

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

**This meeting  
may be filmed.\***



**Central  
Bedfordshire**

**please ask for** Sharon Griffin  
**direct line** 0300 300 5066  
**date** 8 November 2018

## **NOTICE OF MEETING**

### **SCHOOLS FORUM**

Date & Time

**Monday, 19 November 2018 3.00 p.m.**

Venue at

**Room 15, Priory House, Chicksands**

Richard Carr  
**Chief Executive**

To: The Chairman and Members of the SCHOOLS FORUM:

School Members:

Ali Brabner, Cranfield Academy  
Oliver Button, Queensbury Academy  
Pete Cohen, Oak Bank School/Academy of Central Bedfordshire  
Leigh Davies, Willow Nursery School  
Caren Earp, Henlow Middle Academy  
Karen Hayward, Sandy Upper School  
Michael Howe, Leighton Middle School  
Sue Howley MBE, Fairfield Park Lower School  
James Hughes, Beecroft Academy  
Lisa Leonard, The Chiltern School  
Alexia Moyle, Greenleas Lower School  
Joanna New, Flitwick Lower School  
David Penfold, Cranfield CofE Academy  
Joe Selmes, Weatherfield Academy  
Sue Teague, Caddington and Slip End Lower School  
Stephen Tiktin, Beaudesert Lower School  
Sally Wells, St Andrew's Lower School

Non School Members	Paul Burrett, Church of England Diocese Representative Ali Challis, Early Years Private, Voluntary and Independent (PVI) Provider Representative Martin Foster, Trade Union Representative Mary Morris, Catholic Diocese Representative Sarah Mortimer, Post 16 Education Representative Cllr Ken Ferguson, Chairman of Children's Services Overview and Scrutiny Committee	
Observer:	Cllr Steven Dixon, Executive Member for Education and Skills	
Current Vacancies	Secondary maintained head teacher Secondary maintained school governor	
Officers	Mr P Ball	Senior Finance Manager- Children's Services
	Ms L Bartos	Head of Service for SEND
	Mr P Fraser	Assistant Director, Education
	Ms S Griffin	Committee Services Officer
	Mrs S Harrison	Director of Children's Services
	Mr C Kiernan	Interim Head of School Improvement
	Mrs S Tyler	Assistant Director Business and Resources

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.

**\*Please note that phones and other equipment may be used to film, audio record, tweet or blog from this meeting. No part of the meeting room is exempt from public filming.**

**The use of arising images or recordings is not under the Council's control.**

# 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 13 September 2018 and 1 October 2018 (copies attached) and to receive an update on any matters arising from these.

3. **Chairman's Announcements and Communications**

To receive any announcements from the Chairman and any matters of communication.

4. **Schools Forum powers and responsibilities**

To note the Schools Forum powers and responsibilities summary document issued by the Education Funding Agency (copy attached).

## Proposals

**Item Subject**

5 **Growth Fund 2019/2020**

To receive an update on the outcome of some early modelling undertaken by the Council, following the DfE's new formulaic approach to the allocation of the Growth Fund for 2019/20 and the possible impact of the new formulae on the level of funding the Council receives to fund schools that have expanded under the New Schools Places Programme.

6 **Outcome of the schools funding formula consultation 2019/20**

To receive an update on the outcomes of the consultation based on the responses received and the local schools funding formula for the 2019/20 financial year.

## Information

**Item Subject**

7 **High Needs Block Project – Managing demand in SEND**

To receive a presentation on the High Needs Block Project and managing demand in SEND.

8 **Schools' Finance risk (RAG) ratings**

To receive an update on the current Schools 'Finance risk (RAG) ratings.

9 **Current spending forecast of the High Needs Block in 2018/2019**

To receive a verbal update on the current spending forecast of the High Needs Block in 2018/2019.

10 **Work Programme**

To consider the work programme for the Central Bedfordshire Schools Forum.

11 **Date of the Next Meeting**

Monday 14 January 2019.

**CENTRAL BEDFORDSHIRE COUNCIL**

At a meeting of the **SCHOOLS FORUM** held at The Council Chamber, Priory House, Monks Walk, Chicksands Shefford, SG17 5TQ on Thursday, 13 September 2018

**PRESENT**

Miss K Hayward (Chairman)  
Mrs S Howley MBE (Vice-Chairman)

School Members:	Mrs A Brabner	Governor
	Mr O Button	Principal, Queensbury Academy
	Mr P Cohen	Executive Headteacher
	Mrs C Earp	Academy Secondary Head Teacher
	Mr M Howe	Governor
	Mr J Hughes	Head Teacher
	Mr D Penfold	Academy Governor
	Mr J Selmes	Academy Special School Head Teacher
	Mrs S Teague	Executive Head Teacher
	Mr S Tiktin	Governor, Beaudesert Lower School
	Mrs S Wells	School Governor
Non-School Members:	Mr P Burrett	Headteacher
Observer: Cllr	S Dixon	Executive Member for Education and Skills
Apologies for Absence:	Mrs A Challis	
	Mrs L Davies	
	Mr M Foster	
	Mrs S Harrison	
	Mrs L Leonard	
	Mrs S Mortimer	
	Ms A Moyle	
Officers in Attendance:	Mr P Ball	Senior Finance Manager, Children's Services
	Mr P Fraser	Assistant Director Education
	Ms S Griffin	Committee Services Officer
	Mr C Kiernan	Interim Head of School Improvement

**CBSF/18/18. Proposed School Funding for 2019/20**

The Schools Forum considered a report which set out Central Bedfordshire's proposals for schools funding for the 2019/20 financial year and the consultation process.

Points and comments included:

- It seemed likely that the transition period of two years for local authorities to move towards the Government's National Funding Formula would be extended for a further year.
- The consultation document summarised the structure of the schools block, which has 14 factors, and has not changed from 2018/19. The major changes were to minimum funding levels for schools, the funding 'floor' and a gains 'cap' 14 factors.
- The local authority was keen to move towards the NFF and introduce Prior Attainment for 2019/20. However as modelling had shown considerable fluctuation in year on year funding for some schools as the AWPU needed to be reduced to afford this additional factor, it was proposed that this factor is introduced at 50% of the NFF rate (£511 for Primary and £775 for Secondary pupils) to smooth the transition.
- Schools Forum members are being advised that it is necessary to move 0.5% of next year's budget into the High Needs Block but there is no evidence in the report to suggest this is needed. There did not appear to have been any attempt to reduce overspend and most of the projects which were either for middle or upper schools haven't taken place despite the transfer of 0.5% from the Schools Block to the High Needs Block. The Assistant Director, Education, advised that a more detailed paper regarding this would be presented at the next meeting of the Schools Forum on the 1 October 2018.
- The report only gave one financial model rather than a range of models which makes it difficult to understand the impact of the funding changes and for members to make an informed decision.
- The report needed to include the rationale for different levels of MFG and the rationale for choosing to use -1% MFG.
- The rationale for using 50% prior attainment and implications needed to be included in the consultation in order to make informed decision.
- What other figures have been considered and why had they been disregarded?
- Why had the decision been made to move closer to the National Funding Formula (NFF) on some measures but not others?

- The impact of Age-Weighted Pupil Unit (AWPU) being reduced further combined with the loss of lump sum funding was quite significant.
- Special schools needed to be included in the document showing the names of schools and the financial impact as they are also affected by the reduction in funding. The Assistant Director, Education explained that special schools are not affected by this consultation as they are funded from the High Needs Block.

**RESOLVED**

**1. that the following five financial models be produced;**

- **0.5% taken out with minus 1% mfg**
- **minus 1% mfg with 0.5% put back in**
- **0.5% put back in with zero mfg**
- **0.5% taken out with zero mfg**
- **Prior attainment put back in as 100% rather 50%**

**2. that the consultation document be circulated for consultation with all schools subsequent to the additional financial modelling requested by members of the Schools Forum being undertaken.**

(Note: The meeting commenced at 4.30 p.m. and concluded at 5.10 p.m.)

Chairman .....

Dated ..... ..

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**CENTRAL BEDFORDSHIRE COUNCIL**

At a meeting of the **SCHOOLS FORUM** held at Room 14, Priory House, Chicksands on Monday, 1 October 2018

**PRESENT**

Miss K Hayward (Chairman)  
Mrs S Howley MBE (Vice-Chairman)

School Members:	Mr O Button	Principal, Queensbury Academy
	Mr P Cohen	Executive Headteacher
	Mrs L Davies	Headteacher
	Mr M Howe	Governor
	Mrs L Leonard	Head of School
	Ms A Moyle	School Business Manager
	Mrs J New	Head Teacher
	Mr D Penfold	Academy Governor
	Mr J Selmes	Academy Special School Head Teacher
	Mrs S Teague	Executive Head Teacher
	Mr S Tiktin	Governor, Beadesert Lower School
	Mrs S Wells	School Governor
Non-School Members:	Cllr K Ferguson	Chairman of Children's Services Overview and Scrutiny Committee
Apologies for Absence:	Mrs A Brabner	
	Mr P Burrett	
	Mr M Foster	
	Mrs S Harrison	
Officers in Attendance:	Mr P Ball	Senior Finance Manager, Children's Services
	Ms L Bartos	Head of Service for SEND
	Mr P Fraser	Assistant Director Education
	Ms S Griffin	Committee Services Officer
	Mr C Kiernan	Interim Head of School Improvement
	Mrs S Tyler	Assistant Director Business and Supporting Services

CBSF/18/1. **Minutes of the previous meeting and matters arising**

**RESOLVED**

**that the minutes of the meeting of the Central Bedfordshire Schools Forum held on 11 June 2018 be confirmed and signed by the Chairman as a correct record, subject to the following amendment:**

that Mr J Hughes be added to the meeting attendance.

### **Matters Arising/Actions from Schools Forum**

CBSF/18/14 - Academy Accounts

#### **RESOLVED**

- 1. that the Academy representatives on the Schools Forum ask their colleagues to seek permission to make particular financial information available so it can be considered by the Schools Forum.**
- 2. that the financial information sought from Academies include revenue, capital balance and yearly outturn.**
- 3. that the information acquired be submitted to the Schools Forum in January 2019.**

CBSF/18/15 - F40 Conference

#### **RESOLVED**

- 1. that the link to the f40 conference on the National Funding Formula held in March 2018 be recirculated to Schools Forum members.**
- 2. that a report on the contextual information relating to the National Funding Formula raised at the f40 conference be submitted to the January meeting of the Forum.**

#### **CBSF/18/2. Chairman's Announcements and Communications**

The Chairman had no announcements or matters of communication.

#### **CBSF/18/3. Schools Forum powers and responsibilities**

##### **NOTED**

**the Schools Forum powers and responsibilities summary document issued by the Education Funding Agency in September 2018.**

#### **CBSF/18/4. Sub-Groups of Schools Forum**

The Forum received an update on any meetings of its Sub-Groups.

Points and comments included:

- Early Years – the Reference Group had met on 25 September 2018. The main item discussed was a draft of the Early Years Funding 2019/2020 report attached at item 7 of the agenda.

- High Needs – the Technical Sub Group had met on the 3 July and 19 September 2018. Items discussed included the single value top up report and a draft of the High needs update report.
- Growth Fund – there had been no meetings.
- School Block – there had been no meetings.

CBSF/18/5. **Special School Banding (Single Value Top Up)**

The Schools Forum considered a report on the proposed changes to the top-up element of the funding formula for Central Bedfordshire to Special Schools.

Points and comments included:

1. The report only included one model from which it appeared that Academy Special Schools would be penalised and local authority schools would gain. The Assistant Director Children's Services Business and Supporting Services explained that discussions had previously taken place around other models which had been shared with Special School Headteachers following which the model shown in the report had been produced.
2. Some academies had a shortfall in funding of pupil places before this report is even taken into consideration.
3. In response to concerns raised that the SVT would not be reviewed for at least two years unless changes were made to the funding levels for mainstream schools, the Head of SEND explained that there was the possibility of evaluating whether the formula was still at an acceptable level.
4. The figures used in the modelling had been based on this year's figures. There was a suggestion made that it would be more appropriate to look the historic figures for previous years and take an average.
5. Concern was expressed that the proposed change to the top-up element of the funding formula and change from individual pupil bands funded at different rates to a Single Value Top-up (SVT) would not meet the needs of the pupils and that funding had been received from historic top-ups.
6. In response to the question raised about the rationale for the inequity in the figures between local authority schools and Academies shown in the report, the Assistant Director Children's Services Business and Supporting Services explained that modelling had taken place based on the amount per school paid in banding top-ups divided by the number of children thereby giving an average. This meant that there would be a different single value within each school.

7. In response to the question raised about the needs of the children being taken into account as part of the modelling, the Head of SEND explained that some special schools are receiving funding of 10k but no top up and that there would be winners and losers within funding calculations.
8. There was discussion as to whether the modelling should take into account pupils coming into schools in Central Bedfordshire from out of county and the associated funding.
9. There was the wider issue to be considered of ensuring the provision of support for some of the most complex children in each of the four Special Schools.

### **RESOLVED**

- 1. that an SVT approach for the financial year 2019/20 be implemented at the values shown in table 1 of the report.**
- 2. that the SVT for each special school would not be reviewed for at least two years unless changes were made to the funding levels of mainstream schools.**
- 3. that the implementation of the SVT funding of special provision be carried out in two phase with Phase 1 being specifically for Special Schools. Phase 2 would be structured around a full revision of SEN provision and the application of the SVT model to include special facilities.**

### **CBSF/18/6. Early Years Funding 2019/20**

The Schools Forum considered a report which provided an update on the Early Years Funding for 2019/20 and outlined proposals for a consultation consultation exercise to be carried out with the entire Early Years Sector.

Points and comments included:

1. The continuation of top up funding/support for nursery schools had yet to be confirmed by Government.
2. The scheme for 30 hours free childcare had been in place in some areas of the country for less than a year which did not allow time for nursery providers to reflect on how the scheme affected their budgets.
3. The report outlined significant financial and risk implications for Maintained nursery schools.

4. Concern was expressed about the lump sum to the two Maintained Nursery Schools (MNS) of £100,000 each included in the current formula.
5. Based on previous knowledge and the amount the local authority must pass on to the sector, a query was raised as to how the pass through rate compared to previous years? Members of the Forum were advised that pass through rates are within the rules of the national early years formula.

#### **NOTED**

- 1. the modelled options as outlined in the report.**

#### **RESOLVED**

- 2. that a 30-day consultation on the Extra Option be carried out across all parts of the early years sector.**
- 3. that full responses to the consultation be provided to the meeting scheduled for 21st January 2019.**

#### **CBSF/18/7. High Needs Block - Dedicated Schools Grant**

The Schools Forum considered a report which outlined the spend in regard to the High Needs Block (HNB), highlighted potential spend pressures for 2018/19 and provided an update on the 0.5% investment into the HNB for this financial year.

The Chairman advised that in accordance with guidance received from the DfE, the 0.5% investment into the HNB for this financial year did not require a vote from Schools Forum members and was for discussion only.

Points and comments included:

- Paragraph 13 of the report referred to a programme of work in place to mitigate pressures outlined in the table but does not include any definitive information about the work taking place and the impact it is likely to have.
- Paragraph 32 of the report advised the in-year (18/19) HN Block Deficit currently forecast as £1.6M rather than the £1.4m overspend previously advised. The Head of SEND explained that the biggest change in the overspend is always forecast around September. The increase from £1.4m to £1.6m was due to the number of tribunals received, an increase in the number of children remaining in post 16 provision and the receipt of HNB funding to allow the children to access to this provision.
- The consultation included the proposal of a similar amount of funding being transferred from the Schools Block to the High Needs Block to contribute towards the likely deficit for next year. What is this proposal based on? The Assistant Director Children's Services Business and

Supporting Services advised that work was currently taking place on a report detailing mitigations about possible savings and cost avoidance.

- It was disappointing to see the balance remaining of 0.5% transfer from School Block to the HN Block as the advice given by the Director of Children Services at the December meeting of the Forum was that the proposed transfer of 0.5% would be ring-fenced to support early intervention and that any unspent funding would be brought back to Schools Forum to decide on reallocation and the recommendation Members of the Forum voted on.
- The Assistant Director Children's Services Business and Supported Services explained that projects were agreed in December 2017 with the aim of starting the work in April 2018. The High Needs team were currently undertaking intervention work totalling approximately £530,000.
- Paragraph 35 of the report does not echo the potential risks that were raised about the Growth Fund and Early Years monies in the DSG report and Early Years report presented at the meeting today.
- Paragraph 33 of the report states that without this agreement to use the reserves to offset the spend, Central Bedfordshire will need to find the money from other school services. Had other options been considered? The Assistant Director Children's Services Business and Supported Services advised that there was no other option from which to fund the £1.6m overspend or whatever the sum was by the end of year.
- The Head of SEND explained that work was taking place to look at areas of growth and where provision should be. Some young people with additional education needs should and could be educated in mainstream schools if support is in place. She added that some of the Early Years projects provided tools and support for the pressures and early intervention.
- There appeared to be two issues; there were a lot projects on the horizon to mitigate the later costs but how could current needs be funded /mitigated.

#### **NOTED**

- 1. the potential pressures against budget.**
- 2. the use of historic reserves and potential underspends in 2018/19 (as identified in the Recommendations for Meeting the Forecast Overspend section) to meet the potential High Needs Block overspend.**

#### **RESOLVED**

3. **that the proposed actions to mitigate forecast overspends for 2018-2019 were agreed.**
4. **that a verbal update as to the current state of the forecast spend on the High Needs Block be given at the November meeting of the Forum.**

**CBSF/18/8. Schools Forum New Constitution and Appointments**

The Schools Forum considered an update on the progress made in the second phase of its reconstitution.

Points and comments included:

- Elections for the following school places would take place after the November meeting of the Forum:
  - special school maintained head teacher or representative
  - primary academy head teacher or representative
  - PRU / AP academy head teacher or representative
  - secondary academy head teacher

**NOTED**

1. **the new appointment and arrangements for the third phase of the appointments process.**

**RESOLVED**

2. **that an induction programme would take place after phase 3 of the election process had been completed.**

**CBSF/18/9. Schools Forum Budget**

The Forum considered a report on the current position of School Forum Budget.

Points and comments included:

- There was a carry forward of £6,852 from 2017/18 with a total spend of £761 to date
- The F40 subscription was £500 for 18/19 only (usually £1,000).

**NOTED**

**the current position of the School Forum budget.**

**CBSF/18/10. School Finance update**

The Schools Forum considered an update on the school surplus balances at 31 March 2018 and current RAG rating.

Points and comments included:

- Schools that have triggered surplus balance percentages (Appendix A), would be contacted individually to clarify the reason for the surplus balances.
- In response to a query raised about how schools are notified of their finance rating, the Senior Finance Manager would look into the possibility of schools being notified by letter rather than via the school's portal.

#### **NOTED**

**the Finance RAG rating for schools and schools holding excess surplus balances.**

#### **CBSF/18/11. Dedicated Schools Grant Contingency Budgets**

The Schools Forum received an update on the current position of Dedicated Schools Grant Contingency Budgets.

Points and comments included:

1. The balance brought forward to 2018/19 of £220,757 is split £123,776 de-delegated funding for Maintained schools only and £96,981 for all schools.
2. The current unspent balance of £283,798 is ring-fenced de-delegated funding of £123,776 and £139,778 for all schools, which can be distributed in 2019/20 as part of the initial ISB allocation via the Age-Weighted Pupil Unit (AWPU).
3. Paragraph 9- the total High Needs Contingency balance shown in the table setting out the expenditure to 31 August 2018 should be +£395.719. Only one adjustment had been made to date.
4. A supplementary report to the agenda included an update to the table setting out the expenditure to 31 August 2018 (paragraph 10 of the report) and a Total Early Years Contingency balance of £636.808.

#### **NOTED**

**the position of Dedicated Schools Grant Contingency Budgets at the 31 August 2018.**

**CBSF/18/12. Dedicated Schools Grant 2018/19**

Members of the Forum received an update on the Dedicated Schools Grant (DSG) 2018/19 and 2019/20.

Points and comments included:

1. Reference was made by a member that paragraphs 4 and 10 of the report referred to different amounts of Minimum Funding Guarantee (MFG). The Senior Finance Manager, Children's Services explained that paragraph 4 of the report referred to the Minimum Funding Guarantee (MFG) for schools in Central Bedfordshire having been set at 0% per pupil and paragraph 10 referred to the figure of 1.5% per pupil set by Government.
2. A member referred to the consultation document having more one model and different levels of MFG within the model. The Senior Finance Manager explained that the overall funding for the Schools Block to the council is on a per pupil basis. Age-Weighted Pupil Unit (AWPU) is the balancing figure once all other factors had been taken into consideration.
3. Members of the Forum were advised that modelling was indicative for comparison purposes only and that actual funding by school would only be known when the October 2018 census figures were applied.
4. As local authority funding spending on growth did not have to match the allocation to funding, there was the ability to top slice the overall budget to fund the Growth Fund if there was a potential shortfall.
5. The Government were introducing a formulaic approach to allocating growth funding to local authorities in 2019/20. The ability for local authorities to top slice growth funding from the Schools Block remained in place until the new formula was received.
6. In response to the question raised about the impact of the minor changes applied in 2019/20 to the minimum per pupil funding levels for middle schools, Key Stage 3-only and Key Stage 4-only schools, the Senior Finance Manager advised that the changes did not affect AWPU.
7. No change has been proposed to the current approach for Premises and mobility factors from 2019/20.

**RESOLVED**

**that an update on the new Dedicated Schools Grant funding arrangements be given at the January meeting of the Forum.**

**CBSF/18/13. Dedicated Schools Grant 2019/20**

This item was considered in conjunction with agenda item 14, Dedicated Schools Grant 2019/20 – Minute CBSF/18/12 refers.

**CBSF/18/14. Work Programme**

The Forum received and considered the Work Programme for the Central Bedfordshire Schools Forum.

**RESOLVED**

**that the proposed Work Programme be approved subject to the following amendments:**

**19 November 2019**

- **responses from the School funding formula consultation 2019/20**
- **Annual report from Schools Admissions team**
- **Verbal update on the forecast spend on the High Needs Block**

**21 January 2019**

- **Academies financial information**
- **Responses to the Early Years Funding 2019/20 consultation**
- **High Needs Block - Dedicated Schools Grant update**

**The list of unscheduled reports would be revised and updated to include regular and annual reports.**

**CBSF/18/15. Date of the Next Meeting**

Monday 19 November 2018, 3pm.

(Note: The meeting commenced at 3.30 p.m. and concluded at 5.30 p.m.)

Chairman .....

Dated ..... ..

## Actions from Schools Forum

Agenda item	Action	Lead Officer	Date required
CBSF/17/35 (Nov 2017) School Admissions Team	An annual report on the work delivered by the School Admissions Team, performance nationally and changes in demand volumes would be provided to the Schools Forum.  To be added to the Work Programme for the Forum.	Head of School Organisation & Capital Planning (Interim)	January 2018
CBSF/18/15 (June 2018) Any Other Business - F40 Conference	A report on the contextual information relating to the National Funding Formula raised at the f40 conference be submitted to the meeting of the Forum in October. (data to be shared with SF as examples of good practice)	Interim Head of School Improvement	January 2018
<b>Jan 2019</b>			
CBSF/17/14 (Jan 2018) High Needs Block spend and proposed 2019/20 budget	An update on the High Needs Block 2019/20 budget and investment proposals would be given at the January meeting of the Forum.  An appendix indicating the number of Education, Health and Care Plans (EHCP) and associated year groups would be added as a standing item to the High Needs Block update reports.	Head of Service	January 2019
CBSF/17/22 (March 2018) Central Bedfordshire Schools Forum and Technical Sub Group membership, elections and Terms of Reference	The current membership vacancies of the Schools Forum would be advertised in Central Essentials.	Interim Head of School Improvement	January 2019
	A spreadsheet separating schools into academies and maintained schools would be circulated to Members of the Forum	Interim Head of School Improvement	January 2019
CBSF/18/12 (Oct 2018) Dedicated Schools Grant 2018/19	An update on new funding arrangements (DSG) would be given at the January meeting of the Forum.	Senior Finance Manager	January 2019
CBSF/18/14 (June 2018) Work Programme	Amendments to be made to the work programme  21 January 2019 <ul style="list-style-type: none"> <li>• Academies financial information</li> <li>• Responses to the Early Years Funding 2019/20 consultation</li> <li>• High Needs Block - Dedicated Schools Grant update</li> </ul>	Committee Services Officer	January 2019

	List of unscheduled reports to be revised and updated to include regular and annual reports.		
CBSF/18/8 (October 2018) Schools Forum New Constitution and Appointments	An induction programme for new members of Schools Forum would take place after phase 3 of the election process had been completed.	Interim Head of School Improvement	



## Schools forum powers and responsibilities

A summary of the powers and responsibilities of schools forums.

Function	Local authority	Schools forum	DfE role
Formula change (including redistributions)	Proposes and decides	Must be consulted [voting restrictions apply - see schools forum structure document] and informs the governing bodies of all consultations	Checks for compliance with regulations
Movement of up to 0.5% from the schools block to other blocks	Proposes	Decides	Adjudicates where schools forum does not agree local authority proposal
Contracts (where the local authority is entering a contract to be funded from the schools budget)	Proposes at least one month prior to invitation to tender, the terms of any proposed contract	Gives a view and informs the governing bodies of all consultations	None

Function	Local authority	Schools forum	DfE role
Financial issues relating to: <ul style="list-style-type: none"> <li>• arrangements for pupils with special educational needs, in particular the places to be commissioned by the local authority and schools and the arrangements for paying top-up funding</li> <li>• arrangements for use of pupil referral units and the education of children otherwise than at school, in particular the places to be commissioned by the local authority and schools and the arrangements for paying top-up funding</li> <li>• arrangements for early years provision</li> <li>• administration arrangements for the allocation of central government grants</li> </ul>	Consults annually	Gives a view and informs the governing bodies of all consultations	None
Minimum funding guarantee (MFG)	Proposes any exclusions from MFG for application to DfE	Gives a view	Approval to application for exclusions
Carry forward a deficit on central expenditure to the next year to be funded from the schools budget	Proposes	Decides	Adjudicates where schools forum does not agree local authority proposal

Function	Local authority	Schools forum	DfE role
Any brought forward deficit on de-delegated services which is to be met by the overall schools budget.	Proposes	Decides	Adjudicates where schools forum does not agree local authority proposal
De-delegation for mainstream maintained schools for: <ul style="list-style-type: none"> <li>• contingencies</li> <li>• administration of free school meals</li> <li>• insurance</li> <li>• licences/subscriptions</li> <li>• staff costs – supply cover</li> <li>• support for minority ethnic</li> <li>• pupils/underachieving groups</li> <li>• behaviour support services</li> <li>• library and museum services</li> <li>• School improvement</li> </ul>	Proposes	Maintained primary and secondary school member representatives will decide for their phase. Middle schools are treated according to their deemed status	Will adjudicate where schools forum does not agree local authority proposal
General Duties for maintained schools <ul style="list-style-type: none"> <li>• Contribution to responsibilities that local authorities hold for maintained schools</li> </ul>	Proposes	Would be decided by the relevant maintained school members (primary, secondary, special and	Adjudicates where schools forum does not agree local authority proposal

Function	Local authority	Schools forum	DfE role
(please see <a href="#">pre 16 schools funding operational guide</a> for more information)		PRU).	
<p>Central spend on and the criteria for allocating funding from:</p> <ul style="list-style-type: none"> <li>• funding for significant pre-16 <a href="#">pupil growth</a>, including new schools set up to meet basic need, whether maintained or academy</li> <li>• funding for good or outstanding schools with <a href="#">falling rolls</a> where growth in pupil numbers is expected within three years</li> </ul>	Proposes	Decides	Adjudicates where schools forum does not agree local authority proposal
<p>Central spend on:</p> <ul style="list-style-type: none"> <li>• early years block provision funding to enable all schools to meet the infant class size requirement</li> <li>• back-pay for equal pay claims</li> <li>• remission of boarding fees at maintained schools and academies</li> <li>• places in independent schools for non-SEN pupils</li> <li>• admissions</li> <li>• servicing of schools forum</li> </ul>	Proposes	Decides	Adjudicates where schools forum does not agree local authority proposal

Function	Local authority	Schools forum	DfE role
<ul style="list-style-type: none"> <li>Contribution to responsibilities that local authorities hold for all schools</li> </ul>			
<p>Central spend on:</p> <ul style="list-style-type: none"> <li>capital expenditure funded from revenue – projects must have been planned and decided on prior to April 2013 so no new projects can be charged</li> <li>contribution to combined budgets – this is where the schools forum agreed prior to April 2013 a contribution from the schools budget to services which would otherwise be funded from other sources</li> <li>existing termination of employment costs (costs for specific individuals must have been approved prior to April 2013 so no new redundancy costs can be charged)</li> <li>prudential borrowing costs – the commitment must have been approved prior to April 2013</li> </ul>	<p>Proposes up to the value committed in the previous financial year and where expenditure has already been committed.</p> <p>See table four page 31 to 35 for Information on historic commitments. Read <a href="#">establishing local authority DSG baselines</a> for more information.</p>	<p>Decides for each line</p>	<p>Adjudicates where schools forum does not agree local authority proposal</p>
<p>Central spend on:</p> <ul style="list-style-type: none"> <li>high needs block provision</li> <li>central licences negotiated by the Secretary of State</li> </ul>	<p>Decides</p>	<p>None, but good practice to inform forum</p>	<p>None</p>

<b>Function</b>	<b>Local authority</b>	<b>Schools forum</b>	<b>DfE role</b>
Scheme of financial management changes	Proposes and consults the governing body and Head of every school	Approves (schools members only)	Adjudicates where schools forum does not agree local authority proposal
Membership: length of office of members	Decides	None (but good practice would suggest that they gave a view)	None
Voting procedures	None	Determine voting procedures	None
Chair of schools forum	Facilitates	Elects (may not be an elected member of the Council or officer)	None

**CENTRAL BEDFORDSHIRE SCHOOLS FORUM**

**Date of Meeting: 19 November 2018**

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**Schools forum – Growth Fund 2019/2020**

**Responsible Officer: Victor Wan**

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**Advising Officer: Phil Ball**

**Email: phil.ball@centralbedfordshire.gov.uk**

**Public**

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**Purpose of this report:**

1. To advise the Schools Forum on:-
  - the outcome of some early modelling undertaken by the Council, following the DfE's new formulaic approach to the allocation of the Growth Fund for 2019/20
  - the possible impact of the new formulae on the level of funding the Council receives to fund schools that have expanded under the New Schools Places Programme
  - the risk to the standardise payment following the modelling and the very small surplus/contingency
  
2. To seek approval to continue to implement the Growth Fund standardised payment for 2019/20.

**RECOMMENDATIONS**

1. **Note the modelling for the Growth Fund and the risk to the Council in regard to the forecast spend and significantly smaller contingency for 2019/20.**
  
2. **Approve the primary and secondary pupil new formulaic approach.**
  
3. **Approve the criteria for the Growth fund and the standardised growth fund payment package for 2019/20 under the new school places programme, (as set out in Appendix 1a and Appendix 1b).**

## New DfE Formulaic Approach

3. In 2019/20, the DfE will be introducing a new formulaic approach to allocating growth funding to local authorities. The DfE state the aim of the new arrangements is to ensure that the funding is distributed fairly and consistently across local authorities. This is proposed to be a change on how the amount has been historically allocated in Central Bedfordshire.
  
4. Under the new formulaic approach, the DfE has stated that growth fund allocations for 2019/20 will be based on pupil data from the October 2018 census. The DfE has not reflected the new growth approach in the updated illustrative allocations published with the NFF information. To understand the implications of the new formulaic approach the Council has undertaken some early modelling based on previous census data (as at the time of writing this paper the October census 2018 is not available) to try and understand the potential implications for Central Bedfordshire.
  
5. The new formulaic approach is based on the recommended DfE measures at middle layer super output area (MSOA) level. These are proposed as they are small enough geographical areas to detect 'pockets' of growth within local authorities. When the DfE release the allocations, the formulae will measure growth by counting the increase in pupil numbers in each MSOA in the local authority between the two most recent October censuses. Only positive increases in pupil numbers will be included, so a local authority with positive growth in one area, and negative growth in another, will not be denied growth funding.
  
6. The primary and secondary pupil new formulaic approach for funding each local authority, will be at MSOA:

1	£1,370 for each primary 'growth' pupil
2	£2,050 for each secondary 'growth' pupil
3	£65,000 for each brand-new school that opened in the previous year (that is any school not appearing on the October 2017 census but appearing on the October 2018 census)

## Growth Fund modelling

7. Central Bedfordshire has historically sought support to top slice the growth fund from the school's block and for 2018/19 the Schools Forum endorsed the total sum of £2m for the Growth Fund. A Technical Sub Group made up of the following members below, from Schools Forum, review and recommend the funding arrangements: -

<b>Growth Fund Technical Sub group</b>	
<b>Members</b>	<b>Officers</b>
Ali Brabner	Phil Ball
Sue Howley MBE	Jessica Mortimer-Wabel
Paul Barrett	Victor Wan
Karen Hayward	
David Penfold*	
Caren Earp*	

\* New members

8. For the financial year 2017/18, Schools Forum also agreed to award Growth Fund payments to eligible schools and academies through a 'standardised payment package<sup>1</sup>', to replace the previous application model. This has reduced the bureaucracy of allocations and increased transparency of the spending. Schools Forum were updated on the successful implementation in January 2018 and are asked to endorse the standardised payment package for 2019/20.
  
9. In the Council's modelling, to best understand the impact of the national funding formula in 2019/20 compared to 2018/19, the amounts have been based on the October 2017 census and the Summer 2018 census (the most recent census).
  
10. Based on the new formulaic approach and the October 2017 and Summer 2018 census data the Council is due to receive the following growth fund allocations: -

	Growth in MSOA	Allocation
Secondary age pupils	19	£39,548.66
Primary age pupils	116	£161,362.60
<b>Total</b>	<b>135</b>	<b>£200,911.26</b>

11. The DfE recognise that there is currently a very wide variation in per pupil spend on growth and will therefore apply protection so that no local authority's growth allocation will fall by more than -0.5% of their overall 2018/19 schools block funding. With the above modelling for growth in Central Bedfordshire plus the protection element it is envisaged that the total level of growth funding will be the region of £1,355,693 for 2019/20.

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<sup>1</sup> See Appendix 1

12. To understand if the proposed formulaic approach has any impact on the current Growth Fund standardised payment agreed by Schools Forum, the Council forecast the following expenditure for 2019/20 using the existing payments: -

School	Status	Programme	Year	Payment for 2019/20
Arnold	Middle	2017-2020	3 of 4	£52,775
Biggleswade	Lower expansion	2016-2020	4 of 5	£52,275
Church End	Lower	2018-2022	2 of 5	£52,275
Clipstone Brook	Lower	2015-2019	5 of 5	£52,275
Fairfield Park	Lower	2016-2020	4 of 5	£52,275
Holywell	Middle	2018-2021	2 of 4	£52,775
Leighton	Middle	2016-2019	4 of 4	£52,775
Leedon	Lower	2015-2019	5 of 5	£52,275
Russell	Lower	2015-2019	5 of 5	£52,275
Silsoe	Lower	2015-2019	5 of 5	£52,275
St. Andrew's	Lower	2017-2021	3 of 5	£153,825
St. Mary's	Lower	2015-2019	5 of 5	£34,343
Stondon	Lower	2019	1 of 1	£61,215
Pix Brook	Middle/upper	2019	1 of 1	£460,165
Stratton	Upper	2017-2019	3 of 3	£71,179
<b>Total</b>				<b>£1,304,977</b>

13. Based on the new DfE formulaic approach and using the available data from the existing census, the allocation is set out below against a forecast expenditure for 2019/20: -

Growth Fund 2019/20		
Modelled DfE allocation		Forecast standardised payment expenditure
£1,355,693	With protection	£1,304,977
£200,911.26	Without protection	

14. Whilst the modelling would appear to indicate that the new formulaic approach (with protection) is sufficient to meet the forecast expenditure, the total sum is well below the historical growth fund allocation of £2m.
15. In June 2018 Schools Forum agreed to payments totalling £68,000 for 'exceptional circumstances'. The modelling for 2019/20 shows a small surplus of only £50,716. The forecast expenditure does not take these sums into consideration.

16. Schools Forum are therefore advised to note the new formulaic approach and associated risk. To agree to payments for 2019/20 to schools based on the standardised payment package.

### **Financial and risk implications**

17. These indicative figures show a small surplus of funding for 2019/20. Until the October Census and 2019/20 School Block figures are finalised the actual allocation will not be known. It is currently proposed to use the current and prior years' Growth Fund surpluses to help fund the High Needs pressures, leaving only the 2019/20 allocation available to fund Growth.

### **Governance and delivery implications**

18. The Council has a legal duty to set the four blocks of the DSG by the 21 January 2019.

### **Equalities implications**

19. The PSED requires public bodies to consider all individuals when carrying out their day to day work in shaping policy, in delivering services and in relation to their own employees. It requires public bodies to have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations between in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
20. The new formulaic approach and the modelling the Council has undertaken for 2019/20 appear to indicate that the Growth Fund will be able to meet the forecast spend, albeit with a smaller budget and greater risk. Therefore, there is forecast to be a neutral impact.
21. This modelling has been undertaken in order to identify any potential adverse impacts for schools. The calculations appear to indicate that the new formulaic approach (with protection) is sufficient to meet the forecast expenditure.

### **Implications for work programme**

22. There are no implications for the work programme.

### **Conclusion and next steps**

23. Subject to agreement, Council officers will continue with the standardised payment package for schools commissioned under the New Schools Places programme.
  
24. Council officers will continue to monitor the growth fund allocation and expenditure. Schools Forum are advised of the risks and asked to note that due to a lower growth fund budget, the potential to exceed the 2019/20 model allocation is greater and hence agree to review whether additional funds are required from the school's block.

### **Appendices**

25. Appendix 1a and 1b – Growth Fund: Standardised payment package 2018/19

### **Background papers**

26. None

## 2018/19 Growth Fund Payment Package

### 1FE (form of entry) expansions

#### Pupil led funding

25 X AWPU for each class commissioned by the LA to open in the first year at the new site:

Key Stage	AWPU per child	Annual award	7/12 <sup>th</sup> (Sep-Mar)	5/12 <sup>th</sup> (Apr-Aug)
1	£3,074	£76,850	£44,829	£32,021
2	£3,074	£76,850	£44,829	£32,021
3	£4,336	£108,400	£63,233	£45,167
4	£5,045	£126,125	£73,573	£52,552

Academies will receive the annual award whilst maintained schools will receive seven twelfths.

The payment period would be as follows:

- Lower school: 5 years
- Primary school: 7 years
- Middle school: 4 years
- Secondary school: 5 years
- Upper school: 3 years

#### Staffing (lead in costs)

**£750** A class room set up cost will be awarded (per new class established) for the setting up of the classroom prior to the first academic year of operation.

#### Recruitment (per class established in first year of opening)

Lower/primary schools:

Item	Payment
Advert	£1,500
DBS/CRB checks (x4)	£176
Medical checks (x4)	£20
<b>Total</b>	<b>£1,696</b>

Middle/secondary/upper schools:

Item	Payment
Advert	£2,000
DBS/CRB checks (x4)	£176
Medical checks (x4)	£20
<b>Total</b>	<b>£2,196</b>

The recruitment costs above are to cover all appointments relating to the additional class (class teacher, TA/LSA, midday supervisor and cleaner). Should a school be unable to recruit to a post they can request that a second payment is made for the additional advert cost (evidence will be required).

The payment period would be as follows:

- Lower school: 5 years
- Primary school: 7 years
- Middle school: 4 years
- Secondary school: 5 years
- Upper school: 3 years

**One off lead in costs (first year of programme only)**

To cover two additional Governing Body meetings	£300
Head teacher/senior leadership time  Cost of one day supply cover per week to release a member of the senior leadership time to protect standards at the school. (£150 per day x 33 weeks (three terms))	£5,000
Business manager/finance/project officer time  (£20 per hour including on costs) 6 hours per day x 1 day per week x 22 weeks (two terms)	£2,640
Site agent time with contractors  To cover 2 weeks at 37hours per week overtime	£1,000
<b>Total</b>	<b>£8,940</b>

**Extending curriculum resources**

Per commissioned class for the programme period.	£5,000
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**Exceptional Circumstances**

Costs accrued by a school/academy which are unforeseen and not in the control of the school, for example, a result of a delay in the expansion build, will be considered by the Technical Sub Group for reimbursement (invoices will be required). This is subject to approval by the Schools Forum. Exceptional circumstances are considered case by case.

**Expansions greater than one form of entry**

If a school is to be expanded by more than one form of entry in an academic year then the following formula applies:

Category	One FE	Two FE	Three FE
Pupil led funding	As stated	2 x amount	3 x amount
Staffing – class set up	As stated	2 x amount	3 x amount
Recruitment – advert costs	As stated	No additional	No additional
Recruitment - DBS costs	As stated	2 x amount	3 x amount
Recruitment – Medical check costs	As stated	2 x amount	3 x amount
Governance	As stated	No additional	No additional
Business management costs	As stated	No additional	No additional
Extending curriculum resources	As stated	2 x amount	3 x amount

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## 2018/19 Growth Fund Payment Package

### Second site expansion

The following would be awarded for the first year of opening. Payment would be made in the April prior to the new school site opening in September. For subsequent years of the programme payments would be made according to the 1 FE expansion formulas.

#### Pupil led funding

25 X AWPU for each class commissioned by the LA to open in the first year at the new site:

Key Stage	AWPU per child	Annual award	7/12 <sup>th</sup> (Sep-Mar)	5/12 <sup>th</sup> (Apr-Aug)
1	£3,074	£76,850	£44,829	£32,021
2	£3,074	£76,850	£44,829	£32,021
3	£4,336	£108,400	£63,233	£45,167
4	£5,045	£126,125	£73,573	£52,552

Academies will receive the annual award whilst maintained schools will receive seven twelfths.

#### Staffing (lead in costs)

For a second site expansion the following lead in costs would be awarded in the year prior to opening:

Staff position	Salary grade	Payment	Months payable	Hours per week
Deputy headteacher	Lower/Primary - £50k	£20,833	Apr-Aug	FT
	Middle/Secondary/Upper - £65k	£27,083		

**£750** A class room set up cost will be awarded (per new class established) for the setting up of the classroom prior to the first academic year of operation.

#### Recruitment (per class established in first year of opening)

Deputy recruitment	
A one off payment (lower/primary)	£800
A one off payment (middle/secondary/upper)	£1,550

Lower/primary schools:

Item	Payment
Advert	£1,500
DBS/CRB checks (x4)	£176
Medical checks (x4)	£20
<b>Total</b>	<b>£1,696</b>

Middle/secondary/upper schools:

Item	Payment
Advert	£2,000
DBS/CRB checks (x4)	£176
Medical checks (x4)	£20
<b>Total</b>	<b>£2,196</b>

The recruitment costs above are to cover all appointments relating to the additional class (class teacher, TA/LSA, midday supervisor and cleaner). Should a school be unable to recruit to a post they can request that a second payment is made for the additional advert cost (evidence will be required).

**One off lead in costs**

To cover four additional Governing Body meetings	£600
Headteacher/senior leadership time  Cost of one day supply cover per week to release a member of the senior leadership time to protect standards at the school. (£150 per day x 22 weeks (Autumn/Spring terms prior to appointment of Deputy Head))	£3,300
Business manager/finance/project officer time  (£20 per hour including on costs) 6 hours per day x 1 day per week x 22 weeks (Autumn/Spring terms) plus 3 days per week x 11 weeks (Summer term) prior to site opening.	£5,612
Site agent time with contractors  To cover 4 weeks at 37hours per week overtime	£3,000
<b>Total</b>	<b>£12,512</b>

**Educational advisors/activities and specialist advisors – for first year of programme only**

Classroom consumables (per class)

Reception Class	KS1 class
£6,000	£6,000

**Legal advice**

Schools will be reimbursed for actual costs (invoices will be required).

**CENTRAL BEDFORDSHIRE SCHOOLS FORUM**

**Date of Meeting: 19 November 2018**

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**Schools Forum – Outcome of the schools funding formula consultation  
2019/20**

**Responsible Officer: Peter Fraser**

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**Advising Officer: Phil Ball**

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**Public**

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Purpose of this report: the Dedicated Schools Grant (DSG) for Local Authorities is allocated in four blocks: schools; high needs; early years; and central schools services. Each is calculated on the basis of a different national formula.

The local authority must engage in open and transparent consultation with all maintained schools and academies in its area, as well as with its schools forum, about any proposed changes to the local funding formula for the schools block including the method, principles and rules adopted. The consultation with schools/academies commenced on 19 September 2018 and ended on 19 October 2018. This paper sets out the outcomes of the consultation based on the responses received and the local schools funding formula for the 2019/20 financial year.

**RECOMMENDATIONS**

- 1. Schools Forum is asked to note and comment on the outcomes of the consultation; and**
- 2. agree the transfer of 0.5% from the schools block into the high needs block to meet current demand.**

**1 The national funding formula for 2019/20**

- 1.1 On 17 July 2017, the Secretary of State for Education announced changes to school funding arrangements to support the move to a National Funding Formula (NFF).
- 1.2 It was recognised that the introduction of the national funding formula represented a significant change. To provide stability for local authorities and schools through the transition, it was previously confirmed that for 2018/19 and 2019/20 the local authority will continue to set a local schools formula, in consultation with schools. These local formulae determine individual schools' budgets. To continue to support a smooth transition to the NFF, the Department has confirmed this will continue in 2020/21.
- 1.3 Any consultation should include a demonstration of the effect of modelling such changes on individual maintained schools and academies. Local authorities are required to communicate proposed formula changes to all bodies affected by the change. The authority is responsible for making the final decisions on the formula and must ensure there is time to gain political approval before the deadline for submission to the Education Funding Agency on 21 January 2019.

- 1.4 In Central Bedfordshire the move to the NFF would involve some significant changes to the current allocation against the 14 factors identified by DfE. Therefore, we agreed to work with schools to begin to move towards the NFF in 2018/19 based on the factors that government guidance suggested were unlikely to change until the full NFF is adopted.
- 1.5 A consultation was carried out with all schools between 19 September and 19 October 2018. The consultation asked schools to respond to 16 questions relating to 2019/20 schools block funding.
- 1.6 There are two 'compulsory factors' for the 2019/20 schools block:
  - **basic entitlement** (called the age weighted pupil unit, abbreviated to AWPU): the proposal is that this will be funded by the remaining budget after applying all the other proposed factors; and
  - **deprivation**, for which no changes are proposed.
- 1.7 There are a wide range of optional factors – for Looked After Children, pupil mobility, the lump sum, split sites, rates, sparsity, and exceptional premises factors; the council does not propose any changes to these.
- 1.8 The key changes / elements for 2019/20 are as follows:
  - It was proposed that the Minimum Funding Guarantee (MFG) be set at minus one percent – in 2018/19 it was set at zero percent.
  - It was proposed to request Schools Forum to agree the transfer of 0.5 percent of the schools block into the high needs block to meet the demand for spend – 0.5 percent was transferred in 2018/19.
  - It was proposed that the Prior Attainment factor is applied at 50 percent of the NFF rate to smooth the transition to the full NNF.
- 1.9 All of the other funding factors remain unchanged from the previous year.
- 1.10 Appendix 1 of the consultation document showed the implications of these changes and the effect they will have on all mainstream schools - this was the model we consulted on.
- 1.11 Following discussions at the Schools Forum on 13 September a number of models, in addition to the one being consulted on, were also shared with schools in appendix 2 of the consultation document to help them in considering their responses to the consultation. These showed the impact if:
  - the MFG was applied at zero percent;
  - the transfer to the high needs block was not applied; and
  - the Prior Attainment factor was applied at 100 percent, rather than 50 percent.
- 1.12 All of the modelling was based on the October 2017 pupil count and were indicative figures only. They do not represent a final budget figure.

## **2 Central Bedfordshire's proposed formula for 2019/20**

- 2.1 The formula for the current (2018/19) financial year forms the starting point for the 2019/20 proposals. The table below provides a summary of the proposed changes for 2019/20 based on the model being consulted on and a comparison with the previous year.

Factor		2018/19	2019/20
A basic per pupil entitlement	Primary AWPU	£3,066	£2,960
	Key Stage 3 AWPU	£4,328	£4,222
	Key Stage 4 AWPU	£5,037	£4,931
Deprivation	Primary and Secondary FSM	£440	£440
	Primary FSM6	£540	£540
	Secondary FSM6	£785	£785
	Primary IDACI band A	£575	£575
	Primary IDACI band B	£420	£420
	Primary IDACI band C	£390	£390
	Primary IDACI band D	£360	£360
	Primary IDACI band E	£240	£240
	Primary IDACI band F	£200	£200
	Secondary IDACI band A	£810	£810
	Secondary IDACI band B	£600	£600
	Secondary IDACI band C	£560	£560
	Secondary IDACI band D	£515	£515
	Secondary IDACI band E	£390	£390
	Secondary IDACI band F	£290	£290
Looked After Children		£0	£0
Prior Attainment	Primary	£0	£511
	Secondary	£0	£775
EAL		£0	£0
Lump Sum		£110,000	£110,000
Split Site		£120,000	£120,000
Rates		Based on actual	Based on actual
PFI		£0	£0
Pupil Mobility		£0	£0
Exceptional Premises factors	Joint Use	£98,330	£98,330
	Rent	£37,760	£37,760
Sparsity		£0	£0
MFG		0%	-1.0%
Capping		2.27%	4.41%

2.2 School gains have been capped by 4.41% (this is calculated in line with the MFG on a per pupil guarantee). The cap is necessary to fund the required protection calculated for MFG.

### 3. Summary of responses

3.1 Overall, 16 responses were received via the online consultation. The table below summarises the responses to each question.

## Summary of results

### Consultation responses

	Lower	Primary	Middle	Secondary	Upper	Other*	TOTAL
<b>Academy</b>	2	1	1		1	1	6
<b>Maintained</b>	7	1		1		1	10
<b>Combined school</b>	9	2	1	1	1	2	16

*Combined school*

#	Consultation question	
4	How far do you agree or disagree that basic per-pupil entitlement (AWPU) is the balance of funding, taking into account all other factors and the minimum levels permissible in line with the Department's guidance?	<p>3 strongly agree</p> <p>8 agree</p> <p>3 neither agree nor disagree</p> <p>1 disagree</p> <p>1 strongly disagree</p>
5	How far do you agree or disagree that the deprivation funding continues to be aligned with the national funding formula, as in 2018/2019? (	<p>3 strongly agree</p> <p>9 agree</p> <p>2 neither agree nor disagree</p> <p>2 disagree</p> <p>- strongly disagree</p>

6	How far do you agree or disagree that the LAC factor continues to be aligned with the national funding formula, as in 2018/19?	<p>3 strongly agree</p> <p>13 agree</p> <p>- neither agree nor disagree</p> <p>- disagree</p> <p>- strongly disagree</p>
7	How far do you agree or disagree with the proposal to introduce this factor for 2019/20?	<p>4 strongly agree</p> <p>4 agree</p> <p>3 neither agree nor disagree</p> <p>2 disagree</p> <p>3 strongly disagree</p>
8	How far do you agree or disagree with the transitional rate set at 50% of the NFF?	<p>1 strongly agree</p> <p>5 agree</p> <p>6 neither agree nor disagree</p> <p>3 disagree</p> <p>1 strongly disagree</p>
9	How far do you agree or disagree with the proposal to continue to exclude English as an Additional Language (EAL) as a factor in the funding formula for 2019/20?	<p>- strongly agree</p> <p>10 agree</p> <p>4 neither agree nor disagree</p> <p>- disagree</p> <p>2 strongly disagree</p>

10	How far do you agree or disagree with the proposal to continue excluding pupil mobility as a factor from the funding formula for 2019/20?	<p>- <i>strongly agree</i></p> <p>6 <i>agree</i></p> <p>7 <i>neither agree nor disagree</i></p> <p>2 <i>disagree</i></p> <p>1 <i>strongly disagree</i></p>
11	How far do you agree or disagree that the lump sum factor continues to be aligned with the national funding formula, as in 2018/19?	<p>3 <i>strongly agree</i></p> <p>9 <i>agree</i></p> <p>2 <i>neither agree nor disagree</i></p> <p>2 <i>disagree</i></p> <p>- <i>strongly disagree</i></p>
12	How far do you agree or disagree with the continuation of funding schools through a split site factor?	<p>1 <i>strongly agree</i></p> <p>3 <i>agree</i></p> <p>8 <i>neither agree nor disagree</i></p> <p>3 <i>disagree</i></p> <p>1 <i>strongly disagree</i></p>
13	How far do you agree or disagree with the continuation of funding rates on an actual basis?	<p>7 <i>strongly agree</i></p> <p>5 <i>agree</i></p> <p>4 <i>neither agree nor disagree</i></p> <p>- <i>disagree</i></p> <p>- <i>strongly disagree</i></p>

14	How far do you agree or disagree with the proposal to continue not to include a sparsity factor for 2019/20?	<ul style="list-style-type: none"> <li>- strongly agree</li> <li>10 agree</li> <li>5 neither agree nor disagree</li> <li>1 disagree</li> <li>- strongly disagree</li> </ul>
15	How far do you agree or disagree with the proposal to continue funding the joint use arrangement?	<ul style="list-style-type: none"> <li>- strongly agree</li> <li>2 agree</li> <li>12 neither agree nor disagree</li> <li>2 disagree</li> <li>- strongly disagree</li> </ul>
16	How far do you agree or disagree with continuing a rent factor for schools that meet the criteria?	<ul style="list-style-type: none"> <li>- strongly agree</li> <li>6 agree</li> <li>9 neither agree nor disagree</li> <li>1 disagree</li> <li>- strongly disagree</li> </ul>
17	How far do you agree or disagree with the proposal to fund the Minimum Funding Guarantee at minus 1.0%?	<ul style="list-style-type: none"> <li>- strongly agree</li> <li>10 agree</li> <li>3 neither agree nor disagree</li> <li>2 disagree</li> <li>- strongly disagree</li> </ul>

18	How far do you agree or disagree with the proposal to continue to cap those schools that gain in order to fund the Minimum Funding Guarantee?	<p>1 strongly agree</p> <p>13 agree</p> <p>- neither agree nor disagree</p> <p>1 disagree</p> <p>1 strongly disagree</p>
19	How far do you agree or disagree with the proposal to transfer 0.5% from the School Block to the High Needs Block?	<p>- strongly agree</p> <p>5 agree</p> <p>1 neither agree nor disagree</p> <p>7 disagree</p> <p>3 strongly disagree</p>

- 3.2 The response rate was very small and therefore the objections represent only 7.5% of Central Bedfordshire's schools. Despite the small number of responses, the objections were carefully considered. However, the analysis remains in support of the transfer of funding from the Schools Block to the High Needs Block, for the reasons set out in this report.
- 3.3 The High Needs Funding Operational Guidance 19/20 states that '*We expect that most proposals by local authorities to move funding from their schools block will arise as a result of pressures on their high needs budgets.*'
- 3.4 In line with many other local authorities the High Needs Block is under substantial pressure. The anticipated overspend in 18/19 is presently forecast to be approx. £1.6M.
- 3.5 The f40 organisation estimates that across England High Needs Blocks are underfunded by a total of approx. £1.5bn.
- 3.6 The two major areas contributing to the overspend are a growth in EHCPs, which have increased by 20% over the last three years, and the changing age range for supporting young people beyond the age of 19 and up to age 25.
- 3.7 The High Needs Block allocation has not been updated sufficiently to cover the change in requirements on the age range, due to the anticipated introduction of the National Funding Formula.
- 3.8 In order to fund the overspend in 18/19 previously accumulated reserves from other areas of the DSG will need to be used e.g. Early Years and Growth Fund, along with underspends in 18/19. This clearly poses a risk as these will no longer be available to fund requirements in any block going forward.
- 3.9 A number of measures have been introduced in order to begin mitigating the overspend. However, many of these will not have any significant impact until 19/20 and beyond.
- 3.10 Despite these changes it is anticipated that the High Needs Block funding will not support all the requirements for the spend in 19/20 and therefore a transfer is essential to support the children and young people in Central Bedfordshire who have a Special Educational Need and are attending both mainstream and special schools, as well as alternative provision.
- 3.11 At the point at which the National Formula comes on stream it is important that the High Needs Block funding is more realistic and a transfer in 19/20 will help to establish this as a point of principle.
- 3.12 A formal request is therefore being made to enable this transfer to be take place with the support of the Schools Forum, in order not to need to apply to the Secretary of State for disapplication.

#### **4 Financial and risk implications**

- 4.1 The DSG is a council budget, and it is the responsibility of the council to set the schools budget annually. There is a risk to the council if either Schools Forum or the Secretary of State for Education does not agree to the transfer of 0.5 per cent of the schools block to fund the High Needs Block.

#### **5 Governance and delivery implications**

- 5.1 The council has a legal duty to set the four blocks of the DSG by 21 January 2019.

#### **6 Equalities implications**

- 6.1 The Public Sector Equality Duty requires public bodies to consider all individuals when carrying out their day to day work in shaping policy, in delivering services and in relation to their own employees. It requires public bodies to have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster

good relations between in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

- 6.2 Council officers have considered the needs of a range of vulnerable groups, including children looked after by the council, pupils with low prior attainment, English as an additional language and children who have high rates of mobility.

## **7 Implications for work programme**

- 7.1 There are no implications for the work programme.

## **8 Conclusion and next steps**

- 8.1 It is the council's decision to set the local schools funding formula, in consultation with the Schools Forum. Following the consultation with schools the council proposes to set the MFG at minus one percent and the Prior Attainment factor at 50 percent of the NFF in 2019/20. The Schools Forum is being asked for their agreement to transfer 0.5 percent from the Schools Block to the High Needs Block to meet current.

## **9 Appendices**

- 9.1 None

## **10 Background papers**

- 10.1 None



# High Needs Block Project – Managing demand in SEND

November, 2018

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# Introduction and background

- Similar to many other Local Authorities, Central Bedfordshire has seen challenges with rising spend on the High Needs Block over the last three years
- This has culminated in a significant overspend in each of the last two financial years with continued pressure forecast for 2018/19 and beyond
- The High Needs Block is primarily used to fund provision for children who have a statutory assessment, or are excluded from mainstream school, with limited spend focused on earlier intervention
- As a result, the Schools Forum were requested to support investment focussing on early intervention, to reduce the trajectory of Education, Health and Care Plans (EHCP), rising special school numbers, and diminish the need to exclude
- The Schools Forum agreed a transfer of 0.5 per cent of the schools block into the High Needs Block (HNB) in the financial year 2018/19
- This transfer amounted to just over £800,000 in year investment

# HNB Investment: agreed outcomes

Project outcomes were initially identified at a focus group with head teachers in February 2018 and presented to the Schools Forum in June 2018. They were:

- ↓ Children whose needs escalate, resulting in them going on to require a statutory education, health and care plan;
- ↓ Children who transfer from mainstream to special school, through improved support to mainstream schools;
- ↓ Total additional costs of specialist provision and wrap around support;
- ↓ Fixed term and permanent exclusions and associated costs; and
- ↓ Out of area independent placements

# Guiding principles

Guiding principles around the HNB investment were presented to the Schools Forum in June 2018.

The investment should:

- Help to **build resilience and culture change** in and across schools;
- Provide **training for SENDCOs, teachers and support staff**;
- Support the **development of early intervention** in schools to support children with high levels of need in education settings; and
- Enable **good practice elsewhere to be examined**, with a view to rolling this out within Central Bedfordshire

# Project coverage

Seven workstreams have been agreed; each workstream has a lead officer within CBC from a range of services.

These workstreams are:

1. Restorative Practice in 12 identified middle schools and one upper school
2. SEND special school outreach
3. Targeted speech and language support
4. Mind Map behavioural support to targeted schools
5. Social, Emotional and Mental Health (SEMH) inclusion support from Jigsaw Team for years seven and eight
6. Targeted Early Years support for reception aged children to support transition
7. Theraplay support in agreed targeted schools

The next six slides show:

- The rationale behind the respective workstream cohorts
- The coverage of workstreams by area and school
- The coverage by age
- The coverage by outcome
- The coverage by people

# Workstream rationale

Workstream	Rationale
<b>Restorative Practice</b>	<ul style="list-style-type: none"> <li>Reducing the need to exclude, both internally and externally, through developing a restorative climate for learning</li> <li>Earlier identification of additional needs that lead to exclusion in secondary/upper schools</li> <li>Improving the well-being of the whole school community</li> </ul>
<b>Mind Map</b>	<ul style="list-style-type: none"> <li>Tackling emotional awareness at a whole school level from the beginning of school education</li> <li>Presentations at Head Teacher conference to request volunteers</li> <li>High level of SEN and exclusion data used as a guide</li> </ul>
<b>SEND Special School Outreach</b>	<ul style="list-style-type: none"> <li>All schools across CBC supported to build broader resilience and skills of SENDCo's and other teaching and support staff</li> <li>Providing strategies and support to schools with children having additional needs</li> <li>Inreach and outreach focus to build this resilience</li> </ul>
<b>Speech and Language support</b>	<ul style="list-style-type: none"> <li>To enhance schools knowledge and expertise on how to support children with speech, language and communication difficulties through specialist speech and language therapists</li> <li>Two primary and two secondary schools (Manshead &amp; Queensbury) for targeted support</li> <li>Primaries to be identified by January 2019 following data review</li> <li>Training support to the four SENDCO's to roll out across further schools</li> </ul>
<b>Targeted Early Years</b>	<ul style="list-style-type: none"> <li>All lower / primary schools where there are more than 9% of children, identified with SEN by the Early Years SEND Team, at stage 2 or above entering the school this year</li> <li>Universal offer to all primary and lower schools through training, to help build resilience and confidence in supporting this group</li> </ul>
<b>SEMH inclusion support Yrs 7 &amp; 8</b>	<ul style="list-style-type: none"> <li>Specific cohort of year 7/8 children, identified in seven schools, who are at high risk of exclusion</li> <li>Training offer to be designed and delivered to meet the specific needs of schools identified and generic training to be offer county wide</li> </ul>
<b>Theraplay</b>	<ul style="list-style-type: none"> <li>Schools who have children with SEN support and also challenges with exclusions</li> <li>Ensure no duplication with support from Mind Map and Early Years</li> </ul>

# County-wide coverage

There will be training opportunities offered county-wide including:

- SEND special school outreach
- Speech and language
- Early Years
- SEMH inclusion support

# Coverage by area and / or school

- Speech and language will also include two primary SENDCos
- Two further schools will work with Mindmap in the summer term
- A further 16 schools will come into scope of the Theraplay workstream

**Church End Lower**  
Theraplay  
Early Years Intervention

**Alameda Middle**  
Restorative practice

**Northhill Lower**  
Early Years Intervention

**Robert Peel Primary**  
Early Years Intervention

**Potton Lower – Theraplay**  
**Potton Middle - SEMH**

**Edward Peake Middle**  
SEMH  
Restorative practice

**Biggleswade Academy**  
Restorative practice  
SEMH

**Langford Village Academy**  
Early Years Intervention  
Theraplay

**Henlow Middle School**  
Restorative practice

**Clifton All Saints Academy**  
Early Years Intervention

**Shefford Lower School**  
Mind Map

**All Saints Academy**  
SEMH

**Hadrian Academy**  
Theraplay

**Ardley Hill Academy**  
Theraplay

**Manshead Academy**  
SEMH  
Speech & Language

**Holywell School**  
Restorative practice

**Fulbrook Middle**  
Restorative practice

**Aspley Guise Lower**  
Theraplay

**St Leonards Lower School**  
Early Years Intervention

**Gilbert Ingelfield Academy**  
SEMH

**Greenleas Lower School**  
Early Years Intervention

**Mary Bassett Lower**  
Early Years Intervention

**Leighton Middle School**  
Restorative practice

**Linslade Middle School**  
Restorative practice

**Brooklands Middle**  
Restorative practice

**Clipstone Brook Lower**  
Mind Map

**Leedon Lower**  
Theraplay

**Queensbury**  
SEMH  
Speech & Language

**Kensworth Primary School**  
Early Years Intervention

**Caddington Village School**  
Mind Map



Slide 9

# Project coverage by age

Workstreams	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Restorative Practice						←	→	→	→	→	→	→
SEND increased Special School Outreach		←	→	→	→	→	→	→	→	→	→	→
Targeted speech and language support	←	→	→	→	→	→	→	→	→	→	→	→
Mind Map behavioural support	←	→	→	→	→	→	→	→	→	→	→	→
SEMH provision across years 7 and 8							←	→	→	→	→	→
Targeted Early Years support	←	→										
Theraplay support	←	→										
<b>Total projects</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>

# Project coverage by outcome

Workstreams	Reduction in children escalating to EHCP	Reduction in children transferring to special school	Reduction in the additional costs of specialist provision	Reduction in fixed term and permanent exclusions	Reduction in out of area independent placements
Restorative Practice			✓	✓	
SEND Special School Outreach	✓	✓	✓	✓	✓
Targeted speech and language support		✓	✓	✓	✓
Mind Map behavioural support	✓			✓	
SEMH provision across years 7 and 8		✓	✓	✓	
Targeted Early Years support	✓	✓	✓	✓	
Theraplay support	✓			✓	
<b>Total projects</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>2</b>

# Project coverage by people

Workstreams	Individual Children	Group work with Children	Individual Families	Class teachers / assistants	Leadership & management e.g. SENDCo	School Pastoral Support	Whole school capacity building	Schools training
Restorative Practice				✓	✓	✓	✓	✓
SEND Special School Outreach	✓			✓	✓			✓
Targeted speech and language support				✓	✓			✓
Mind Map behavioural support						✓	✓	✓
SEMH provision across years 7 and 8	✓	✓	✓	✓	✓	✓	✓	✓
Targeted Early Years support	✓	✓	✓	✓	✓			✓
Theraplay support		✓		✓				✓
<b>Total projects</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>7</b>

# Workstream summaries

The next seven slides set out a one page summary of each project including:

- Objectives
- Interventions
- Outcomes
- Targets
- Milestones
- Additional resources required

**Objective:** To support children in reception who have behavioural and SEND support, aiming to prevent their needs escalating to require statutory assessment (EHCP) and enabling successful learning at school through effective transition.

**Intervention:** Additional fixed-term staff will be employed to focus on children in reception classes; supporting children who receive behavioural and SEND support but who are not yet at the level of an EHCP. Nine participating schools – Robert Peel, Greenleas, Mary Bassett, St Leonards, Kensworth, Clifton All Saints, Northill Lower, Church End Lower, and Langford.

**Qualitative outcomes:**

- School SENDCos feel more confident in managing SEND in Early Years
- Reception staff in target schools have increased skills and confidence in supporting children with SEND

**Quantitative outcomes:**

- Fewer children require more specialist interventions
- There are fewer EHCP's in the reception age cohort

**Milestones:**

- Early September – Clarify cohorts for targeting
- Autumn term meeting with all school SENDCos; new team to be working in schools
- Spring / Summer term toolkit to be created
- Spring term – continuing support for schools identified, case studies completed and transition requirements identified
- Summer term – E/Years Toolkit to be developed
- Universal training offer to all primary schools to support children with SEND in the Early Years

**Targets:**

- Progress made by children with additional needs, identified by SENDCo (number of children who de-escalate to stage 2)
- Increased staff confidence in managing and making a difference for children with SEND
- SENDCo's view is that the additional support has made a positive difference
- Reduction in new EHCP's in the reception year from these schools

**Additional resources:**

- One additional Early Years SEND Advisory Teacher employed for one year
- Two Specialist SEND Practitioners employed for one year

**Workstream: SEND Special School Outreach**

**Lead: Hero Slinn**

**Objective:** To provide specialist outreach support to schools, focused on supporting children with communication and interaction difficulties and/or learning needs including, but not exclusively, ASD

**Intervention:** Two additional special school outreach teachers (one in each area special school) with a focus on early intervention, including support for children with communication interaction difficulties and/or learning needs. The workstream has two main parts – a) training for all schools, b) targeted support for individual children.

**Outcomes:**

- Training programme will be created focused on more specific areas of need around communication and interaction including, but not exclusively, ASD
- Training will be delivered through the teaching school or local clusters and will be available county-wide
- Specialist teachers will offer support for individual children and teachers

**Milestones:**

- Autumn term: Recruitment
- Autumn term: Training programme to be devised
- Autumn term 2: Launch at SENDCO cluster, cluster meeting, HT briefing, new websites from special schools being created to put on.
- Promotion through Central Essentials with advice on how to book training and access support

**Targets:**

- Decrease in primary exclusions
- Reduction in requests for EHCP's
- Reduction in children progressing to special schools

**Additional resources:**

- Two additional FTE special school outreach teachers (one in each area special school)

**Objective:** To increase the reach of SEMH, through the Jigsaw Team, to year 7 and 8 providing targeted support for children in schools where a rise in exclusions has been identified

**Intervention:**

- Extend the reach of preventative outreach to years 7 and 8 and provide individual targeted support for children in specific schools for this age group.
- Following individual assessments of identified children, Jigsaw will provide one to one and/or group work based on their assessed level of Social, Emotional and Mental Health needs to support them in managing their behaviours and feelings.
- Seven participating schools - Manshead, Queensbury, All Saints, Gilbert Inglefield, Edward Peake, Biggleswade Academy, Potton Middle

**Qualitative outcomes:**

- Children better understand and are able to deal with their feelings and, therefore, behaviours
- Children demonstrate increased engagement and, therefore, are more ready to learn
- Positive impact on pupils as they start year 9

**Quantitative outcomes:**

- Less behavioural incidents in the school and a reduction in exclusions for targeted children.

**Milestones:**

- Autumn term – Recruitment
- Autumn term 1 – Identify participating schools
- Autumn term - Preparatory work including case study process and developing the county wide training programme
- Spring term – Staff in post
- End of spring term - Case studies for individual children
- Bespoke training designed at point of access
- Universal training offer to all schools having Years 7/8

**Targets:**

- Reduction in exclusions for years 7 and 8
- Reduction in incidents (behavioural etc) for those schools and individual targeted children
- Improved attendance
- Improved wellbeing of children (through Boxall and SDQ assessments)
- Improved confidence, skills and resilience of schools (through survey)
- Increased confidence of parents

**Additional resources:**

- Two fixed-term specialised inclusion support workers
- One fixed-term additional teacher

**Workstream: Mind Map****Lead: Hero Slinn**

**Objective:** To work with participating schools to develop a revised behavioural approach focused on reducing behavioural challenges in primary settings and creating an environment where children are able to learn

**Intervention:** Develop a whole school approach that reduces the reliance on targeted support, and possibly, specialist support in schools by working with six schools identified through numbers of SEND, high rate of exclusion and progress/attainment data. Participating schools - Clipstone Brook, Shefford, Beecroft and Caddington (two further schools to be confirmed).

The workstream consists of a ten week programme aiming to:

- Work with two schools in each of the autumn, spring and summer terms
- Develop staff understanding of behaviour as a form of communication
- Develop the skill set of both pupils and staff to promote and establish improved communication and stronger pupil-staff relationships
- Engage parents in understanding behaviour as a form of communication
- Six schools to participate – two further schools to be confirmed

**Outcomes:**

- School staff have an increased understanding of behaviour as a form of communication
- Staff have increased confidence and the tools to manage challenging behaviour
- Children are ready to learn, with fewer behavioural incidents and exclusions
- Parents better understand behaviour and how to manage

**Milestones:**

- Prior to autumn term: Initial meetings with Mind Map and Thomas Johnson Lower School
- Autumn term: First two schools (Clipstone Brook and Shefford Lower) attend 10-week training programme
- Spring term: Beecroft and Caddington commence training
- Summer term: Final two schools (tbc)

**Targets:**

- A reduction in primary exclusions
- Increased confidence in approach to behavioural challenges
- Decrease in number of behaviour incidents in school
- Decrease in requests for CBET funding and EHCP requests

**Additional resources:**

- Sourced expertise to provide training and support to schools

**Objective:** To use restorative practice in schools to effect a positive impact on the behaviour and emotional well being of pupils (and staff) and lead to a reduction in exclusions

**Intervention:** A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Staff at 13 schools will be trained in restorative practice techniques to be employed systematically through the school in managing behaviour or conflict challenges. Over time, schools will change their behaviour policies to ‘relationship policies’ with an embedded whole school approach to changing practice in dealing with any behavioural challenges. Participating schools – Linslade, Leighton, Brooklands, Arnold, Parkfields, Alameda, Woodland, Fulbrook, Edward Peake, Holywell, Henlow, Biggleswade Academy and Harlington Upper School.

**Qualitative outcomes:**

- A demonstrable change in the school culture around managing behaviour – so systems are not rules led, but relationship led
- Changing the leadership style and culture
- Positive impacts on staff and pupil emotional health and wellbeing
- Supporting upper school readiness to help reduce exclusions

**Quantitative outcomes:**

- To reduce fixed term and permanent exclusions in middle schools
- Improving attendance at schools

**Milestones:**

- Autumn term 1: Training begins to participating schools
- Autumn term 2: Schools to start to implement
- Summer term 2019: Fully embedded

**Targets:**

- Decrease in fixed term and permanent exclusion rates
- Decrease in internal exclusions/ isolation, incidents of disruptive behaviour during sessions, breaks and lunchtimes
- Improved pupil and staff well-being
- Increased attendance levels
- Improvement in priorities identified by individual schools

**Additional resources:**

- Sourced expertise to provide training and support to schools

**Workstream: Targeted speech and language support**

**Lead: Hero Slinn**

**Objective:** To increase skills and tools available for schools, particularly those where there are higher rates of exclusion or children with SEND

**Intervention:**

- Recruitment of primary and secondary speech and language specialists
- Develop a county-wide training programme focussing on supporting pupils speech, language and communication in all school phases
- Specific training to four SENDCOs (two primary/two secondary) to support and cascade the knowledge county-wide
- SENDCOs from Manshead and Queensbury to participate – primary school SENDCOs to be identified
- Training to be delivered by speech and language specialists alongside a local SENDCO
- A speech and language and communication strategy and toolkit will be created across Central Bedfordshire

**Outcomes:**

- Specialists will coordinate a schools training programme, with a focus on supporting pupils speech, language and communication
- Specific advice, tools and techniques to support individual children but also mainstream such techniques at target schools
- Development of a local speech, language and communication strategy for Central Bedfordshire, co-produced with Health and other partners

**Milestones:**

- Autumn term: recruitment
- Autumn term: Elklan training to begin for participating SENDCOs
- Spring term: Training to be offered to all schools

**Targets:**

- Reduced exclusions in targeted schools
- Support attainment improvement for these children
- Reduction in children transferring to special schools

**Additional resources:**

- Two fixed-term speech and language specialists are to be recruited; one with a primary focus and one with a secondary focus

**Objective:** To train class teachers in different forms of activities, based around the principles of theraplay, to have a positive impact on the behaviour and interaction of younger children in the classroom.

**Intervention:** Up-skilling of class teachers in different forms of activities based around the principles of theraplay. Attachment enhancing activities, based on the principles of theraplay, have been identified as having a positive impact on the behaviour and interaction of younger children in the classroom. Participating schools in phase 1 – Church End, Potton Lower, Langford Lower, Ardley Hill Academy, Aspley Guise Lower, Leedon Lower and Hadrian Academy.

**Outcomes:**

- Theraplay training delivered to reception teachers in identified schools
- Trained teachers implement theraplay training in classroom
- Approaches rolled out and embedded across school
- Support groups held for teachers who have been trained
- Seven schools in trained in autumn term, eight in spring term and eight in the summer term
- Conference to be held at the beginning of the next academic year to share local practice and impact

**Milestones:**

- Early autumn term: confirm schools for different phases
- Autumn term - Recruitment for staff
- Autumn term 2: Training and work in schools commences
- End autumn term: Reflective group discussions across schools
- Spring term: One training session each half term
- March 2019: Phase 2 begins
- June 2019: Phase 3 begins
- Autumn term 2019: Conference (progress check)

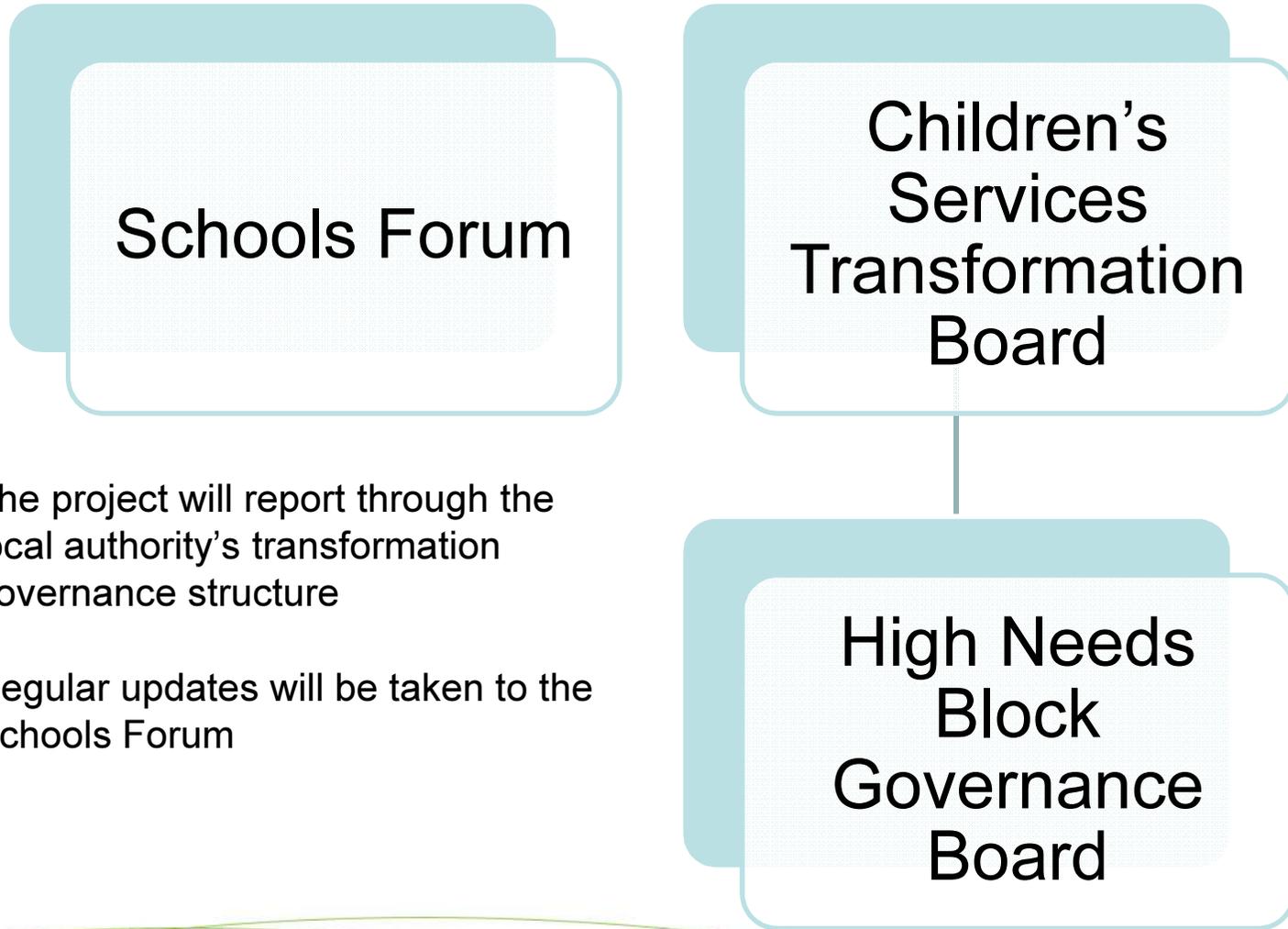
**Targets:**

- Increased teacher confidence in working with children as a whole (use student teacher relationship scale, Boxall and SDQ)
- Reduction in exclusions and reduction in behavioural incidences from that school year group

**Additional resources:**

- One fixed-term specialist trainer
- One fixed-term inclusion support worker
- Support from Sue Salisbury, LA officer trained in Theraplay

# Programme governance



- The project will report through the local authority's transformation governance structure
- Regular updates will be taken to the Schools Forum

# Monitoring and evaluation

- All workstreams have targets which they are aiming to achieve to meet the agreed outcomes
- Targets may be divided into county wide and school specific objectives
- Progress will be monitored by workstream leads reporting into the Governance Board, and scrutiny arrangements through the Transformation Board
- Workstreams will be evaluated through both qualitative and quantitative measures provided by participating schools and by statutory data collection

County wide data	School specific data	Evaluation
<ul style="list-style-type: none"><li>• Measured through aggregated county data</li><li>• Used to monitor the impact of all workstreams against county wide targets</li><li>• Measured by the local authority's performance team</li></ul>	<ul style="list-style-type: none"><li>• Workstream leads will agree the data collected with the relevant schools</li><li>• Schools will send relevant data to workstream leads</li><li>• Some targets will be measured by questionnaires to assess impact</li><li>• Schools data will be used to monitor impact and trajectory of project</li></ul>	<ul style="list-style-type: none"><li>• Progress monitoring will be undertaken termly</li><li>• Questionnaires will be completed at the start of a workstream, at significant milestones where relevant, and at the end of a workstream.</li></ul>

## Central Bedfordshire Council

School Forum

Date: 19 November 2018

### School Finance Update

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**Responsible Director(s):** Sue Harrison ,  
([sue.harrison@centralbedfordshire.gov.uk](mailto:sue.harrison@centralbedfordshire.gov.uk))

**This report relates to a decision that is Non-Key**

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### Purpose of this report

To update School Forum on the current RAG rating.

### RECOMMENDATIONS

**The Committee is asked to note the updated Finance RAG rating for schools**

### Background

1. Central Bedfordshire Council's (the LA) Scheme for Financing Schools is based on the legislative provisions in sections 45 – 53 of the School Standards and Framework Act 1998 (the Act) and the School and Early Years Finance (England) Regulations 2017 (the regulations). Under this legislation, the Department for Education (DfE) will determine on an annual basis, the minimum size of the Schools Budget, through the Dedicated Schools Grant (DSG). The Local Authority (LA) will determine the actual level of the Schools Budget and their non –school's education Budget.

2. The LA may centrally retain funding in the Schools Budget for purposes defined in regulations made by the Secretary of State under Section 45A of the Act. The amounts to be retained centrally are decided upon annually by the LA, subject to any limits or conditions prescribed by the Secretary of State and any amounts that have to be agreed by the Schools Forum. The balance of the Schools Budget remaining after deduction of centrally retained funds is termed the Individual Schools Budget (ISB).

3. The LA will not retain any unallocated reserve within the ISB but must distribute the ISB amongst all maintained schools, using a formula which accords with regulations made by the Secretary of State and enables the calculation of a budget share for each maintained school. This budget share is then delegated to the governing body of the school concerned, unless the school is a new school which has not yet received a delegated budget, or the right to a delegated budget has been suspended in accordance with Section 51 of the Act.

4. The financial controls within which delegation works are set out in Central Bedfordshire Council's Financial Regulations for Schools in accordance with Section 48 of the Schools Standards and Framework Act (1998) and approved by the Secretary of State.

5. The LA may suspend a school's right to a delegated budget if the provisions of the authority's financial scheme (or rules applied by the scheme) have been substantially or persistently breached, or if the budget share has not been managed satisfactorily.

6. Schools must satisfy the minimum requirements with regard to financial controls, procedures and systems in operation so far as necessary for the discharge of the S. 151 Officer responsibilities under Section 151 of the Local Government Act 1972. As this involves all financial records being maintained in school, these documents become the prime record and, therefore, are subject to a more rigorous LA and external audit.

7. To assist the Section 151 Officer in exercising his duties under the Act, Schools are categorised into Red, Amber, and Green (RAG) ratings of risk. This process takes place twice a year, in May, following the financial year end and receipt of the current budget plan, and January, following the Schools completion of the year end forecasts outturn. A regular update is held as schools' circumstances change.

8. The Scheme (Section 4.9) permits schools to plan for a deficit budget with the maximum length of time over which schools may recover being three years. Schools' requests for licensed deficits must be supported by a detailed recovery plan. Licensed Deficits shall not normally exceed 10% of a school's budget share. No more than one third of the collective balances held by the LA will be used to back these arrangements.

9. Unlicensed deficits are reported to the Department for Education as part of the School's Consistent Financial Reporting (CFR) return

### **Schools risk register 2018/19**

10. Following the year end returns and confirmation of the 2017/18 balances held by schools, a report was presented at the last meeting, with schools have been assessed by the following criteria:

Criteria	Red	Amber	Green
Notice of Concern issued	X		
'No Assurance' audit statement	X		
Application for Licensed Deficit late in financial year (December)	X	X	
Unlicensed Deficit >5k or 2.5% of ISB	X		
Unlicensed Deficit < 5k or 2.5% of ISB		X	
Licensed Deficit for one year > 10% of ISB		X	
Licensed Deficit for one year < 10% of ISB			X
Licensed Deficit for two years > 10% of ISB	X		
Licensed Deficit for two years < 10% of ISB		X	
Budget monitoring concerns	X	X	
No submission of Schools Financial Value Standard	X		
Provisional Licensed Deficit for future year			X
Timeliness and/or accuracy of returns			X
Change of Head teacher and/or Bursar/Finance Officer			X
Schools Causing Concerns		X	
Age Range Changes		X	

11. This rating has been updated to reflect the revised category for 3 schools who had incorrectly been assigned as Schools Causing Concern. This results in those schools category revising from amber to no category.

12. The updated table below compares the number of schools in each assigned category for 2018/19 against 2017/18, details included in Appendix A:

Sector	Red		Amber		Green	
	2017/18	Aug-18	2017/18	Aug-18	2017/18	Aug-18
Nursery	0	0	0	0	1	1
Lower / Primary	8	7	18	23	11	15
Middle	0	0	1	2	0	0
Upper	1	1	0	0	0	0
Special	0	0	0	0	2	2
<b>Total</b>	<b>9</b>	<b>8</b>	<b>19</b>	<b>25</b>	<b>14</b>	<b>18</b>

13. The increase in amber and green schools are mainly as a result of budget monitoring concerns.

14. There are currently no schools with a 'notice of concern'

**Appendices**

**Appendix A: School Risk Register**

**Report author(s): Sharon Bellamy**

**Senior Finance Manager - Children's Services**

**Sharon.bellamy@centralbedfordshire.gov.uk**

Appendix A - Revised School RAG rating August 2018

School Name	Summer Term (Aug 18) Rating
Westfield Nursery School	Green
Willow Nursery School	No category
Ashton St Peter's V A School	Green
Aspley Guise Lower School	No category
Beaudesert Lower School	Amber
Caddington Village School	Amber
Campton Lower School	No category
Chalton Lower School	Green
Church End Lower School	Green
Clipstone Brook Lower School	Red
Derwent Lower School	No category
Doverly Down Lower School	Green
Dunstable Icknield Lower School	Green
Dunton V.C. Lower School	Green
Fairfield Park Lower School	No category
Flitwick Lower School	Green
Greenleas School	No category
Hawthorn Park Community Primary School	Red
Haynes Lower School	No category
Heathwood Lower School	Green
Hockliffe Lower School	No category
Houghton Conquest Lower School	Amber
Houghton Regis Primary School	Amber
Husborne Crawley Lower School	Amber
John Donne C of E Lower School	Red
Kingsmoor Lower School	Green
Laburnum Primary School	Amber
Lawnside Lower School	Amber
Leedon Lower School	Amber
Linslade Lower School	No category
Maple Tree Primary School	Red
Maulden Lower School	Amber
Moggerhanger Primary School	Amber
Northill C of E VA Lower School	Amber
Potton Lower School	No category
Pulford VA C of E Lower School	Amber
Ramsey Manor Lower School	No category
Ridgmont Lower School	No category
Robert Peel Lower School	Amber
Roecroft Lower School	No category
Russell Lower School	No category
Shefford Lower School	No category
Shelton Lower School	Red
Shillington Lower School	Amber
Silsoe VC Lower School	No category
Slip End Lower School	Amber
Southcott Lower School	Amber
Southill Lower School	Red

Appendix A - Revised School RAG rating August 2018

St Andrew's Lower School	Amber
St. Georges Lower School	Amber
St Leonards VA Lower School	Green
St Mary's C of E Lower School (VA) (Clophill)	Green
St.Swithuns V.C. Lower School	Amber
Stanbridge Lower School	No category
Stondon Lower School	No category
Studham C of E Lower School	Green
Sutton VA Lower School	No category
Swallowfield Lower School	Amber
Templefield Lower School	Amber
The Mary Bassett Lower School	Amber
Thomas Johnson Lower School	Green
Thornhill Primary School	Amber
Tithe Farm Primary School	Amber
Watling Lower School	Red
Westoning Lower School	Green
Woburn Lower School	Green
Wrestlingworth VC Lower School	No category
Potton Middle School	No category
Edward Peake Middle School	Amber
Leighton Middle School	No category
Parkfields Middle School	No category
Sandy Secondary School	Red
The Chiltern School	Green
Ivel Valley School	Green

**Central Bedfordshire Council**

**Schools Forum**

Monday, 19 November 2018

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**Work Programme**

Advising Officer:

Sharon Griffin, Committee Services Officer  
([sharon.griffin@centralbedfordshire.gov.uk](mailto:sharon.griffin@centralbedfordshire.gov.uk))

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**Purpose of this report**

The purpose of this report is to assist the Schools Forum in discharging its responsibilities by providing a proposed work programme for consideration.

**RECOMMENDATION**

That the Panel considers the proposed work programme attached at Appendix A.

1. To assist the Schools Forum Panel a work programme is attached at Appendix A to this report. The work programme contains the known agenda items that the Forum will need to consider.
2. Additional items will be identified as the municipal year progresses. The work programme is therefore subject to change.

**Council Priorities**

3. The activities of the Schools Forum are crucial to ensuring that the Council effectively discharges its duty to maintain rigorous and transparency through the work of the Forum of the Schools Budgets. By considering, approving and following its work programme, the Forum helps support the Council's priorities as set out in the Council's Five-Year Plan:  
<http://www.centralbedfordshire.gov.uk/council/five-year/plan.aspx>

**Corporate Implications**

**Legal Implications**

4. There are no legal implications.

**Financial and Risk Implications**

5. There are no financial and risk implications.

### **Equalities Implications**

6. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
7. Report authors will be encouraged to work with the Corporate Policy Advisor (Equality & Diversity) in order to ensure that relevant equality implications are identified.

### **Conclusion and next Steps**

8. This report will assist the Schools Forum Panel in discharging its responsibilities. Any amendments approved by the Forum will be incorporated in the work programme.

### **Appendices**

The following Appendix is attached:

Appendix A – Schools Forum Work Programme

### **Background Papers**

None

**Schools Forum Panel Work Programme**

<b>2019</b>	
14 January	<ul style="list-style-type: none"> <li>• School Admissions Team update(VW/JMW)</li> <li>• Trade Union Facilities (DW)</li> <li>• Apprenticeship Levy (Hannah Mason)</li> <li>• Responses to the Early Years funding 2019/20 consultation (ST)</li> <li>• High Needs Block 2019/20 and investment proposals</li> <li>• Dedicated Schools Grant (SB)</li> <li>• Academies financial information (CK)</li> <li>• Schools Forum budget (SB)</li> <li>• Schools Contingency update (SB)</li> <li>• Update on the contextual information relating to the NNF raised at the f40 conference (CK)</li> </ul>
11 March	
10 June*	
16 September*	
18 November*	

\*Provisional meeting dates

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