline for applications to be received by the Council's School Organisation, Admissions and Capital Planning Service will be the end of September 2013.
26.	<p>However, the following conditions will apply:</p> <p>1) Schools with fewer than 30 Key Stage 1 pupils will not be eligible for infant class size funding as the lump sum in the funding formula is deemed to provide sufficient resources for one infant class in any Lower School.</p> <p>2) Schools who have a total number of Key Stage 1 pupils within five of multiples of 30 will not be eligible for infant class size funding as they are also deemed to have sufficient resources within their delegated budgets to organise all infant classes at 30 pupils or less eg 55, 85, 115 infant pupils – no infant class size funding. Therefore the qualifying class will only be funded up to a maximum of 25 places.</p> <p>3) Any application will trigger a review of the school's Published Admission Number (PAN)</p> <p>4) Any successful application will only be guaranteed for one year, with a new application required in the following year.</p> <p>5) Small schools with less than 90 NOR will be expected to consider a mix of Key Stages</p> <p>6) Schools are expected to first utilise their reserves for the additional costs of employing an additional teacher, before infant class size funding will be considered.</p>
27.	The application will be considered by the Panel referred to in Sec. 15 above and successful applications will be reported to the School Forum.
28.	For successful applications infant class size funding will be allocated where total key stage one numbers in September are more than 5 short of the next higher multiple of 30. Key stage one funding will be allocated for each "ghost place" to take the last multiple to 25. Total funding will be calculated as the number of "ghost pupils" multiplied by a reduced AWPUP value of £1,272. Examples are given below.
	<p><u>Example 1</u></p> <p>a) Anticipated numbers for September 2013 as assessed by Admissions team in June 2013 following new Year R intake offers : - Reception = 80, Year 1= 80, Year 2 = 57, Total KS1= 217</p> <p>b) In order to meet infant class legislation school has to plan for 8 classes of no more than 30 in a class across KS1 i.e. based on 240 pupils. (Without infant class legislation school could have operated 7 classes of 31.)</p>

	<p>c) $240 - 217$ less threshold of 5 = 18 “ghost pupils”</p> <p>18 “ghost pupils” x AWPU to help fund 8th class.</p>
	<p><u>Example 2</u></p> <p>a) Anticipated numbers for September 2013 as assessed by Admissions team in June 2013 following new Year R intake offers : - Reception = 80, Year 1= 80, Year 2= 75, Total KS1= 235</p> <p>b) In order to meet infant class legislation school has to plan for 8 classes of no more than 30 in a class across KS1 i.e. based on 240 pupils. (Without infant class legislation school could in theory have operated 4 classes of 34 and 3 at 33, but this is unlikely)</p> <p>c) $240 - 235$ less threshold of 5 = 0</p> <p>School does not receive any additional funding as probably would have operated 8 classes anyway.</p>
	<p><u>Example 3</u></p> <p>a) Anticipated numbers for September 2013 as assessed by Admissions team in June 2013 following new Year R intake offers : - Reception = 12, Year 1= 12, Year 2 = 12, Total KS1= 36</p> <p>b) In order to meet infant class legislation school has to plan for 2 classes of no more than 30 in a class across KS1 i.e. based on 60 pupils.</p> <p>c) $60 - 36$ less threshold of 5 = 19 “ghost pupils”</p> <p>19 “ghost pupils” x AWPU to help fund 2nd class.</p>
29.	<p>Any queries relating to Infant Class Size regulations should be referred to the Council’s School Organisation, Admissions and Capital Planning Service on 0300 300 8037.</p>

Appendix A – Pre opening costs budgeting tool

Appendix B – ICS funding application decision flowchart

This page is intentionally left blank

Lead-in period budget

Item	Total	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1. Project Management support															
Project Management															
Develop and maintain project plans															
Follow project development process, providing advice, tools and methods															
Report to DfE on project progress															
Monitor cashflow / expenditure															
Manage Project Steering Group meetings															
Maintain project Risks and Issues logs															
Write project lessons-learned report at close															
Statutory stakeholder consultation															
Design and implement statutory stakeholder consultation															
Write stakeholder consultation report															
Legal															
Manage predecessor school closure process (where relevant)															
Procure and appoint legal advisers (if required)															
Manage set-up of the company structure, registering the Academy Trust, arranging appointment of Trust members and agreeing Memorandum and Articles of Association with the DfE															
Manage legal work relating to the Funding Agreement (and annexes)															
Educational															
Register for Independent School Number (if required)															
Register with examination boards (if required)															
Apply for religious designation applied for (faith schools only)															
Register with Office of the Information Commissioner															
Admissions															
Develop and plan admissions arrangements and literature															
Administer admissions arrangements															
Establish Admissions Appeal and Exclusions Appeal Panels															
Governance															
Support and advise on establishing the Free School's GB															
Arrange GB CRB checks, induction and training															
Staffing															
Establish key employment policies and procedures (as required to ensure the Academy/Free School is compliant with current policy and legislation)															
Draw up contracts of employment (for new staff)															
Manage staff recruitment process and administration															
Establish a TUPE plan (if required)															
Manage the TUPE consultation process (if required)															
Finance, Administration and Contracts															
Establish the necessary financial operating procedures															
Submit a bid for start-up funding															
Procure insurances: contents, employer's liability, governors' liability, maternity, premises public liability, sickness, absence, terrorism															
Procure legal and personnel advice															
Procure services: catering, payroll, professional development, refuse collection, site management, grounds maintenance, cleaning, security, crisis management															

Lead-in period budget

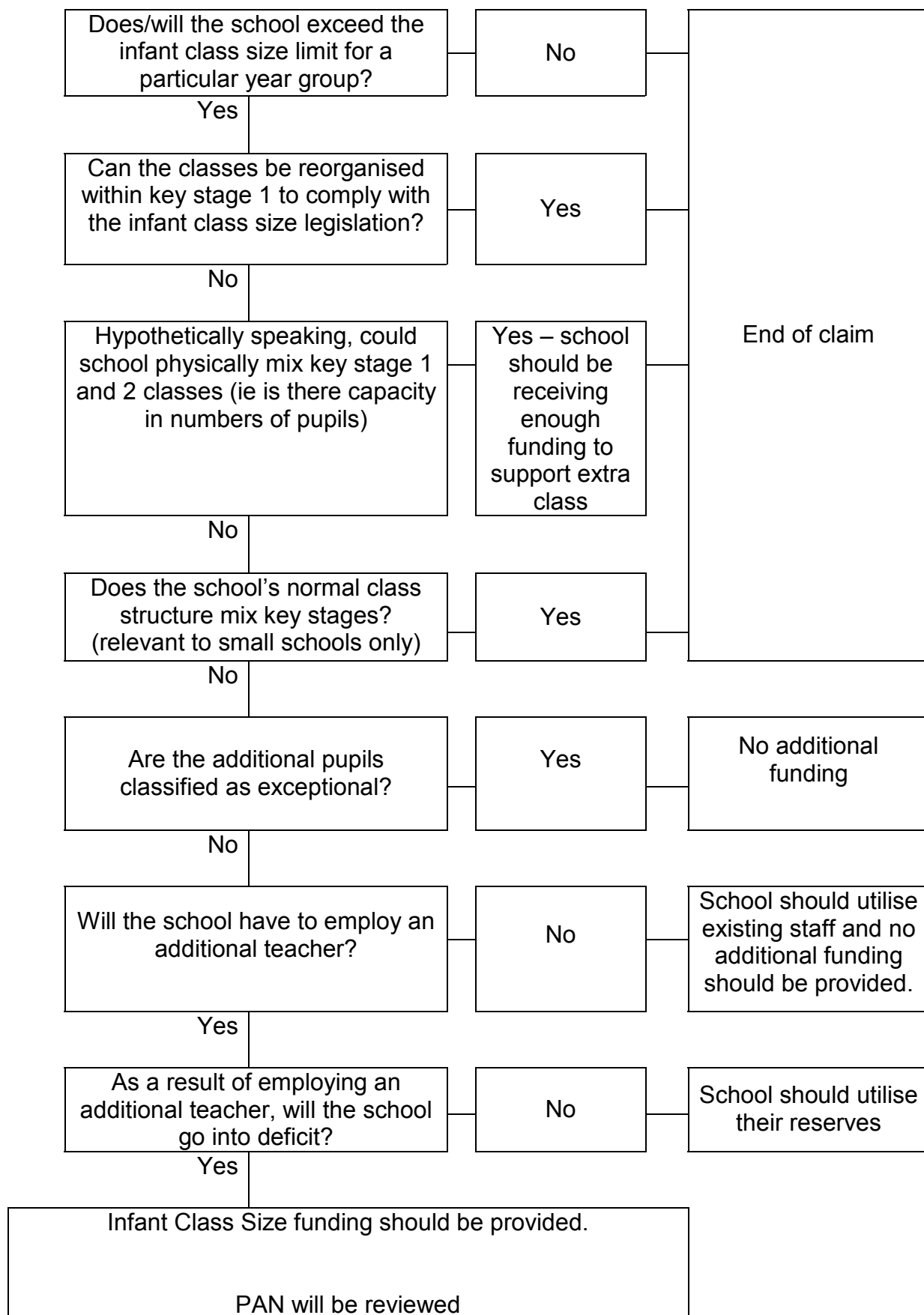
Item	Total	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Site and Buildings															
Manage commissioning and implementation of environmental improvements work															
Monitor and oversee legal work with regard to the transfer of land and assets															
Other															
Total															
2. Educational / other specialist advisors															
Educational planning															
Develop Vision and Ethos Statements															
Provide advice to support the development of the school's strategic plan and 1 year / 3year targets															
Provide educational advice (including support to develop the Educational Brief, the overall educational strategy, the educational vision, ICT vision, curriculum, school organisation, learning structure, assessment and student progress, behaviour management)															
Provide advice on the development of Learning Support, G+T, SEN and vulnerable groups processes															
Establish the school's key policies and procedures															
Budgeting															
Provide advice and support on developing financial policies, plans and procedures															
Support the development of a 3 year financial forecast and the first year annual budget															
Staff															
Provide advice on the development of a staffing structure															
Support the recruitment of staff (including development of role profiles and supporting the preparation for and process of interviewing)															
Provide induction coaching / support for Principal (if required)															
Support the development of key staff policies and procedures															
Procurement															
Provide advice on the procurement of ICT systems and software															
Provide advice on the development of temporary / permanent school buildings															
Other															
Total															
3. (Directly employed) lead-in year staff															
Salary and on-costs for Headteacher															
Salary and on-costs for Deputy Headteacher															
Salary and on-costs for Director of Resources															
Salary and on-costs for lead-in year Administrator															
Salary and on-costs for teaching staff training / induction (pre-opening)															
Cost of payroll															
Cost of employers' liability insurance															
Total															
4. Recruitment of school Year 1 staff															
Recruitment advertising for teaching staff															
Recruitment advertising for non-teaching staff															
Expenses to run interviews / selection (including candidate expenses)															
Cost of staff CRB checks (including lead-in year staff and Governors)															

Lead-in period budget

Item	Total	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Total															
5. Legal															
Legal advice for contracts and employment															
Legal advice for Funding Agreement															
Legal advice for land / premises															
Incorporation and registration with Information Commissioner															
Companies House registration															
Total															
6. Marketing and admissions															
Develop marketing strategy															
Branding and logo design															
Design and produce prospectus															
Develop and produce admissions literature															
Website development															
Website hosting															
Marketing (digital, posters, leaflets, letters, display boards)															
Prospectus printing for Y1 intake															
Prospectus printing for Y2 intake															
Other printing (leaflets, flyers, etc.)															
Advertising (local media)															
Canvassing															
Postage and stationary															
Events: open evenings and community events															
Total															
7. Administrative															
Office space rent															
Staff ICT and software															
Internet / phone															
Office supplies															
Total															
8. Governance															
Governors' expenses (telephony and transport)															
Governors' indemnity insurance															
Registration with National Governors' Association															
Cost of Governor induction and training															
Total															
9. Educational activities in support of Year 1															
Student summer induction day															
Student summer school / pre-joining education															
Procurement of Management Information System															
Procurement of Finance System															
Total															
Total															

This page is intentionally left blank

Appendix B – ICS funding application decision flowchart



This page is intentionally left blank

Meeting: Schools Forum
Date: 26th November 2012
Subject: Dedicated Schools Grant (DSG) & Early Years Funding
Report of: Deputy Chief Executive and Director of Children's Services
Summary: To note the updated arrangements for Early Years Funding within DSG and agree proposed changes.

Contact Officer: Sue Tyler, Watling House

Public/Exempt: Public

Wards Affected: All

Function of: Council

Reason for urgency
(if appropriate)

RECOMMENDATIONS:

- 1. To note the arrangements for funding Early Years from within the 2013/14 Dedicated Schools Grant (DSG)**
- 2. To propose the following changes for the distribution of the Early Years Block for the 2013/14 financial year:**
 - i) Increase PVI base rates by 30p/hr to £3.60 for non-flexible and £3.75 for flexible.
 - ii) Provide an allowable lump sum of £100k for Nursery Schools
 - iii) Apply MFG of minus 1.5% to base rate for Nurseries and PVI
 - iv) Remove all non-allowable factors

Background

1. From 2013/14 the DSG will be split into three notional blocks; Schools, Early Years and High Needs. Authorities are free to move funding between the blocks provided they comply with the requirements of the Minimum Funding Guarantee (MFG) and central expenditure. In order to support the movement towards a national funding formula, all local authorities are required to simplify local arrangements for distributing funding to schools and other providers.

Early Education Funding

2. The government are not proposing major changes to the main elements of the Early Years Single Funding Formula and are continuing to allow different base rates for different types of provision and will continue to allow specific early years factors for quality, flexibility and sufficiency.
3. There will continue to be a mandatory deprivation supplement in the EYSFF and flexibility allowed in the indicators used, except that it must be based on child level definitions of eligibility, rather than operating a supplement based on the characteristics at setting level. Our local formula is based on child level definition and therefore no change will be required.

4. In line with the main formula, other factors have been constrained, such as those relating to premises. The factors allowed in the main formula are also allowed in the early years formula but without prescribing the datasets that should be used.

Funding for early education in Academies

5. The DfE has decided that all providers of free early education, including Academies currently funded for early education by the Education Funding Agency, will be funded directly by local authorities from September 2013.

Minimum Funding Guarantee (MFG) for free early education

6. The MFG will apply to the EYSFF for all providers for the first time, but only on the base rate. The MFG will be set at the same level as the school MFG, meaning that EYSFF base rates cannot be reduced by more than 1.5%.

Free early education for two year olds

7. Since March, it has been announced that funding for early education for two year olds will transfer to the DSG from 2013/14, although exact clarity is still awaited around funding mechanisms.

Proposed changes to EYSFF

8. In order to incorporate the removal of the premises hourly rate, and the admin lump sum the LA and Schools Forum propose the following changes to the EYSFF payable in Central Bedfordshire.
- Increase PVI base rates by 30p/hr to £3.60 for non-flexible and £3.75 for flexible.
 - Maintain payments for Quality
 - Maintain payments for Deprivation
 - Provide an allowable lump sum of £100k for Nursery Schools(4)
 - Apply MFG of minus 1.5% to base rate for Nurseries using DfE tool for MFG
 - Apply MFG of minus 1.5% to base rate for PVIs
 - Remove all non-allowable factors
9. The table below outlines the new EYSFF sums taking into account the above proposed changes. (The sums are all hourly rates per child apart from the one lump sum).

Proposed New EYSFF	Base Rate		SD (IMD)			Quality (PVIs) only			Nursery School Only	
	Non - Flexible	Flexible	0-30% most deprived	31% - 60% deprived	61% - 100%	QT & EY graduate with EYP	EY graduate without EYP	Level 4	Rates	Lump Sum
Nurseries	3.30	3.35	0.20	0.10	0.00	N/A	N/A	N/A	Rates Cost	100,000
Loweres	3.30	3.35	0.20	0.10	0.00	N/A	N/A	N/A	N/A	N/A
PVIs	3.60	3.75	0.20	0.10	0.00	0.20	0.15	0.10	N/A	N/A

10. A contingency of £300,000 will be held centrally to fund the headcount adjustment and is allowable within the regulations.
11. At its meeting in November the Early Years Reference Group approved these changes.

Meeting: Schools Forum
Date: 26 November 2012
Subject: Consultation on Revision to the Scheme for Financing Schools
Report of: Deputy Chief Executive and Director of Children's Services
Summary: To recommend consulting Schools on changes to the Scheme for Financing Schools

Contact Officer: Dawn Hill, Technology House, Bedford

Public/Exempt: Public

Wards Affected: All

Function of: Council

Reason for urgency
(if appropriate)

RECOMMENDATIONS:

- 1. To consult with maintained schools on a revision to Central Bedfordshire's Scheme for Financing Schools, Section 4.10 – Asset Loan Scheme.**

Background

2. Central Bedfordshire Council's Scheme for Financing Schools sets out the financial relationship between the authority and the maintained schools which it funds. It is based on the legislative provision in Section 45-53 of the Schools Standards and Framework Act 1998 and the Schools Finance Regulations.
3. Any proposed revisions to the scheme will be the subject of consultation with the governing body and the head teacher of every school maintained by the authority before they are submitted to the schools forum for their approval.
4. All proposed revisions to the scheme must be submitted to the Schools Forum for their approval. The authority may apply to the Secretary of State for approval in the event of the forum rejecting a proposal or approving it subject to modifications that are not acceptable to the authority.
5. The LA as a minimum must publish the scheme on a website which is accessible to the general public and that any revised versions must be published by the date the revisions come into force, together with a statement that the revised scheme comes into force on that date.

Update

6. The current Scheme for Financing Schools contains a section on Loan Schemes, however this section has not been updated since adopting the previous Bedfordshire County Council Scheme for Financing Schools. The authority now proposes to update this section and make the availability of such loans more widely available and designed for the benefit of schools to provide funding for particular projects at a time when sufficient funds may not be available at an individual schools level.
7. The proposed revision to section 4.10 of the existing Scheme for Financing Schools is shown in Appendix A, and the details of the Loan schemes criteria and application form in Appendix B.

Recommendation

8. To endorse the proposal to consult with all Maintained Schools on the Scheme for Financing Schools for specific amendments to Loan Arrangements, closing date of the 21st December 2012. A paper will be presented at the January School Forum meeting requesting final approval. The new arrangements will be available thereafter.

Appendices:

- A – Extract of the Scheme for Financing Schools section 4.10 Asset Loan Scheme
- B – Proposed Asset Purchase Loan Scheme

4.10 Asset Loan Scheme

The LA operates an Asset Loan Scheme which does not operate by way of a licensed deficit but rather by way of expenditure by the LA, on asset purchases or certain building repairs and maintenance, in respect of a particular school on condition that repayments of principal and interest are repaid from the budget share. The current rate of interest on such loans is the 7 day London Interbank Bid Rate.

The Loan shall be in accordance with the following conditions/requirements:

(a) the maximum length of time over which schools may repay the loan will be three years. Schools' requests for loans will need to be supported by the School's Development Plan. At no stage will the loan period be extended beyond four years;

(b) Loans will only be agreed if they meet the criteria outlined in Central Bedfordshire Council's Asset Purchase Scheme;

(c) The maximum permitted value of a purchase shall not normally exceed 10% of a school's budget share.

(d) The minimum value of a purchase considered to be appropriate to the loan scheme is £10,000;

(e) No more than one third of the collective balances held by the LA will be used to back these arrangements.

This page is intentionally left blank

Asset Purchase Loan Scheme for Local Authority Maintained Schools

Introduction

1. This scheme is designed for the benefit of schools to provide a means of funding particular projects at a time when sufficient funds may not be available at an individual school level. The scheme provides for schools to take out a loan and pay back in instalments.

Qualifying Schools

2. All LA schools within the scope of Central Bedfordshire's Scheme for Financing Schools.

Qualifying Purchase

3. New asset purchases which the LA are satisfied are for a purpose in the interests of the school, with the overriding condition that the expenditure is for the enhancement, replacement, or provision of an asset which will have a life at least as great as the duration of the purchase agreement entered into with Central Bedfordshire.
4. Requests for asset purchase agreements will be considered only if the request is made by resolution of the full Governing Body, and projects must conform with the delegated powers of Governing Bodies.

Method Of Financing Asset Purchases

5. The Council reserves the right to utilise funds held as schools' balances to finance specific capital projects which are the subject of agreements entered into by individual schools under the Asset Purchase Loan Scheme, but all schools have an overriding right to access their own unspent reserves at any time.

Availability Of Asset Purchase Loan Funds

6. The annual volume of schools' total reserves will influence the total amount available annually for new asset purchases. The sum of Licence Deficit and Loans will not normally be more than 1/3 of schools' total unspent balances as at the previous 31 March.

Applications

7. Loan applications must be made on the prescribed form and be supported by a resolution of the full Governing Body.

Approval Process

8. Applications will be considered by the Director of Children's Services, the Council's Chief Finance Officer and a representative of School Forum, nominated by the Council's Executive Member for Children's Services.

9. Applications which meet the criteria but cannot be funded within the limit of available funds in the year in which the request is made will be recommended for approval as a priority in the following financial year.

Approval For Financing The Purchase

10. Agreement with a Governing Body for a Capital Loan will be entered into by Central Bedfordshire Council, provided all the criteria of this scheme have been met.

Limitations On Value Of Purchase Loans

11. The maximum permitted value of a purchase loan should not normally exceed 10% of a school's budget share..
12. The minimum value of a purchase considered to be appropriate to the scheme is £10,000.

Interest

13. Interest will be payable during the period over which the school spreads the cost of the purchase. The rate will be determined annually on 1 April by the Council's Chief Finance Officer.
14. An administration fee of £50 will be charged for processing each application and subsequently setting up the loan.

Methods Of Making Annual Payments Under The Asset Purchase Loan Scheme

15. Annual payments will be scheduled as an expenditure item in the annual school budget plan.
16. Schools entering into a loan agreement will be charged the repayment sum by invoice on 1 April following the date of the loan agreement and annually on the same date thereafter during the life of the agreement. The certification of the initial application form by the Headteacher and Chair of Governors will authorise the LA to invoice the school as per agreed repayments schedule until the loan has been repaid in full.

Permitted Payment Periods Under Asset Purchase Loan Agreements

17. The minimum payment period is twelve months, spanning two financial years.
18. The maximum payment period is three years from the first payment date.

Early Payment

19. Payment of any outstanding loan amount, and accrued interest, can be made at any time without penalty.

Payment Conditions In The Event Of Change Of School Status

20. The loan agreement will be between the corporate Governing Body at the time of the purchase and the Council. The following conditions therefore apply:

Reorganisation Of Schools

21. A school will be required to fully repay any outstanding amounts under a loan agreement prior to the dissolving of its Governing Body where this is due to closure or amalgamation.

Schools Leaving the Control of the LA

22. If a school leaves the control of Central Bedfordshire Council for whatever reason, e.g. obtaining status as a Foundation School or as an Academy, full and immediate repayment of the outstanding amount will be made by the school in question, unless the liability can be voluntarily transferred to the successor Governing Body, i.e. to the Academy Trust, in the commercial transfer agreement.

Multiple Asset Purchase Loan Agreements Entered Into By One Establishment

23. A school can have as many asset purchase agreements as it wishes, subject to the caveat that the sum of the annual payment due under a new agreement and annual payment(s) being made under earlier agreements, does not exceed the credit rating described in paragraph 11 above, and subject to the value of each individual purchase being in excess of the minimum purchase price of £10,000.

Application Evaluation Criteria

1. Capital loans must be for capital purposes with the overriding condition that the expenditure is for the enhancement, replacement, or provision of an asset which will have a life at least as great as the duration of the purchase agreement.
2. Evidence that the scheme is in the interests of the school.
3. In support of 2 (above) a copy of the School Development Plan.
4. Evidence that the school is able to meet the payments for the duration of the agreement.
5. The school must not be in an overspent position as at the previous 31 March when the application is made or have in force an overspend agreement with the LA.
6. Evidence of adherence to the Councils Standing Orders and Financial Regulations for Schools with reference to procurement.

CHILDREN'S SERVICES FINANCE

**APPLICATION FORM TO ACCESS THE ASSET PURCHASE
SCHEME FOR LA MAINTAINED SCHOOLS**

School Name:

--

Amount of
Loan:

No of Yrs:

Projected start date:

Scheme
Completion
date:

£

--

--

--

Please note: The maximum period is 3 years.

Brief Description of Proposal:

.....
.....
.....
.....
.....
.....
.....

Summary of Benefits to the School:

.....
.....
.....
.....

Date and Minute of Resolution of Full Governing Body:

--

I accept the terms and conditions of Central Bedfordshire capital loan scheme and will fully comply with Scheme for Financing Schools .

Signed: Headteacher

..... Chair of Governors

This page is intentionally left blank

Meeting: Schools Forum

Date: 26 November 2012

Subject: Schools Specific Contingency Budget

Report of: Deputy Chief Executive and Director of Children's Services

Summary: To provide an update on the use of the School Contingency Budget for 12/13 and propose the distribution of unspent Dedicated Schools Grant

Contact Officer: Dawn Hill, Technology House, Bedford

Public/Exempt: Public

Wards Affected: All

Function of: Council

RECOMMENDATIONS:

- 1. To note the School Contingency spend as at 31st October 2012.**
- 2. To propose an additional £50 per statutory pupil registered on the January 2012 census be transferred to Schools.**

Background

1. The Schools Specific Contingency Budget falls under Schedule 2 of The School Finance Regulations 2008; 'Classes or descriptions of planned expenditure prescribed for the purposes of the Schools budget of a Local Authority which may be deducted from it to determine the Individual Schools Budget (ISB)' (top slice Direct Schools Grant – DSG).
2. At the Central Bedfordshire School Forum on 5th March 2012, the following budgets were agreed:
 - £500,000 General Contingency
 - £275,670 SEN Contingency.Total School Contingency Budget agreed for 2012/13 is £775,670.
3. The School Contingency carry forward from 2011/12, as at 31st March 2011 was £898,917 which is split into General (£818,999) and SEN Contingency (£79,918).
4. The General Contingency budget can be utilised to fund the following:
 - Rent and Joint Use equalisation charges;
 - Rates adjustments that have arisen from re-valuations or an adjustment to original formula;
 - Lease/planning permission associated with curriculum classes;

- Adjustment to Formula i.e. floor area, teacher threshold, NQT, additional pupil numbers;
- DSG shortfall;
- Closing Schools;
- Redundancy costs where applicable
- Funding of exceptional circumstances, the Director of Children's Services can authorise sums up to £10,000 in respect of any one school in a financial year.

General Contingency Expenditure 2012/13

5. The following table sets out the expenditure for 2012/13 against the School General contingency budget.

	BUDGET £	SPEND £	BALANCE £
Carry Forward from 2011/12	818,999		
Budget Allocation 2012/13	500,000		
Floor Area Adjustments		(47,939)	
Rent Adjustments		(10,021)	
Rates Adjustments		(37,998)	
Rate Relief (Academy converters)		181,894	
Legal Fees		(410)	
Redundancy		(139,278)	
Unspent DSG supporting Central Services		416,890	
Final DSG Adjustment (DfE)		14,152	
EYSFF Adjustment		(4,161)	
Interest		1,533	
Exceptional Circumstances		(19,200)	
Total General Contingency	1,318,999	(355,462)	1,674,461

6. The detail on the spend is as follows -

- Floor Area adjustments to the initial allocation of SBS.
- Equalisation of Rental costs
- Rates adjustments that have arisen from revaluations
- Rate Relief as a result of conversion to Academy status and attracting 80% rate relief
- Legal Fees – School in Financial difficulty
- Redundancy payments
- Unspent central DSG returned to contingencies
- Final DSG settlement, 4 additional pupils above estimation
- EYSFF adjustment to base data
- Interest from closing bank accounts
- Payments to two schools with Exceptional circumstances (increased responsibilities with new/extending schools)

SEN Contingency Expenditure 2012/13

7. The SEN Contingency had been agreed to fund :
 - A growth in Behavioural Emotional and Social Difficulties (BESD) provision
 - Revised formula for Special Schools
 - Additional and alternative models of specialist provision within mainstream schools
 - Additional support to mainstream schools:-
 - i. Specialist support services and BESD services
 - ii. Special Schools Outreach
 - iii. Commissioned support
8. The following table sets out the expenditure for 2012/13.

	BUDGET £	SPEND £	BALANCE £
Carry Forward from 2011/12	79,918		
Budget Allocation 2012/13	275,670		
Outreach		(66,422)	
Closing School		(82)	
Total SEN Contingency	355,588	(66,504)	289,084

Recommendations

1. To note the School Contingency spend to date
2. To propose an additional £50 per statutory pupil registered on the January 2012 census be transferred to Central Bedfordshire Maintained Schools as a one off payment in 2012/13. This has been made possible due to unspent centrally retained DSG and the reduction in forecasted expenditure.

Appendices:

None

This page is intentionally left blank

Meeting: Schools Forum

Date: 26 November 2012

Subject: Support for Vulnerable Pupils at Key Stage 2

Report of: Deputy Chief Executive, and Director of Children's Services

Summary: This report summarises the impact of the KS2 targeted funding in 2011/2012 and sets out how it is being used in 2012/2013. The overall aim is to embed good practice and facilitate school to school support which can be utilised beyond the term of this project.

Contact Officer: Helen Redding, Head of Learning and School Support

Public/Exempt: Public

Wards Affected: All

Function of: Council

RECOMMENDATION:

The Forum is asked to note the report on the use and impact of the funding in 2011/12 and 12/13

Reason for Recommendation: Report requested at Schools Forum meeting of 5 March 2012

Background

- | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | On 5 March 2012, the Schools Forum received and considered a report which sought an extension of funding previously agreed to support maintained middle and primary schools raise attainment at Key Stage 2. |
| 2. | The Forum noted the previous years Key Stage 2 results as being low (66% of pupils achieving level 4 or above compared to 74% nationally and 76% for statistical neighbours. |
| 3. | The Forum resolved that £90,000 be allocated to maintained middle schools and primary schools with year 5 pupils identified as not making sufficient progress towards their Key Stage 2 targets be approved. |

Rationale 2011/12

- | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. | Funding was approved to support 19 maintained middle and primary schools to raise standards in KS2 given the results in 2011. If schools became Academies during this period, the schools would not receive the second payment. This was only the case in one school. |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

5.	Year 5 data and the targets for SATs were analysed to focus the additional funding to support pupils who were at risk of not achieving challenging targets at the end of Year 6 in reading, writing or maths and / or two levels progress from the end of KS1.
6.	<p>703 pupils were identified in this target group across the Local Authority (LA). The cost of this initiative was:</p> <ul style="list-style-type: none"> • £105,450 for schools based upon £150 per targeted pupil • £19,000 for schools based upon £1,000 to support administrative costs • £1,800 additional consultancy costs <p style="text-align: right;">Total: £ 126,500</p>
Process	
7.	In September 2011, each school reviewed Year 5 end of year data and identified Year 6 pupils at risk of not achieving targets and / or two levels progress.
8.	Data was provided to the Council acting as the LA on current levels of achievement from the end of Year 5 / start of Year 6, and targets for the end of the year. There were 703 identified pupils across 18 middle schools and primary schools with Year 6 pupils. All identified schools chose to engage with this process.
9.	Funding could be used at the school's discretion, for 1-1 support, small group work etc. It also funded additional teaching support. School Improvement Advisers (SIAs) evaluated the impact of this support and also shared some of the good practice from other schools.
10.	Schools were encouraged to work with other local schools to maximise the funding available.
11.	School Improvement Advisers (SIAs) met with Headteachers and senior curriculum managers at the start of each half term to explore the impact of the funding and review overall data for Years 5 and 6. There was also time to review next steps. Progress data was submitted half termly.
12.	In November 2012, there was a workshop for all middle schools and primary schools in CBC with contributions from colleagues in other areas to highlight effective practice. Eighty colleagues attended.
13.	Two workshops were held in February 2012, planned by the Middle Schools Heads Association to prepare for the build up to SATs attended by 80+ colleagues. Children's services officers attended and contributed presentations.
Impact	
14.	<p>Of the original 703 targeted pupils 66% made two levels progress from the end of KS1 to the end of KS2 in Maths</p> <p>Of the original 703 targeted pupils 72% made two levels progress from the end of KS1 to the end of KS2 in English.</p>

15.	These are positive outcomes given that these pupils were at high risk of not making the expected rate of progress. These figures also include some pupils with Special Educational Needs (SEN).
16.	There was a significant development in terms of schools sharing good practice whilst exemplifying school to school support. This included Academy and Non-Academy schools and some Bedford Borough Schools. An example of this is the KS2 workshops facilitated by the Middle Schools Heads association in February 2012.
17.	An audit of good practice was completed by SIAs and key factors that supported success were identified.
18.	There was a significant development in terms of schools sharing good practice whilst and delivering this through school to school support. This included Academy and Non-Academy schools and some Bedford Borough Schools. An example of this work can be seen in the KS2 workshops facilitated by the Middle Schools Heads association in February 2012.
19.	Robust assessment and target setting had a significant impact on pupils' rates of progress especially where this included sharing with pupils their criteria for success so they were very clear about their next steps in their learning. Provision of resources where thirds of level progress steps were in a form accessible to pupils and parents aided this further.
20.	The four visits by School Improvement Advisors to each school each half term ensured that schools were given appropriate levels of challenge and support. All schools welcomed this provision as part of the drive to raise standards along with the information they provided about different strategies which were seen to be effective in other schools.
21.	There was a value in subject teachers being held to account for their pupils' achievements by subject /senior leaders. This was best achieved through rigorous Pupil Progress meetings each half term. In such cases links were identified with objectives in the staff performance management process and suggestions were made for how pupils who were going off track could overcome the barriers and catch back up.
22.	Item level analysis of questions in the 2011 KS2 test papers helped to inform teachers' of the gaps in attainment which identified possible misconceptions. This aided planning to address such misconceptions occurring with the new Y6 cohort.
23.	Ensuring rigorous tracking of pupil progress helped to inform teachers' planning.
24.	Peer mentoring where pupils in Year 8 supported pupils in Year 6 resolve learning based problems based upon their experience and school to school support put the onus back on schools having responsibility for improving outcomes. Many schools also commented that peer mentoring improved pupil behaviour across the school because of pastoral links across year groups.

25.	Engagement of parents in supporting the drive to raise standards through parent friendly workshops etc. For example, several schools highlighted for parents the ways in which they could support their children and booklets were prepared to underpin this process for reference purposes.
26.	Schools moved from operating booster groups after school to focused, targeted support in lesson time. There was agreement that twilight "Booster" groups were not effective when pupils were tired and less responsive to support.
27.	Drawing upon pupil feedback to engage pupils and inform subsequent planning. In this way pupils were able to talk through their experiences with teachers to ensure their learning was effective
28.	Whole school commitment to success at the end of KS2 with all subjects supporting the drive to improve pupil outcomes in English and Maths.
2012/2013	
29.	The project has refocused on earlier intervention with additional funding to support Year 5 pupils who are at risk of not achieving their challenging targets at the end of Year 6 in reading, writing or maths and / or two levels progress from the end of KS1. This will allow four terms to address these challenges.
30.	All nine non academy middle schools / primary schools with Year 6 pupils have engaged with this project.
31.	During the first half of the Summer Term 2012 schools reviewed Year 5 data and the targets for SATs and identified those pupils at risk of not achieving two levels progress and / or their challenging targets
32.	270 targeted pupils were identified across the nine schools. The cost is: <ul style="list-style-type: none"> • £150 of targeted funding has been allocated per pupil pro rata • a lump sum of £1,000 to cover administrative costs. This totals £49,500 • Each school is allocated 4 days of School Improvement Professional (SIP) time to provide challenge and support. This costs £14,400 • Schools will be encouraged to look at working together to maximise the funding • The cost to date is £63,900
22.	Funding can be used at the school's discretion, for 1-1 support, small group work etc. It can also pay for additional teaching support during lesson time. The impact of this support will be evaluated by School Improvement Partners (SIPs) and the good practice will be shared across schools.
23.	Progress data for targeted pupils was collected at the end of the May half term and in July, and then will be collected and analysed regularly at the end of each half term until March 2013.
24.	Headteachers and senior curriculum managers are meeting their allocated SIP at the start of each half term to evaluate the impact of the funding and review overall data for targeted pupils. They will also review next steps.
25.	Results will be evaluated within the Council after each data collection and then in a summative way at the end of the year.

SUSTAINABILITY/NEXT STEPS	
26.	Sustainability will be achieved when, through the work of (i) Central Bedfordshire Teaching School Partnership (ii) a culture of school to school support and the (iii) expectations of leaders and teachers in middle schools work there is a consistent, year on year focus on embedding such approaches as the norm.
27.	Responsibility for embedding successful practice is increasingly owned by schools where a willingness is shown to share processes, accept challenges, offer support and to learn from each other. This is true within phases of and across phases. Targeted support has been effective in KS2 and this may now be replicated in other phases.
28.	In medium term, middle schools need to work collaboratively with their feeder lower schools to build professional trust and to ensure continuity and good progression is maintained from year 4 to year 6.
CONCLUSION – LEARNING TO TAKE FORWARD TO OTHER PROJECTS	
29.	Early intervention gives schools more time to plan the most effective support and draw upon previous experiences.
30.	School to school support with appropriate levels of challenge and support create scope and capacity within the local system to spread and embed good practice.
31	<p>In addition:</p> <ul style="list-style-type: none"> • Specific teaching interventions to resolve issues linked to subject knowledge barriers made a difference • 1 to 1 support and group work were strategies that pupils of all abilities found helped them. They reflected that this was often the most significant way they achieved real learning with time to ask specific questions • Assessment, tracking pupil progress meetings with challenge and solutions helped those pupils who were off track and were also effective strategies to support learning for all pupils.

Background Papers: (open to public inspection) None

This page is intentionally left blank

Meeting: Schools Forum

Date: 26 November 2012

Subject: School Funding Reform: Update on arrangements for 2013/14 High Needs Block (including Alternative Provision)

Report of: Deputy Chief Executive and Director of Children's Services

Summary: The report provides an explanation on the High Needs Block Funding and a summary of changes and the implications of those from 2013/14. It summarises the ongoing modelling work with the Special School Leaders and highlights potential issues/risks for 2013/14.

Contact Officer: Helen Redding, Head of Learning and School Support

Public/Exempt: Public

Wards Affected: All

Function of: Council

Reason for urgency (if appropriate)

RECOMMENDATIONS:

- | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | That Schools Forum note the report and direction of travel |
| 2. | That a further report on use of current Direct Schools Grant (DSG) for SEN and future use of High Needs Block be presented to the January School Forum meeting. This to include impact of the further modelling on special school budgets |

Background

- | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Since the beginning of the financial year 2006/07 Councils have received allocations of Dedicated Schools Grant (DSG) to finance the Schools Budget in each authority. The DSG is a specific ring-fenced grant based on historical spending levels. The allocation is the full time equivalent number of pupils as at January census multiplied by the Guaranteed Unit of Funding (GUF) applicable to each local authority. The GUF for Central Bedfordshire is £4,658 for 2012/13. |
| 2. | The Department for Education (DfE) held 2 Consultations in 2011; 'Rationale and Principles' and 'Proposals for a fairer system'. The second Consultation proposed replacing the current schools funding distribution mechanism. The aim for a transparent, fairer and less complex system. |

3.	On the 26 th March 2012, the Department for Education (DfE) launched a third Consultation 'Next steps towards a fairer system' which ended on the 21 st May 2012. This consultation built on how a fairer system may be implemented and operated. The final arrangements for 2013/14 were announced on the 28 th June 2012.
4.	The initial consultations and information gathering have focussed primarily on the Schools Block element. Guidance around the process for the High Needs Block have been vague, and elements have changed throughout the process. Concerns have been raised by a number of Councils regarding the implications of the speed of expected implementation in the light of the Draft Children and Families Bill (September 2012), particularly as the main aim of this is to develop parental confidence in the system.
5.	A Regional Meeting has been attended by Children's Services Officers and the Special School Representative from the Schools Forum. Other meetings have been attended by Officers for the Finance Department. A further meeting regarding Post 16 funding has been attended by Officers. These meetings have not yet clarified the proposed arrangements, or the financial envelope available.
Funding Arrangements 2013/14	
6.	From 2013/14 the DSG will be split into three notional blocks; Schools, Early Years and High Needs. Authorities are free to move funding between the blocks provided that they comply with the requirements of the Minimum Funding Guarantee (MFG) and central expenditure.
7.	There will be no additional funding before at least 2015. The DfE have confirmed they will introduce a national funding formula in the next Spending Review period. The 2013/14 settlement will be based on 2012/13.
8.	In order to support the movement towards a national funding formula, all local authorities are required to simplify local arrangements for distributing funding to schools and other providers.
Mainstream Schools	
9.	The DfE recommend that mainstream schools will fund the first £6k towards SEN provision from their delegated budget, which is broadly in line with the current expectation that schools fund the first 12 hours of support. Schools were comfortable with this in their response to the Consultation initiated in September 2012. Pupils with statements of SEN will receive additional support against assessed needs from the High Needs Block as they do now.
Specialist Provisions/Resourced Provision in Mainstream Schools	
10.	Funding for Specialist Provisions in schools will be based on the required number of places, as it is currently. This will be made up of £10k base funding plus top up to the current agreed level.
11.	For Autistic Spectrum Disorder (ASD) and Behaviour, Emotional and Social Disability (BESD) Provisions the top up would equate to £6,967 per place

<p>12. For Hearing Impairment Provisions the top up would equate to £13,248 for a Lower School Specialist Provision place, £10,668 for a Middle School Specialist Provision place and £8,942 for an Upper School Specialist Provision Place.</p>
<p>13. There are currently 2 Lower Schools which have resourced Language Provision (St Andrews in Biggleswade and Heathwood in Leighton Buzzard). The pupils all have statements of SEN and are based in the mainstream classes and receive additional specialist support for their specific language/communication need from staff and a Speech and Language Therapist provided by the Health Service. Places/pupils are funded at £8,280 (Band D statement) which meets their needs so a top up would not be required. We are considering ways of managing the fact that these fall below the £10k base rate for specialist provision places.</p>
<p>Special Schools</p>
<p>14. Special Schools will no longer have delegated budgets on the same basis as other schools. The factors previously allowable for Special Schools and those still allowable for mainstream schools are not allowable from 2013/14. The expectation is that the costs currently within the additional factors in a school's budget must be targeted against the pupil/place element. This means for example there will be no option for a Lump Sum, no element for split site etc. The pupil/place element will therefore have to include the costs of running and managing the school. The base funding for a Special School will be £10k per pupil/place, plus top up against agreed criteria/guidance.</p>
<p>15. Currently Special Schools are funded on the number of pupils on roll as at January PLASC date. The Council charges other Councils retrospectively for costs of pupils they have in our schools, and are charged by other Councils for any pupils placed by us in their schools.</p>
<p>16. From 2013 funding for special schools will be based on £10k per number of required places based on numbers reported in 2012/13, plus a top up provided by the commissioning Authority which will link to an assessed need of the pupil. Where the pupils are Central Bedfordshire pupils, this will be provided as part of the school's budget share, and where the pupils belong to other Councils, the school will invoice the commissioning Council in advance for the top up element at the agreed level. If there is a requirement in future to increase place numbers, detailed evidence will need to be provided to the Education Funding Agency (EFA) to substantiate this.</p>
<p>17. Pupils are admitted into special schools at any point in a year. Children's Services Officers have looked at historical pupil increases in each school and estimated the number of potentially required places across the financial year for each school. In order to keep stability in the budget for these places, the schools will be allocated indicative banding levels for top up across these places which represent the profile of need at that school.</p>
<p>18. Pupil Premium is in addition to the High Needs Block and will remain a separate grant in 2013/14, although the Departments long term intention is to merge with the DSG. The Premium for 2013/14 has increased to £900 and will continue to be based on Ever 6 (Free School Meals).</p>

19.	Following discussions with Special School leaders, consideration is being given to cease holding Pupil Premium (PP) centrally as previously approved by Schools Forum. This was approved on the basis that Special Schools received funding against levels of need of a pupil already. While it is set out within the current School Finance Regulations that PP can be retained centrally for Special Schools <ul style="list-style-type: none"> • since Weatherfield became an Academy, they receive PP directly from the EFA which provides disparity across the schools; • within the new Ofsted Framework schools are inspected and judged on the use of their allocated PP
20.	The Minimum Funding Guarantee (MFG) is set at negative 1.5% per pupil for both 2013/14 and 2014/15.
Pupil Referral Unit (PRU)/Alternative Provision (AP)	
21.	The PRU will be funded in the same way as a Special School, but with a base unit of £8k. The Academy of Central Bedfordshire (The AP Free School) which will open on 1 September 2013 would be funded differently as an Academy Free School via the Education Funding Agency (EFA). The base funding for AP is £8k per place. The LA would fund any top up required when commissioning provision from the school as an alternative to permanent exclusion.
Consultation and ongoing work with Special Schools	
22.	Special School leaders have been meeting regularly and are continuing to meet with the Council in order to consider the options for models of funding that are open and transparent and are within the current costs of special schools.
23.	Following those discussions, additional modelling is being carried out in order to enable funding to be consistent across types of school but in ways which capture the specific contexts of those schools, i.e. Area Special Schools which operate across two or more sites (Chiltern and Ivel Valley) , a Moderate Learning Difficulties, School (Weatherfield Academy), and a BESD School (Oak Bank).
24.	The banding descriptors are being reconsidered during November in light of the above, which will impact on the values of all bands. The base value for Band 1 must be a minimum of £10k
25.	Funding is allowed to be held centrally and allocated accordingly for any extended role of a special school such as commissioned work for Outreach and other services. Chiltern, Ivel Valley and Oak Bank are currently commissioned to carry out an Outreach role, and from January 2013 Chiltern and Ivel Valley have been commissioned to deliver the Early Years Children With Disability Service. This will be recommended to continue.
26.	The principle behind the reforms is a simpler system that enables the equivalent value to be placed against a pupil's level of needs wherever they go to school. This cannot be achieved within the proposed system with the different school contexts and additional costs of split sites etc. Concerns have been raised with the EFA and DfE regarding this.

Recoupment
<p>27. Recoupment is the process by which Councils acting as the Local Authority receive and pay costs of pupils with statements who are educated in another Authority's school (mainstream or special). Income overall is usually at similar levels to expenditure. Currently, recoupment is charged retrospectively between Councils. Other Councils send Central Bedfordshire a schedule of pupils and costs based on a daily rate. These are checked and in terms of start and end dates and costs, and Children's Services Officers submit similar schedules to other Councils where we have pupils attending their schools.</p>
<p>28. Under the new funding arrangements, schools will be required to take on responsibility for the charging the top up element to the commissioning Council for pupils with statements in their schools. In Mainstream Schools this will be top up beyond the £6k, and in Special Schools and Specialist Provisions within Mainstream Schools this will be top up beyond the £10k.</p>
<p>29. Currently this would impact on 38 Mainstream Schools (mainly pupils with statements of SEN from other LAs not in a specialist provision), and all Special Schools. Currently there are 27 pupils from other Councils on roll at Ivel Valley, 10 at Chiltern, 6 at Weatherfield and 6 at Oak Bank.</p>
<p>30. This process has significant administrative and training implications for schools as it is a new process for them.</p>
<p>31. It is proposed that initially Central Bedfordshire will support schools in this process by providing the first set of schedules with the allowable charges in. It is also being considered that for the first year the Special Schools may look to deploying a member of staff to carry out this role on their behalf with support from CBC. This will help ensure consistency of approach going forward.</p>
<p>32. Due to the potential instability of income if a pupil is removed by another Council, the Special School Leaders Group is also considering whether it might be appropriate to have contracts in place which other Councils that indicate a notice period, in a similar vein to those held between the Council and Independent Out of Authority Special Schools. This is because of the risk of needing to continue to pay salaries for support to an individual pupil between the date of the pupil leaving and the notice period of their contract being served (if required).</p>
<p>33. From 2013 the Council will be required to pay in advance for pupils where they have named another Council's school on the Statement of SEN. DSG from the High Needs Block will need to be retained centrally to fund this.</p>
De-Delegation
<p>34. De-delegation is not allowable for Special Schools.</p>
<p>35. Special School leaders have indicated that they would want to buy into Facilities Time if this service was available. However given the number of staff that are employed by the Council in schools this will need to be a corporate Council decision.</p>

36. In order to retain a contingency to fund Outreach and other commissioned services, a recommendation would need to be proposed to Schools Forum to retain this centrally. This recommendation will be included in the January School Forum paper
CAPACITY BUILDING FOR POTENTIAL INCREASE IN SEN POPULATION
37. It was raised at the October Schools Forum meeting that a means of funding required growth in Special Schools and specialist provision to accommodate the growing population who might require special school or specialist placement should be considered and brought to a future meeting of School Forum.
38. The Council will need to produce criteria on which this might be allocated, and set out the circumstances in which a payment could be made and a basis for calculating the sum.
39. Any centrally retained funds remaining at the end of the financial year must be added to the following year's DSG and reallocated to maintained schools and Academies through the local formula.
Next Steps
40. Re-model funding for special schools on basis of revised descriptors and context related factors pertaining to types of schools, such as split sites.
41. Work with neighbouring Authorities to reach agreement on consistent processes for changes in recoupment.
42. Model potential impact of changes in post 16 funding arrangements.
43. Produce detailed report for January Schools Forum

Meeting: Schools Forum

Date: 26 November 2012

Subject: School Forum Budget

Report of: Deputy Chief Executive and Director of Children's Services

Summary: To provide an update on the use of the School Forum Budget for 12/13.

Contact Officer: Dawn Hill, Technology House, Bedford

Public/Exempt: Public

Wards Affected: All

Function of: Council

RECOMMENDATIONS:

- 1. To note the School Forum spend as at 31st October 2012**

Background

- The School Forum Budget falls under Section 2 of The School Finance Regulations 2008. 'Classes or descriptions of planned expenditure prescribed for the purposes of the Schools budget of a Local Education Authority which may be deducted from it to determine the Individual Schools Budget' (top slice Direct Schools Grant - DSG) – 'establishment and maintenance, of and consultation with, schools forums'.
- It was agreed at the School Forum meeting of the 5th March 2012 that a budget of £3,000 will be available for costs associated with the operation of the Forum, with the continued membership of the F40 group and £2,000 delegated to the Chairman of the Schools Forum to fund the commissioning of consultancy and administration support. The level of the budget will be reviewed annually.
- The School Forum budget was fully spent in 2011/12.

Expenditure 2012/13

- It was resolved at the School Forum meeting of the 5th March 2012 that Central Bedfordshire would remain a member of the F40 Group, representing the lowest funded Local Authorities.
- The following table sets out the expenditure for 2012/13 against the School Forum Budget.

	BUDGET £	SPEND £	BALANCE £
Budget Allocation 2012/13	3,000		
F40 Subscription		(1,000)	
Room Hire / Hospitality		(188)	
Travel Expenses		(136)	
Westminster Education Forum		(380)	
Total	3,000	(1,704)	1,296

Appendices: None

This page is intentionally left blank