

30 September 2019

SCHOOLS FORUM

Tuesday, 8 October 2019 at 9.15 am
in Room A, @the grange, Bathurst Avenue, Blackpool, FY3 7RW

A G E N D A

1 WELCOME, INTRODUCTIONS AND APOLOGIES

2 DECLARATIONS OF INTEREST

Members are asked to declare any interests in the items under consideration and in doing so state:

(1) the type of interest concerned either a

- (a) personal interest
- (b) prejudicial interest
- (c) disclosable pecuniary interest (DPI)

and

(2) the nature of the interest concerned

If any member requires advice on declarations of interests, they are advised to contact the Head of Democratic Governance in advance of the meeting.

3 MINUTES OF THE PREVIOUS MEETING (Pages 1 - 8)

To agree the minutes of the meeting held on 18 June 2019 as an accurate record.

To discuss any matters arising not discussed elsewhere on the Agenda.

4 REVIEW OF SCHOOLS FORUM MEMBERSHIP AND CONSTITUTION

To review the membership and constitution of the Schools Forum for 2019-2020.

5 PUBLIC HEALTH UPDATE (Pages 9 - 12)

Judith Mills, Consultant in Public Health, to provide an update to the Forum on recent Public Health items.

6 LOCAL AUTHORITY UPDATE (Pages 13 - 14)

Paul Turner, Head of Service for Schools Standards, Safeguarding and Inclusion to provide an update.

7 HIGH NEEDS UPDATE (Pages 15 - 32)

Hilary Wood, Head of Business Support and Resource, to provide an update.

8 INCLUSION (Pages 33 - 36)

Paul Turner, Head of Service for School Standards, Safeguarding and Inclusion to provide an update.

9 DEDICATED SCHOOLS GRANT BUDGET MONITORING 2019-2020 (Pages 37 - 40)

Mark Golden, Finance Manager, to provide an update.

10 SCHOOLS AND EARLY YEARS FUNDING UPDATE (Pages 41 - 44)

Paul Sharples, School Funding and Private Finance Initiative Manager, to provide an update.

11 EXTENDING THE ACADEMIES RISK PROTECTION ARRANGEMENTS TO LOCAL AUTHORITY MAINTAINED SCHOOLS (Pages 45 - 48)

Paul Sharples, School Funding and Private Finance Initiative Manager, to provide an update on the consultation open until the 4 November 2019.

12 FINANCIAL TRANSPARENCY OF LOCAL AUTHORITY MAINTAINED SCHOOLS AND ACADEMY TRUSTS (Pages 49 - 52)

Paul Sharples School Funding and Private Finance Initiative Manager, to provide an overview of the consultation proposals.

13 DATE OF THE NEXT MEETING

The Forum to note the date of the next meeting as Tuesday 14 January 2020 at 9.15am, @the grange, Bathurst Avenue, Blackpool, FY3 7RW.

Venue information:

Ground floor meeting room, accessible toilets, no-smoking building.

Other information:

For queries regarding this agenda please contact Danielle Bowater, Democratic Governance Adviser, Tel: 01253 477202, e-mail danielle.bowater@blackpool.gov.uk

Copies of the agendas and minutes of the Schools Forum are available on the Council's website at www.blackpool.gov.uk

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Public Document Pack Agenda Item 3

MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 18 JUNE 2019

Present:

Primary School Head Teachers/Representatives

Ms J Hirst, Bispham Endowed (Chairman)

Ms E Allen, St John Vianney

Primary School Governor Representative

Ms M Lonican, School Governor, Our Lady of the Assumption

Academy School Representatives

Ms A Bailey, Star Academies

Mr S Brennand, Unity

Mr R Farley, Westminster

Ms T Harrison, Thames

Ms J Heywood, Revoe

Mr D Metcalf, St Georges

Mr E Vitalis, Bright Futures

Pupil Referral Unit

Ms W Casson, Educational Diversity

Non-Schools Members

Ms A Baines, Staff/Teacher Associations

Mr R Rendell, Early Years Strategic Group

Mr S Hughes, Blackpool and the Fylde College

In Attendance:

Councillor K Benson, Cabinet Member for Schools, Education and Aspiration

Ms D Booth, Director of Children's Services (Item 4 only)

Ms L Donkin, Consultant in Public Health

Ms M Foster, Head of Targeted Intervention Services (Item 4 only)

Ms J Hackett, Senior Accountant (For Mark Golden)

Ms S McCartan, Service Manager, Early Help (Item 4 only)

Mr P Sharples, School Funding and Private Finance Initiative Manager

Mr P Thompson, Head of SEND

Mr P Turner, Head of Schools, Safeguarding and Inclusion

Mrs H Wood, Head of Business Support and Resources

Mrs D Bowater, Democratic Governance Adviser (minutes)

1 WELCOME, INTRODUCTIONS AND APOLOGIES

New members of the forum welcomed to the meeting. Apologies for absence were received from Karen Haworth, Woodlands; Susan Fielder, Park School; Dean Logan, Achievement Through Collaboration; Neil Adams, Staff / Teacher associations and Mark Golden, Finance Manager, Blackpool Council.

2 DECLARATIONS OF INTEREST

No declarations of interest were noted.

3 MINUTES OF THE PREVIOUS MEETING

The minutes of the Schools Forum held on 12 March 2019 were agreed as a correct record of the meeting pending the amendment of the attendance information to change the school name from Devonshire to Revoe for Janice Heywood and the addition of apologies from Councillor Benson.

Matter arising from the minutes that were not discussed elsewhere on the agenda were considered:

Item 6: An external review of the Pupil Referral Unit had been commissioned by the Local Authority and an update was requested. It was noted that the reports had been received by the Local Authority for a factual accuracy check but no further progress had yet been made.

4 CHILDREN'S CENTRE CONSULTATION UPDATE

An update was provided in relation to the review of School Based Children's Centres from Diane Booth, Director of Children's Service, Hilary Wood, Head of Business Support and Resources and Moya Foster, Head of Targeted Intervention Services. Schools Forum members were asked to consider whether savings made from the Dedicated School Grant resulting from the review of children's centres could be used to meet any potential redundancies and pension strain costs relating to the transition to the new model arising in schools, academies and the local authority.

It was reported that the local authority were working with schools and academy trusts to mitigate the risk of redundancies by sharing vacancies internally by the staff affected.

It was noted that in Blackpool, a decision was taken to contribute £1 million from the Dedicated School Grant budget towards the cost of running school based children's centres. Due to the National Funding formula, the contributions to combined budgets were re-classified as historic commitments and funded outside of the formula. The department for education announced that the level of expenditure relating to historic commitments would reduce from 2020/21.

The review included the nine centres across Blackpool including the two local authority designated Children's Centres and seven commissioned from schools. Once agreed, the new model would facilitate the majority of savings through the unwinding of the Dedicated Schools Grant in year 2 of implementation. The local authority would then fund the centres as their contribution would remain unchanged.

It was reported that provision of multi agency family support system to children and families in the town would continue but make better use of services with the reduced funding available.

Following a question, it was suggested that the redundancy costs be met using the same

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proportion in which Children's Centres were originally funded (two thirds from the Dedicated Schools Grant and one third from the local authority). In response it was reported that the local authority would have no spare money to fund such costs, as all available resources would be required to deliver the new family hub model.

Following a further question about sustaining the same level of service through Children's Centres, it was noted that the centres would not run in their current format but would provide a hub and spoke model and avoid any duplication of services but continue to provide multi agency family support.

A final question sought clarity on the term 'pension strain'. It was confirmed that any member of staff over the age of 55 years who was made redundant was entitled to draw their pension, which placed a strain on the pension fund.

Schools Forum members in attendance were asked to consider whether savings made from the Dedicated School Grant resulting from the review of children's centres be used to meet any potential redundancies and pension strain costs relating to the transition to the new model arising in schools, academies and the local authority. Following a vote, Schools Forum Members agreed to the recommendation.

Resolved:

- **That savings made from the Dedicated School Grant resulting from the review of children's centres be used to meet any potential redundancies and pension strain costs relating to the transition to the new model arising in schools, academies and the local authority.**

5 PUBLIC HEALTH UPDATE

Lynn Donkin, Consultant in Public Health provided an update report on work undertaken by Public Health since the previous meeting.

Thanks were extended to schools for their participation in the Schools Health Education Unit (SHEU) Survey and a report of the findings would be available at the end of the year.

Following a question, it was noted that the Give Up Loving Pop (GULP) campaign was run through the 'fit to go' programme in schools and all schools had good participation.

Finally, it was recognised that Lynn Donkin would no longer attend the Schools Forum meetings due to a new job role, thanks were extended to her for her contribution to the meetings. It was confirmed that input from Public Health would continue and a new representative would be identified.

It was agreed to circulate the Public Health Update to all School Headteachers for information.

Resolved:

- **To circulate the Public Health Update to all School Headteachers for information (Danielle Bowater)**

6 LOCAL AUTHORITY UPDATE

Paul Turner, Head of Service for School Standards, Safeguarding and Inclusion, provided a Local Authority update report. It was highlighted that to recruit to the School Improvement Adviser role following the pending retirement of the current post holder was a priority.

It was noted that the specialist maths practitioner would commence work for the Local Authority in September 2019 and in response to a question, it was confirmed that any school could request and receive support from the practitioner who would work four days per month. In response to a further question relating to the funding of the role, it was acknowledged that it was funded from the local authority general budget not through a formula.

It was agreed to circulate the Local Authority Update to all School Headteachers for information.

The report was noted.

Resolved:

- **To circulate Local Authority Update to all School Headteachers for information (Danielle Bowater)**

7 INCLUSION

Paul Turner, Head of Service for School Standards, Safeguarding and Inclusion, provided an Inclusion update report. It was reported that the number of fixed term and permanent exclusions has risen and there continued to be a lot of children placed in special educational needs settings. Paul Turner urged Schools Forum members to consider how to address inclusion and look at the spending of the high needs block fund to better address the issues.

It was suggested that special educational needs and mental health should be given more consideration and that a range of responses to address the presenting issues was required. It was also urged that the funds be spent on prevention rather than reaction.

Solutions were sought as to how to spend the funding available and to look to provide support within mainstream settings. Schools Forum members discussed the options of inclusion training for all staff and use of the current expertise available from the Pupil Referral Unit and within special schools.

It was reported that there was a Special Educational Needs and Disability (SEND) Strategy and a draft would be circulated.

It was noted that there was a scheduled High Needs Funding Working Group on 27 June 2019 where a gap analysis of the Inclusion and SEND Strategy could be undertaken to look at specialist and alternative provision and develop some recommendations.

It was also agreed that Jo Hirst and Wendy Casson would meet to discuss options for inclusion for Primary and Special School headteachers.

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Paul Turner provided an update on the Illuminate funding. It was suggested that the allocation of the funds required further development and the rationale and criteria be altered. In some cases the amount of funding allocation would make no considerable difference therefore it was suggested that there may be an option to request further funds.

It was proposed that from September 2019, the Illuminate funding be included in the wider considerations around high needs block funding, with consultation on the process undertaken and completed by November 2019.

Schools Forum members voted on whether to agree to freeze the allocation of the Illuminate funding from September 2019 pending the review of the allocation process and backdate any payments should new criteria be agreed. The Schools Forum members agreed to the proposal.

Resolved:

- **It was agreed that Jo Hirst and Wendy Casson would meet to discuss options for Inclusion for Primary and Special School headteachers**
- **It was agreed to freeze the allocation of the Illuminate funding from September 2019 pending the review of the allocation process and backdate any payments should new criteria be agreed.**

8 HIGH NEEDS UPDATE

Hilary Wood, Head of Business Support and Resources provided a High Needs update report. Consideration of the High Needs Budget medium-term financial plan highlighted the forecasted overspend for 2019-20 as £1.5million, higher than the projected £1.2million with the in-year deficit likely to continue to increase to over £1.9million in 2020-21. Using the assumptions, the cumulative deficit against the Dedicated Schools Grant would reach over £5million by the end of 2021-22.

Following a question, it was recognised that the financial projection assumptions within the High Needs medium-term financial plan were determined through assessing past trends and forecasting where the students would be for the next year.

It was reported that the Department for Education's call for evidence sought feedback about whether the current system for funding special educational needs and alternative provision was effective to improve the outcomes for young people. The call for evidence focused on the support within mainstream settings. The deadline to respond to the evidence questions was 31 July 2019 and schools colleagues were encouraged to input to the response.

It was requested that Schools Forum agree to the retention of the existing methodology for the calculation of the Exceptional Circumstances funding in 2019-20. It was noted that the methodology was reviewed annually during the transitional period to the 'hard' national funding formula. Using the existing methodology, 10 schools would be eligible for the Exceptional Circumstances funding for the summer term 2019, which was the same as during the 2018-19 financial year.

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Schools Forum members in attendance were asked to consider whether to retain the existing methodology for the calculation of Exceptional Circumstances funding in 2019-20. Schools Forum agreed to the proposal.

Resolved:

- To retain the existing methodology for the calculation of Exceptional Circumstances funding in 2019-20.

9 DEDICATED SCHOOLS GRANT - YEAR END BUDGET MONITORING 2018-19

Jenny Hackett, Senior Accountant, Blackpool Council provided an update on the Dedicated Schools Grant year-end budget monitoring 2018-19. It was reported that there was a £443,000 overspend with the main areas of overspend being out of borough placements and post 16 education. The Pupil Referral Unit had forecast a reduction but this was at a slower rate than previously anticipated and the demand from special schools had been higher than expected.

Considering the reserves, a small surplus had been brought forward from the previous year of £26,000 however 2019-20 began with a deficit of £417,000.

Following a question, it was confirmed that there was no risk to the school reserves as it was a separate budget.

The report was noted.

10 DEDICATED SCHOOLS GRANT - BUDGET MONITORING 2019-20

Jenny Hackett, Senior Accountant, Blackpool Council provided an update on the Dedicated Schools Grant budget monitoring 2019-20.

It was reported that since the budgets were set expenditure on mainstream top-up funding had increased and special school numbers were expected to rise further resulting in the forecast increased overspend from £1.207m to £1.509m.

It was commented that every child who was placed in an out of borough specialist school cost up to £50,000. It was further commented that where a mainstream setting could commit to provide specialist provision within their school setting, this funding could be used in their school to staff appropriate support. It was requested that this message be reiterated to headteachers and Chief Executive Officers of Academy Trusts.

The report was noted.

11 DEDICATED SCHOOLS GRANT - DEFICIT RECOVERY PLANS

Hilary Wood, Head of Business Support and Resources, Blackpool Council informed the Forum of the Department for Education's guidance relating to the production of recovery plans relating to Dedicated Schools Grant deficits. The threshold for the requirement of a deficit recovery plan had reduced to a Dedicated Schools Grant cumulative deficit of 1% or more, where it had previously been 2%. The forecast for 2019-20 expenditure showed a potential deficit of over £1.9m by March 2020, in which case the Local Authority would

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be required to submit a deficit recovery plan by June 2020.

It was commented that central government should be aware of the continued pressures placed on schools but also recognised that the deficit recovery plan should be in place as required.

The report and the recovery plan template were noted.

12 SCHEME FOR FINANCING SCHOOLS

Paul Sharples, School Funding and Private Finance initiative Manager, provided a report outlining the changes to Blackpool's Scheme for Financing Schools and maintained schools representatives were asked to approve the revisions with effect from 18 June 2019.

It was noted that the Blackpool scheme contained more restrictive requirements with regards to the audit of voluntary and private funds than those recommended in the most recent Department for Education statutory guidance. The current and revised wording was considered and the maintained schools representatives in attendance agreed to the changes outlined.

Resolved:

- The revised wording in the scheme for financing schools was agreed by the maintained schools representatives in attendance.

13 SCHOOLS FORUM MEETING DATES 2020

Following consideration, the Schools Forum agreed the meetings dates for 2020 as outlined on the Agenda namely:

Tuesday 14 January 2020
Tuesday 10 March 2020
Tuesday 16 June 2020
Tuesday 13 October 2020

14 DATE OF THE NEXT MEETING

The date of the next meeting of the Schools Forum was agreed as Tuesday 8 October 2019 at 9.15am, @the grange.

Chairman

(The meeting ended 11.33am)

Any queries regarding these minutes, please contact:
Danielle Bowater Democratic Governance Adviser
Tel: 01253 477202
E-mail: danielle.bowater@blackpool.gov.uk

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Report to: **SCHOOLS FORUM**
Relevant Officer: Judith Mills, Consultant in Public Health
Date of Meeting: 8 October 2019

PUBLIC HEALTH UPDATE

1.0 Purpose of the report:

1.1 To provide an update on the following public health issues:

1. Summer holiday activity programme
2. Schools Health Education Unit (SHEU) Survey
3. Stop smoking model
4. Bystander

2.0 Recommendation(s):

2.1 To receive the updates.

2.2 To seek representation at the Holiday Activity Programme meeting to ensure schools are involved in shaping the programme, and support the partnership with engagement with some of the most vulnerable families.

3.0 Background Information

3.1 Summer Holiday Activity Programme

The Blackpool Opportunity Area provided funding for the Summer Activities programme which also included a food provision. Public Health were tasked with the co-ordination of the project and to ensure it was delivered successfully across six of the most deprived areas in Blackpool.

The project aims were to:-

- Support, enrich and add value to planned holiday programmes including the provision of food where they exist and develop new activities in two areas where they did not have anything.
- Develop a coordinated approach to deliver the activities, including targeting children and young people that are disadvantaged, and vulnerable to exclusion and absence.

The activities were provided in six locations:

- Claremont – Magic Club
- Grange Park - @The Grange
- Mereside – Boys and Girls Club
- Revoe – Blackpool Football Community Trust

- Talbot and Brunswick – Children's Centre
- Bloomfield – Boat House

The five areas offered the same programme of activities, whereas the Boat House provided a bespoke programme which consisted of residential experiences.

The type of activities were:

- Sport Sessions – Blackpool Football Community Trust and Sport Blackpool
- Family Craft – Adult and Community Learning Team
- Cook and eat sessions – Adult and Community learning team
- Team Around the school
- High Rope trip – Sport Blackpool

Findings to Date

Work has commenced on evaluating the Summer Holiday Activity Programme, and the early findings indicate that the scheme was well received by both parents and children, it was well attended, and the food offer proved popular. Detailed below are some of the key findings

- In total 567 children attended at least one session at one of the six locations with 1900 sessions attended
- 27 children were not of school age
- 58.1% of the children who were school age attending the programme were eligible for free school meals.
- The majority of children were aged 7-11 years
- 52.9% of the participants were male, 45.5% were female and 1.6% no data was available

3.2 Schools Health Education Unit (SHEU) Survey

On a biennial basis, Blackpool Council Public Health Department commission the Schools Health Education Unit (SHEU) to facilitate a Health-Related Behaviour Survey from a sample of Years 4, 6, 8 and 10 pupils across Blackpool. This is a way of collecting robust information about young people's lifestyles. The content of the questionnaires has remained very similar as in previous surveys to allow for comparisons.

The latest survey was undertaken in Spring term 2019. A total of 1889 pupils took part, in 19 primary school settings, three secondary school settings and one special school completed an SEN version suitable for their pupils. Blackpool Sixth Form College are due to undertake their survey in January. Schools can opt to run the survey online or paper-based. Completed questionnaires are checked and analysed at SHEU in Exeter. Schools receive a comprehensive report of the results for their individual setting, which is an invaluable tool to identify pastoral care needs and PSHE priorities. Public Health receive an overarching report showing the results of all the schools amalgamated.

Topics covered in the survey include Drugs, alcohol and tobacco; Emotional health and

wellbeing; Healthy Eating; Leisure and money; Physical activity; Relationships and sexual health (years 8 and 10 only); Safety; School and career.

A copy of the Blackpool-wide amalgamated results can be found on the Blackpool JSNA website <http://www.blackpooljsna.org.uk/Developing-Well/Children-and-young-peoples-health/Health-and-Well-being-of-Young-People-in-Blackpool-2015-2017-and-2019.aspx>

Detailed below is an brief overview of the results:

Primary school

36% would like to lose weight

5% had nothing for breakfast that day

83% enjoyed physical activity

16% knew someone who used drugs

0% had smoked in the previous 7 days

Year 6 top worry was SATs/Tests

28% boys + 42% of Year 6 girls 'sometimes' felt afraid of going to school because of bullying

Secondary school

8% described themselves as 'young carers'

12% had nothing for breakfast that day

6% had a high energy/caffeine drink before school that day

51% would like to lose weight (59% of Year 10 girls said this)

60% enjoyed physical activity

10% had used a drug in the last month

76% had never smoked

39% had used an e-cig/vaporiser

Top worry was Exams / Tests

Top 4 coping mechanisms when stressed:

- Eat/drink more
- Smoke
- Cut or hurt myself
- Drink alcohol

7% of Year 10 pupils currently in a sexual relationship

49% had received images online aimed at adults

63% of Year 10 boys had looked online for pornographic or violent images, games or films

3.3 **Stop Smoking model – Children and Young People**

As you are aware from previous updates, Samantha Osborne has been working with schools to proactively support and encourage young people in making informed choices about tobacco use. The purpose of this pilot was to work co-productively with young people to identify the most effective models of support to engage them in stopping smoking.

Samantha provided 1-1 stop smoking sessions within the school setting during term time. To ensure continuation of support over the summer break, drop in sessions in accessible locations in the community were also made available. Unfortunately, there was very limited engagement with the drop-in sessions despite the choice of locations by the young people involved.

This project currently runs until the end of October and Samantha will be in contact with the participating schools to provide feedback on the project and discuss next steps. Please contact Sam on samantha.osborne@blackpool.gov.uk

3.4 Bystander Initiative

Blackpool colleges have recently conducted a pilot of a primary prevention strategy known as the Bystander Initiative; bystander programmes aim to develop understanding about gender based violence and instil confidence necessary to develop appropriate intervention strategies. The goal of this approach is not simply to teach young people how to safely intervene, it is a strategy to change social norms in peer cultures at all levels from high school to college/university.

The draft evaluation of this initiative has been sent out to the colleges for a response/comments before taking this to statutory boards in Blackpool. A stakeholder event will be held to present the findings and co-produce a multi-agency plan for next steps. Any further information, please contact janet.duckworth@blackpool.gov.uk

List of acronyms:

SHEU - Schools Health Education Unit

SEN – Special Educational Needs

PSHE – Personal, Social and Health Education

JSNA – Joint Strategic Needs Assessment

Report to: **SCHOOLS FORUM**

Relevant Officer: Paul Turner, Head of Service for School Standards, Safeguarding and Inclusion

Date of Meeting: 8 October 2019

LOCAL AUTHORITY UPDATE

1.0 Purpose of the report:

1.1 To provide a high level overview of recent developments within the Local Authority to the forum.

2.0 Recommendation:

2.1 To note for information.

3.0 Background Information:

3.1 Local Authority (LA) update

- Lauren McCallum (administrator) has moved to Kincaig Primary School and the vacancy has been filled by Jade Wilson who works Monday, Tuesday and Wednesday.
- Jean Martin has retired and has been replaced by Sue Wilson. Jean will remain as a consultant for up to 20 days per year.
- Janet Carroll has been recruited on a 12 month contract to oversee the Opportunity Area "Team around the school" project and started work in September, three days per week.
- Julie Ellison, the Elective Home Education (EHE) officer, has increased her days to three per week from Christmas.
- Denah Jones, a specialist Maths practitioner who is a former HMI, began work for the LA in September alongside our current consultant, Leszek Iwaskow, who specialises in Foundation subjects, specifically History and Geography, but also literacy across the curriculum.
- Four additional classrooms have been added to the Pegasus building and are now occupied.
- The Admissions Portal for Education Management System (EMS) is now available.

3.2 Academies

- Angela Holdsworth has been appointed as Chief Executive Officer of Blackpool Multi Academy Trust (MAT), overseeing a possible merger between Blackpool MAT and The View Trust in Rossendale. Angela is a National Leader of Education (NLE) and Teaching School Council Representative.
- Sean Hickey is the new Headteacher at Roseacre Primary Academy.
- John Woods is new Headteacher at Blackpool Aspire Academy.

3.3

Appropriate Body

- Blackpool Council has retained the ownership of a proportion of this function and the rest is owned by the Teaching School alliances.
- Blackpool Council will continue to offer the Appropriate Body function for 2019-20 and into the future.
- 27 Newly Qualified Teachers (NQT) are registered with Blackpool Council this year.

4.0

List of Acronyms

EHE – Elective Home Education

HMI – Her Majesty's Inspector

LA – Local Authority

EMS – Education Management System

MAP – Multi Academy Trust

NLE – National Leader of Education

NQT – Newly Qualified Teacher

Report to: **SCHOOLS FORUM**
Relevant Officer: Hilary Wood, Head of Business Support and Resources
Date of Meeting: 8 October 2019

HIGH NEEDS UPDATE

1.0 Purpose of the report:

1.1 To update Schools Forum members on latest developments relevant to the High Needs budget.

2.0 Recommendation(s):

2.1 To note and discuss the contents of this report.

2.2 To approve the proposals for funding for pupils in mainstream schools without an Education Health and Care plan at paragraphs 3.7 to 3.9 and at Appendix 7(c) of this report.

3.0 Background Information

High Needs Budget medium-term financial plan

3.1 As reported in previous meetings, Blackpool, along with many other areas around the country, is experiencing financial pressures on its High Needs Budget. In order to better understand Blackpool's financial position, a three-year plan has been developed to monitor forecast expenditure against the High Needs Budget, and factor in predictions of where savings may be achievable.

3.2 A sub-group of the Forum continues to meet to discuss emerging High Needs funding issues and potential solutions. A half-day workshop took place on 27 June 2019, where an extended membership took the opportunity to spend some focussed time looking at the financial impacts of shared inclusion plans. The outcome of the workshop was a High Needs Funding action plan, which contains nine short-term actions to press forwards with plans to make more effective use of available resources.

3.3 The action plan can be seen at Appendix 7(a) to this report, together with progress updates. As the initial goals are progressed, the actions will evolve to help us continue on our journey of transformation, and financial forecasts in the medium-term financial plan will be updated as appropriate.

3.4 On 4 September 2019, the Chancellor announced details of the Spending Round for the coming year, which included an additional £700 million for High Needs. While details of how this will be allocated between local authorities have not yet been released, the budget statement did include the following information relating to the High Needs national funding formula:

- The funding floor will be set at 8% so each local authority can plan for an increase of at least that percentage, taking into account changes in their 2 to 18 population. This will be based on local authorities' high needs allocations in 2019/20, including the additional £125 million announced in December 2018. Provisional calculations estimate this to be an increase of a minimum £1.56m for Blackpool, compared to 2019/20.
- The gains cap will be set at 17%, allowing authorities to see up to this percentage increase under the formula, again taking into account changes in their 2 to 18 population.

3.5 The medium-term plan has been revised to take account of updated forecasts (see Appendix 7(b) to this report). Since it was last reported at Schools Forum, the forecast in-year overspend on the High Needs Block for 2019/20 has worsened from £1.5 million to a predicted £2.0 million. This is over and above the £431k funding transferred from the Schools Block and the DSG deficit of £417k brought forward from last year.

3.6 The latest version of the medium-term plan has also been updated to include what officers believe to be the minimum level of extra funding to be allocated to Blackpool from the additional Spending Round monies. This now shows that, while expenditure continues to increase in 2020/21, the in-year deficit could reduce to £884k, with further reductions in subsequent years as a result of ongoing actions to address the pressures. Using this set of assumptions, the cumulative deficit against DSG would reach around £3.5 million by the end of 2021/22. The plan makes no assumptions about transfers from other blocks of the DSG beyond 2019/20.

Top-up funding for pupils without an Education Health and Care plan

3.7 One of the actions from the High Needs funding workshop was to consider how funding could be better targeted towards mainstream pupils in order to reduce the number of pupils moving into specialist placements. A task and finish group looking into this matter heard that children without an Education Health and Care (EHC) plan can often place a large strain on finances, particularly when they have additional emotional or behavioural needs.

- 3.8 The document at Appendix 7(c) to this report contains a proposal for a fair and consistent approach to allocating top-up funding to pupils in mainstream schools that have additional needs, but do not have an EHC plan. This would result in an increase in expenditure on the “mainstream schools top-up funding” line of the High Needs block, with the expectation that this would result in a reduction in the number of pupils accessing more expensive specialist placements.
- 3.9 Schools Forum members are asked to consider the proposals in Appendix 7(c) with a view to giving their approval.

Lotus School update

- 3.10 As previously reported, Lotus Special School is due to open on Langdale Road in September 2020, and will provide 48 places for 10 to 16 year olds with Social, Emotional and Mental Health needs. This is a vital part of the High Needs medium-term financial plan, as it will provide cost effective local provision, and avoid the need to place pupils in more expensive out of borough independent settings.
- 3.11 The construction of the building is well underway, and is on track to be completed for the planned opening in September 2020. The local authority is liaising closely with Champion Education Trust regarding the identification of pupils who could take up places in the new school.

List of acronyms:

DSG – Dedicated Schools Grant
EHC – Education Health and Care (plan)

List of Appendices:

Appendix 7(a) – High Needs Funding Action Plan V.3
Appendix 7(b) – High Needs Medium-Term Financial Plan
Appendix 7(c) – Criteria for Obtaining Funding for Special Educational Needs

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High Needs Funding Action Plan

V.3 October 2019

	ACTION	WHO	BY WHEN	UPDATES
1	Complete Graduated Response in consultation with stakeholders and disseminate to raise awareness across school staff, parents, local authority officers, etc. of reasonable expectations of support available for SEND pupils in mainstream settings.	Colette Gollcher	December 2019	October 2019 Graduated Approach Document and Supported toolkit for early years, primary and secondary is completed and has been rolled out with a supporting training programme.
2	Create SEND CPLD strategy and plan via task and finish group, taking into account findings of SEND Review.	Colette Gollcher	December 2019	October 2019 Whole School SEND Contract has been awarded to NASEN and this work is implicit to CPLD strategy. Contact has been made with the Teaching School and a workshop with NASEN is planned for December.
3	Review targeted High Needs funding for pupils in mainstream schools via task and finish group with a view to identifying spend-to-save opportunities, and make recommendations to Schools Forum.	Hilary Wood	October 2019	October 2019 Task and finish group formed and met in July. A number of opportunities discussed. Local authority tasked with some actions in advance of next meeting. Recommendations for October Schools Forum regarding top-up funding for pupils without an EHC plan. Suggest deadline extended to January 2020 for other actions.
4	Review resourced provision in mainstream schools, identifying need via data analysis, and devise proposed model, taking into account early intervention and access to therapeutic interventions. Recommendations to be presented to Schools Forum.	Colette Gollcher	October 2019	October 2019 Proposed model has been drafted, and will be shared with schools in due course.
5	Develop MAT CEO proposals for managing exclusions / In-Year Fair Access referrals / non-routine admissions, etc. with recommendations to be presented to Schools Forum.	Paul Turner	October 2019	October 2019 Work has progressed well. See separate Schools Forum agenda item under Inclusion Update.

	ACTION	WHO	BY WHEN	UPDATES
6	Introduce respite and CPD model in Educational Diversity with secondary academies that are in a position to engage.	Wendy Casson	September 2019	October 2019 Respite programme has been launched and currently five schools are fully engaged with it. Two schools are unable to committee due to financial constraints and one school is hoping to join for the next cohort.
7	Review post-19 provider costs, comparing existing providers to alternatives, including Valley College.	Phil Thompson	September 2019	October 2019 Message sent to Valley College before summer, awaiting response. Ongoing discussions being held with Adult Services to discuss how they could support the creation of provision to meet future demand.
8	MAT CEOs to consider sufficiency and quality of vocational provision, and identify where any gaps in provision exist.	Paul Turner	December 2019	October 2019 Work to commence once progress on exclusions model is further embedded.
9	Update High Needs medium-term financial plan to quantify impact of planned actions. To include identification of opportunities to seek contributions from Health where benefits can be evidenced. Updated three-year plan from 2020/21 to be presented to Schools Forum.	Mark Golden	March 2020	October 2019 Updated HN medium-term financial plan included in High Needs update for October Schools Forum, although initiatives on this plan are in the early stages of development.

Service	2018/19	2019/20	2020/21	2021/22	Notes Current Version
	Actual	Forecast	Budget	Budget	
	£000s	£000s	£000s	£000s	
High Needs Block					
New Free School (opening September 2020 - c£1m pa when full)	-	-	350	863	Assumes 24 places from September 2020, increasing to 48 from September 2021
Special Schools					
Place Funding	4,093	4,735	4,860	4,883	April 2018 to August 2018 234 (P), 63 (HF) and 100 (W); from September 2018 255 (P), 63 (HF) and 100 (W); from April 2019 270 (P), 76 (HF) and 110 (W); from September 2019 290 (P), 76 (HF) and 120 (W); from September 2021 290 (P), 80 (HF) and 120 (W)
Top-up Funding	2,548	2,644	2,885	3,301	Updated 27/9 based on Sept 19 intake
SERFs					
Place Funding	395	320	320	320	Highfield and Matron SERFs decommissioned from September 2018
Top-up Funding	153	105	105	105	Highfield and Marton SERFs decommissioned from September 2018
Transport	64	54	54	54	
Pupil Referral Units					
Place Funding	2,580	2,533	2,354	2,104	Reduced from 258 places to 250 from September 2019, 225 from September 2020 and 200 from September 2021
Top-up Funding	1,260	1,243	1,264	1,088	Forecast numbers:- April to August 2019 280, September 2019 to March 2020 235, April to August 2020 275, September 2020 to March 2021 225, April to August 2021 225, September 2021 to March 2022 200
Mainstream Schools					
Top-up Funding	984	995	995	995	
Exceptional Circumstances Funding	64	163	163	163	
Post-16 Education	2,031	2,023	2,076	2,131	Increase in placement costs including inflationary increase @ 3%
Out of Borough	4,187	4,943	4,465	3,434	Based on 16 year-olds leaving, 20 new placements each year @£35k per place and inflationary increase @3%, offset by transfers into new Free School starting in September 2020
Specialist Advisory and Referral Service (SARS)	1,044	1,101	1,082	1,082	
Access and Inclusion	232	335	335	335	
Other High Needs Central Services	767	772	772	772	
(Management, Central Support Costs, Admin Support, Pension Top-slice)					
Total High Needs Block Expenditure	20,402	21,967	22,080	21,630	
Available High Needs Block funding	18,957	19,496	19,636	19,876	Includes additional funding for new Special Free School Allocations by LA yet to be confirmed
Forecast share of Additional £700m announced in SR19	-	-	1,560	1,560	
Additional High Needs Block allocation in-year	296	-	-	-	
Schools Block Transfer	400	431	-	-	
Council Funding	400	-	-	-	
HNB (Surplus) / Deficit	349	2,040	884	194	
Cumulative HNB (Surplus) / Deficit	349	2,389	3,273	3,467	
Cumulative Schools & Early Years Block (Surplus) / Deficit	68	68	68	68	
Cumulative DSG (Surplus) / Deficit	417	2,457	3,341	3,535	

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Criteria for obtaining funding for Special Educational Needs

Blackpool Council



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Introduction

This document sets out the criteria for obtaining element 3 'top up' funding for education settings who have young people without Education, Health and Care (EHC) plans or for those who are going through the statutory assessment process.

As part of the graduated response to meeting children's needs there is an expectation that the majority of children and young people with Special Educational Needs (SEND) will have their needs met within educational settings' allocated resources.

This document does not apply to Early Years Settings and these settings should review the information on Blackpool Council's Local Offer website for the 'Disability Access Fund' and the 'Early Years Inclusion Fund'.

There are three elements of funding for education settings:

1. Element 1 funding - base funding that all educational settings receive in respect of young people to provide for day to day resources. These include but are not limited to: teacher, SENCo, and Senior Leadership salaries.
2. Element 2 funding- education provision funding for the first £6,000 of any specialist targeted intervention. This budget is often referred to as the SEN budget or in post 16 the Disadvantage Funding.
3. Element 3 funding- usually referred to as 'top up' funding. This funding is usually allocated to young people with Education, Health and Care (EHC) plans and provides for any additional targeted intervention over and above the £6,000 spent by the education setting. In exceptional circumstances 'top up' funding can be provided to education settings for young people who do not have an EHC plan but who have targeted intervention costs of more than the £6,000.

There is an expectation that education settings will be flexible in their use of any exceptional circumstances top up funding to ensure it can be used to meet the needs of the young person in an appropriate way.

Criteria for receiving funding

The following criteria would need to be demonstrated, although for a young person without an EHC plan or with a sudden change in circumstances, assessment over time may not be possible. If this is not able to be demonstrated, reasons should be clearly given and any evidence from previous education settings supplied.

The amount of evidence required will not need to be in as much depth as for an application for statutory assessment. However, it will need to be sufficient to demonstrate that the criteria have been met.

For agreement, the funding panel will require enough evidence to be able to say if the criteria have been met, or are not applicable.

Criteria 1: Provision

The young person has clear outcomes, based on their own and parents' aspirations, relevant to the level of need. These have been resourced appropriately from within the totality of resources available to the education setting.

Clear evidence would have to be given that appropriate programmes have occurred over time. In terms of resources the use of element 1 used for quality first teaching approaches and element 2 for targeted intervention would have to be demonstrated. Please note that element 2 does not include whole school elements of TA/ SENCo support, including reviews, which are part of quality first teaching approaches. Element 2 would include targeted programmes, support and resources unique to that individual young person or in a group environment. The cost of provision over and above the £6,000 threshold would also need to be demonstrated. In respect of this a costed provision map (see appendix 1 for an example) would add clarity.

Available support, such as the use of Resource Units should have been explored and where appropriate demonstration of the use of element 2 funding of these will be needed. The completion of an Early Help Assessment will also be required.

Criteria 2: Co-ordinated approach

The young person's needs have been addressed through a coordinated approach, including use of external services. All planning has had the young

person and family at the heart in a person centred way.

The degree of this will vary from situation to situation.

- For sudden trauma, such as a road traffic accident, liaison with appropriate medical and educational services (such as a hospital school) should be shown. For new to area students from a country that does not have EHC plans, an assessment of need by the school supported by external services and/ or professional documentation from the former school setting is required.
- In terms of young people who have not had sudden trauma and have escalating needs evidence of Assess, Plan, Do and Review cycle over time involving external services, and the outcomes of this will be required.

Parent and young people's involvement in planning should be evidenced, or reasons given as to why this could not occur.

Criteria 3: Exceptional, Severe and Complex Needs

The young person's needs are significantly greater than peers of the same age, are long term and require specialist resources or provision to achieve long-term positive outcomes.

For sudden trauma the criteria would not normally refer to a short term illness or broken limbs, but is likely for significant brain injury or sensory loss and longer term physical disability.

Evidence may include levels of academic attainments, such as progression in phonics, examples of behaviour over time, adaptations required in order to enable access to the curriculum.

Evidence will be required in terms of the severity of needs and the provision required to meet these.

Predicted time-scales and outcomes would also be needed, including the plans of how support is to be phased out.

An important element in the submission will be the long term outcomes expected of extra support and exit strategies from the use of it within the next 6 months.

Evidence

Any evidence must be accompanied by information concerning the young person in terms of:

- Name
- DOB
- Ethnic origin

- Address / telephone number
- Parental details
- Confirmation that the application has been discussed with parents and they agree
- Education Setting details
- Person filling in the information

Essential Documents

- A single coordinated support plan including the following;
- A costed provision map outlining what has been already spent for element 2 funds
- Assess, Plan, Do and Review cycle evidence including targets and outcomes
- Any relevant professional reports
- A matrix of support reviewed and jointly completed by professionals. These should be outline programmes, not just adult support
- Exit strategies after the short term input
- Record of parent/ child/ young person's wishes and evidence of co-production
- Early Help Assessment

It is anticipated that few new documents will need to be produced and copies of existing ones would provide enough evidence.

The list of documents below gives examples and the relevance of each element will vary from case to case. Examples of useful documents could include:

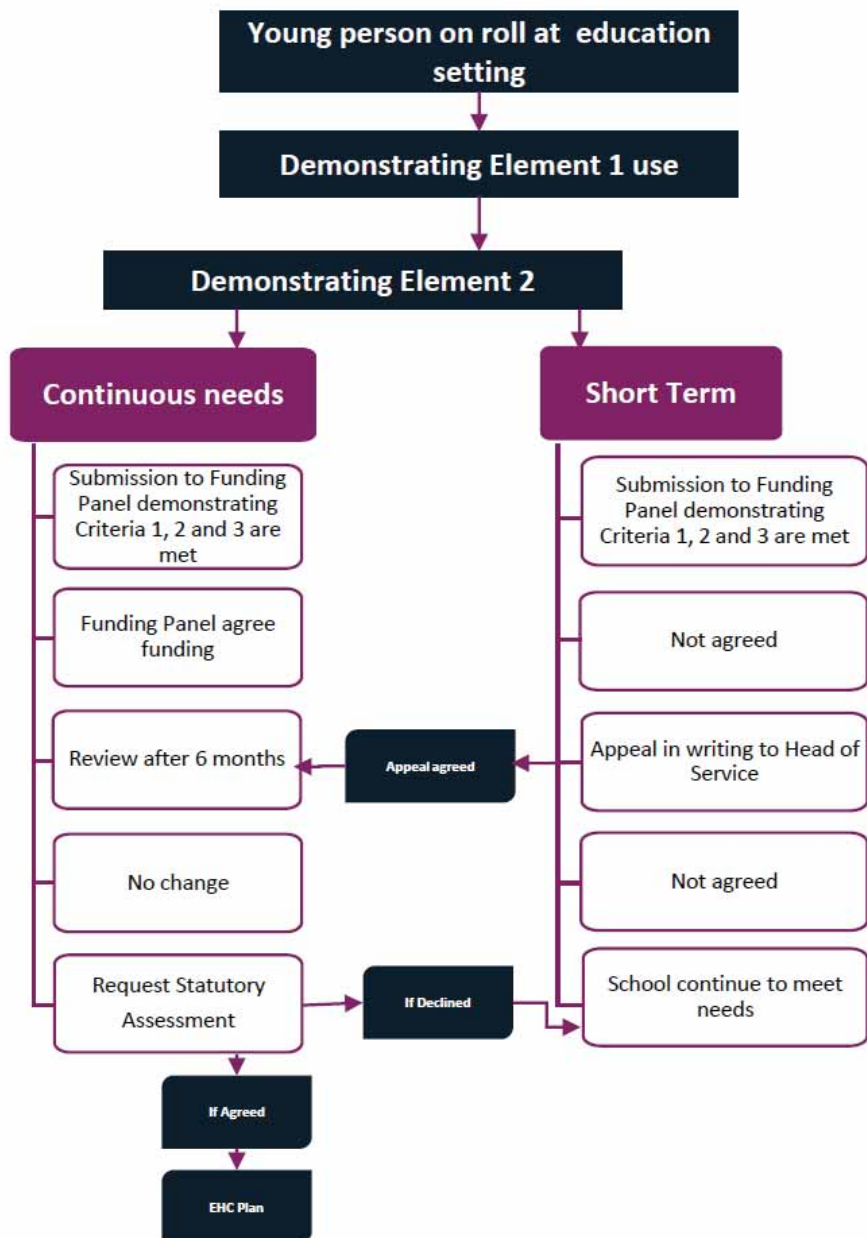
- Attendance records (normally required)
- Record of involvement of children/ young people and parents in any programmes of intervention
- Records from any previous education setting
- Children And Family Assessment records
- Team Around the Child records
- Current academic levels and progress over time, against specialist programmes
- Behaviour records and outcomes of interventions over time
- Other agency involvement not listed above
- Long term outcomes to aim for over the next 6 months and beyond
- Exam Access Arrangements

Funding

All funding will be for a period of 2 terms and will be subject to review. Should a request for Statutory Assessment be received within the 2 terms period then funding may continue until the Statutory Assessment process is complete. This decision will be made by the funding panel.

Top up funding will be calculated and agreed by the funding panel. All costed provision maps submitted will require a Local Authority Officer from the SEND service's to review before submitting to the panel, this includes reviewing the funding arrangement.

Flow Chart of funding process



Appendix 1 Example Costed Provision Map

Name:

Class:

Date:

Completed by:

Area of Need	All pupils, where appropriate Quality First Teaching	Catch Up First concerns support	School Action SEN PROVISION 1 st Stage	School Action Plus/EHCP Outside agency
Cognition and Learning				
Communication and Interaction				
Emotional, Behavioural and Social Page 29				
Sensory and Physical				

Provision in place

Potential next step

Provision/ Resource	Cost in time (Weekly)	Actual Cost (Annual)

Document Control

Document Control

Document owner:	Philip Thompson
Document number:	Version 3
Document category:	
Document location:	
Issued by:	Philip Thompson
Last edited:	Philip Thompson

Record of Amendments:

Date	Version	Amended by	Description of changes
20.09.19	3	Phil Thompson	Grammatical changes and updates after comments from other managers.

Approved By:

Name	Title	Signature	Date

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Report to: **SCHOOLS FORUM**

Relevant Officer: Paul Turner, Head of Service for School Standards, Safeguarding and Inclusion

Date of Meeting: 8 October 2019

INCLUSION UPDATE

1.0 Purpose of the report:

1.1 To update Schools Forum members on latest developments relevant to inclusion.

2.0 Recommendation(s):

2.1 To note and discuss the contents of this report.

2.2 To support the proposals for secondary inclusion outlined in paragraphs 3.1 to 3.7 below.

2.3 To approve the recommendation that the Illuminate funding reverts to primary pupils only.

3.0 Background Information

Secondary inclusion proposals

3.1 During recent months, the Chief Executive Officers from the Multi-Academy Trusts with secondary schools in Blackpool have worked up a proposal for the creation of a continuum of provision to support high needs pupils, with the objective of improving inclusion and reducing permanent exclusions in their schools.

3.2 The proposal would see a commitment from each of the secondary schools to admit an agreed number of pupils via the In-Year Fair Access process, and to develop appropriate in-house inclusion programmes. The use of a small number of short-term assessment places would assist in the identification of support required for some pupils.

3.3 Furthermore, each academy would commit to permanently exclude no more than three pupils each year (amalgamated at Trust level where applicable), with penalties covering the full cost of placements applying should this number be exceeded.

3.4 It is hoped that the proposals would see up to 64 placements each year via In-Year

Fair Access, with a reduction of 40 permanent exclusions, and a reduction by 50% of the number of pupils on the Out of School Register at levels 3 and 4.

- 3.5 The proposed costs of the scheme are £1.08m. This would cover £5k per In-Year Fair Access admission, plus an amount per school to develop the required in-house provision. It also includes the commissioning of three assessment places, whole-school behaviour reviews, and project management and evaluation costs.
- 3.6 Blackpool Council has already committed to contribute £200k towards the costs as this is seen as an invest-to-save initiative. The Opportunity Area Board has welcomed details of the proposals, and the Department for Education is currently considering the level of funding that can be allocated to the scheme. Any shortfall in funding is expected to be covered by savings to the High Needs budget arising from a significant reduction in permanent exclusions.
- 3.7 Schools Forum members are asked to support the implementation of this plan.

Illuminate Funding

- 3.8 A budget of £85k is in place to support schools who admit pupils with challenging needs. Payments were put on hold following the last Schools Forum while proposals for secondary schools were considered, and the criteria for primary pupils were reviewed in collaboration with schools.
- 3.9 Given that the proposals for secondary In-Year Fair Access admissions have now been developed, it is recommended that the Illuminate funding reverts to applying to primary pupils only, in accordance with the revised criteria. Any payments relating to eligible pupils admitted since the scheme was put on hold would be released to schools.

Inclusion data

- 3.10 The Appendix to this report contains data relating to inclusion, correct as of 24 September 2019.

List of Appendices:

Appendix 1 – Inclusion data

Inclusion update

Data correct as of 24/09/2019.

IN YEAR FAIR ACCESS					
Closed Referrals = 67					
Provision	KS		2018-19 To date	2017-18	2016-17
Mainstream	KS1	6	27	31	29
	KS2	1			
	KS3	8			
	KS4	12			
Ed Diversity	KS2	-	18	17	26
	KS3	7			
	KS4	11			
TAS	KS3	3	7		
	KS4	4			
Left area/missing out			3	4	10
LAC Residential			-	-	-
EHE			1	2	1
Over School Age/CME			1	-	3
No offer (LCC resident)			-	-	-
Reintegrations			10		

ELECTIVE HOME EDUCATION												
Current Total on Register = 232												
Yr R	4 (2%)		Yr 3	10 (4%)		Yr 6	24 (10%)		Yr 9	36 (16%)		
Yr 1	9 (4%)		Yr 4	11 (5%)		Yr 7	21 (9%)		Yr 10	60 (26%)		
Yr 2	8 (3%)		Yr 5	10 (4%)		Yr 8	39 (17%)		Yr 11	-		
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Register 2016-17	121	138	141	144	157	151	172	175	181	158	161	155
Register 2017-18	162	166	179	188	195	206	207	204	211	183	185	182
Register 2018-19	187	195	212	221	226	233	244	256	263	233	231	232
Visits/ Children seen	6/7	12/12	10/11	7/7	10/9	15/17	13/14	11/12	7/9	8/10	13/15	0/0
Enquiries/ Remained in school	32/9	15/2	21/3	14/3	25/1	20/4	15/3	23/4	18/6	19/2	6/2	0/0
Returned to school	11	4	3	3	11	7	2	9	6	3	0	N/A
Total returned to school 2018/19	11	15	18	21	32	39	41	50	56	59	59	59
Total seen 2016-17	1	4	18	26	26	30	48	52	57	68	70	74
Total seen 2017-18	20	28	39	46	55	70	81	90	97	105	108	109
Total seen in academic year 2018/19	7	19	30	37	46	63	77	89	98	108	123	123

PERMANENT EXCLUSIONS						
Total for 2016-17 = 45				Aug 2019 = N/A		
Total for 2017-18 = 44						
Running Total for 2018-19 = 59*						
School	KS		Totals	Number dereg to EHE	Name	School
Aspire	KS3	8	12	22		
	KS4	4				
Highfield	KS3	12	16	12		
	KS4	4				
Montgomery	KS3	10	11	10		
	KS4	1				
South Shore	KS3	7	7	13		
	KS4	-				
St George's	KS3	4	9	9		
	KS4	5				
St Mary's	KS3	3	3	6		
	KS4	-				
Unity	KS2		1	18		
	KS3	1				
	KS4	-				
Ed Diversity	KS3	-	-	3		
LCC Schools			12	5		

Report to: **SCHOOLS FORUM**
Relevant Officer: Mark Golden, Finance Manager
Date of Meeting: 8 October 2019

DEDICATED SCHOOLS GRANT BUDGET MONITORING 2019-2020

1.0 Purpose of the report:

- 1.1 To report the budget position of the 2019-20 Dedicated Schools Grant as at 31 August 2019 - Appendix 9(a).
- 1.2 To report the amount of Dedicated Schools Grant reserves as at 31 August 2019 – Appendix 9(b).

2.0 Recommendation:

- 2.1 To note contents of the report.

3.0 Background:

- 3.1 The monitoring report at appendix 9(a) reflects the budgets as approved at the March 2019 Schools Forum.
- 3.2 Since budgets were set Mainstream Top-Up Funding has increased and there has been a larger than expected increase in the number of Out of Borough placements and Special School numbers. The forecast gap on the DSG in 2019-20 has increased from £1.207m to £2.042m.
- 3.3 The forecast DSG deficit now stands at £2.459m by 31 March 2020.

4.0 List of Appendices:

- 4.1 Appendix 9(a) - Dedicated Schools Grant 2019-2020 Budget Monitoring Report to 31 August 2019.
- Appendix 9(b) - Dedicated Schools Grant Reserves as at 31 August 2019.

List of Acronyms:

DSG	-	Dedicated Schools Grant
LA	-	Local Authority
HNB	-	High Needs Block
SSA	-	Special Support Assistant
ESFA	-	Education and Skills Funding Agency
SERF	-	Special Education Referral Unit
PRU	-	Pupil Referral Unit

Appendix 9(a) - Dedicated Schools Grant 2019-2020 Budget Monitoring Report to 31 August 2019

Service	2019/20						Comments
	Budget	In Year Adj.	Recoupment	Adjusted Budget	Forecast Outturn	Variance	
	£000s	£000s	£000s	£000s	£000s	£000s	
Schools Block							
Local School Budget							
- Delegated	82,313	0	(64,123)	18,190	18,190	0	
- Third Party & Public Liability Insurance (de-delegated)	0	0	0	0	0	0	
- Union Duties (de-delegated)	18	0	0	18	18	0	
- Free School Meals Eligibility Checks (de-delegated)	12	0	0	12	12	0	
- Education Functions (retained)	158	0	0	158	158	0	
Pupil Growth Contingency	77	0	590	667	667	0	
	82,578	0	(63,533)	19,045	19,045	0	
Central School Services Block							
Servicing of Schools Forum	15	0	0	15	15	0	
Licences & Subscriptions	85	0	0	85	85	0	
School Admissions	153	0	0	153	156	3	
Contribution to Combined Budgets - Children's Centres	1,000	0	0	1,000	1,000	0	
Former ESG Retained Duties							
- Education Welfare	204	0	0	204	204	0	
- Asset Management	57	0	0	57	57	0	
- Statutory / Regulatory Duties	77	0	0	77	77	0	
	1,591	0	0	1,591	1,594	3	
Total Schools Block	84,169	0	(63,533)	20,636	20,639	3	
High Needs Block							
Special Schools							
Place Funding	4,677	0	(2,565)	2,112	2,170	58	Increase in numbers
Top-up Funding	2,470	0	0	2,470	2,644	174	Increase in numbers
SERFs							
Place Funding	320	0	(80)	240	240	0	
Top-up Funding	105	0	0	105	105	0	
Transport	77	0	0	77	54	(23)	Transport SLA
Pupil Referral Units							
Place Funding	2,533	0	0	2,533	2,533	0	
Top-up Funding	1,303	0	0	1,303	1,243	(60)	Based on Summer Term Numbers
Mainstream Schools							
Top-up Funding	833	0	0	833	994	161	Increased demand
Exceptional Circumstances Funding	163	0	0	163	163	0	
Post-16 Education	2,023	0	(696)	1,327	1,327	0	
Out of Borough	4,440	0	0	4,440	4,943	503	E345k Placements, E158k Transport SLA
Specialist Advisory and Referral Service (SARS)	1,082	0	0	1,082	1,101	19	Vacancy factor pressure
Access and Inclusion	335	0	0	335	335	0	
Other High Needs Central Services (Management, Central Support Costs, Admin Support, Pension Top-slice)	772	0	0	772	772	0	
Total High Needs Block	21,133	0	(3,341)	17,792	18,624	832	
Early Years Block							
2 Year Old Grants	1,750	0	0	1,750	1,750	0	
Early Years Pupil Premium	111	0	0	111	111	0	
3 & 4 Year Old Grants	6,659	0	0	6,659	6,659	0	
Early Years Inclusion Fund	10	0	0	10	10	0	
Disability Access Fund	47	0	0	47	47	0	
Early Years Central Services	421	0	0	421	421	0	
Total Early Years Block	8,998	0	0	8,998	8,998	0	
Total Expenditure	114,300	0	(66,874)	47,426	48,261	835	
Dedicated Schools Grant Income	(113,093)	0	66,977	(46,116)	(46,116)	0	
Post-16 funding from the EFA	0	0	(103)	(103)	(103)	0	
Total Income	(113,093)	0	66,874	(46,219)	(46,219)	0	
In year (under)/over spend	1,207	0	0	1,207	2,042	835	

Appendix 9(b) - Dedicated Schools Grant Reserves as at 31 August 2019

Description	Brought Forward 1st April 2019	Total Forecast Expenditure FY 2019-20	Forecast Surplus / (Deficit) at 31st March 2020	Comments
DSG Reserve	(417,323)	2,042,000	(2,459,323)	
Equal Pay Earmarked Reserve	0	0	0	
Rates Holding Account	0	0	0	
SSA Voluntary Redundancy Reserve	0	0	0	
Insurance Holding Account	0	0	0	
	(417,323)	2,042,000	(2,459,323)	

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Report to: **SCHOOLS FORUM**
Relevant Officer: Paul Sharples, School Funding and Private Finance Initiative Manager
Date of Meeting: 8 October 2019

SCHOOLS AND EARLY YEARS FUNDING UPDATE

1.0 Purpose of the report:

1.1 To update Schools Forum members on latest developments relevant to the Blackpool Schools Funding Formula.

2.0 Recommendation:

2.1 To note and discuss the contents of this report.

3.0 Background Information

3.1 Following the statement by the Secretary of State for Education, Gavin Williamson on 3 September confirming that school funding will rise by £2.6 billion for 2020/21, £4.8 billion for 2021/22, and £7.1 billion for 2022/23, the Education & Skills Funding Agency (ESFA) have published operational guidance detailing how the funding will be distributed to local authorities.

Changes in 2020/21

4.1 The ESFA intends to publish the National Funding Formula (NFF) technical note and policy document in October 2019, with the new updated NFF for 2020/21 factor values and other technical changes.

4.2 At this stage, the ESFA has confirmed the following key elements of the schools NFF for 2020/21:

- The minimum per-pupil funding levels will be set at £3,750 for primary schools, compared to £3,500 in 2019/20 and £5,000 for secondary schools, compared to £4,800. The primary level will rise to £4,000 in 2021/22.
- The funding floor will be set at 1.84%, compared to 0.5% for 2019/20. This minimum increase in 2020/21 allocations will be based on the individual school's NFF allocation in 2019/20.

4.3 NFF formula factors will increase by 4%, with the exception of the free school meals factor, which will be increased an inflation rate of 1.84%, as it is intended to broadly

reflect actual costs. Premises funding (Rates, Private Finance Initiative, Split site and Exceptional Premises) will continue to be allocated at local authority level on an historic basis, based on actual spend in the 2019/20 local formula, with an inflationary increase (RPIX) for the Private Finance Initiative (PFI) factor only.

- 4.4 There will be no NFF gains cap applied to local authority level allocation, compared to 3% applied at school level in 2019/20. Local authorities will still be able to use a cap in their local formulae. In the 2019/20 NFF, the total allocation for Blackpool Schools was reduced by c.£740k as a result of the cap.
- 4.5 There will be a new formulaic approach to the mobility factor so that it allocates this funding fairly to all authorities, rather than on the basis of historic spend. The new methodology involves tracking individual pupils using their unique pupil ID through censuses from the past 3 years. If the first census when the pupil was in the school was a spring or summer census, they are a mobile pupil. This excludes reception pupils who start in January. This methodology also excludes pupils who joined in the summer term after the summer census, or pupils who joined in October before the autumn census.
- 4.6 To be eligible for mobility funding, the proportion of mobile pupils a school has must be above the threshold of 6%, compared to 10% under the previous eligibility criteria. The formula will then allocate a per-pupil amount to all mobile pupils above that threshold. The ESFA will publish the NFF factor values for mobility as part of the 2020/21 NFF publication. There will be further information about this change in the forthcoming NFF policy document.
- 4.7 Growth funding will be based on the same methodology as 2019/20, and will have the same transitional protection ensuring that no authority whose growth funding is unwinding will lose more than 0.5% of its 2019/20 schools block allocation. However, there will be no capping or scaling of gains from the growth factor in 2020/21. This element differs in that Blackpool suffered capping and scaling of £270k in 2019/20.
- 4.8 The teachers' pay grant and teachers' pension employer contributions grant will both continue to be paid separately from the NFF in 2020/21. Rates that determine the 2020/21 allocations will be published in due course.
- 4.9 In 2020/21, as in previous years, each local authority will continue to set a local schools formula, in consultation with local schools. The government has confirmed its intention to move to a single 'hard' national funding formula to determine every school's budget, although timescales have yet to be set.
- 4.10 In 2020/21, while local authorities will continue to have discretion over the design of the majority of their funding formulae, the government is consulting on making the minimum per-pupil funding (MPPF) levels a mandatory factor in local formulae.

- 4.11 The MPPF consultation on how best to implement this change, closes on 22 October, with the government response due to be published in November 2019.

LINK TO CONSULTATION: <https://consult.education.gov.uk/funding-policy-unit/mandatory-minimum-per-pupil-funding-levels-in-5-16/>

- 4.12 Other changes to local authority formulae arrangements in 2020/21 are:
- The funding floor factor available to be used in local formulae in 2020/21 is being removed, as this was a technicality allowing comparisons with the baseline year of 2017/18
 - Local authorities will have the freedom to set the MFG in local formulae between +0.5% and +1.84% per pupil, as well as to use a gains cap.
 - Local authorities will continue to be able to transfer up to 0.5% of their schools block to other blocks of the dedicated schools grant, with Schools Forum approval. A disapplication will be required for transfers above 0.5%, or any amount without Schools Forum approval.

Early Years Funding

- 5.1 The Government also announced an additional £66m to increase the hourly rate paid to childcare providers through the government's free hours offers. This will increase the rates for 2 year-old as well as 3 and 4 year-olds by an inflationary uplift of 1.84%. Further details are awaited.

List of acronyms:

ESFA Education & Skills Funding Agency
NFF National Funding Formula
RPIX Retail Price Index excluding mortgage interest
PFI Private Finance Initiative
MPPF Minimum per-pupil funding

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Report to: **SCHOOLS FORUM**
Relevant Officer: Paul Sharples, School Funding and Private Finance Initiative Manager
Date of Meeting: 8 October 2019

EXTENDING THE ACADEMIES RISK PROTECTION ARRANGEMENT TO LOCAL AUTHORITY MAINTAINED SCHOOLS

1.0 Purpose of the report:

1.1 To update Schools Forum on the consultation recently issued by the Department for Education (DfE) on Extending the Academies Risk Protection Arrangement to Local Authority Maintained Schools.

2.0 Recommendation:

2.1 To note the DfE's proposal to extending the Academies Risk Protection Arrangement to Local Authority Maintained Schools.

3.0 Background Information

3.1 On the 9 September 2019 the DfE published a consultation inviting interested parties to comment on their proposed extension of the Academies Risk Protection Arrangement (RPA) to include local authority maintained schools.

3.2 The RPA project was initiated in order to help reduce the cost to the public purse of protecting academies against risk. The RPA launched in September 2014 at a cost of £25 per pupil. In the light of claims experience to date, the RPA has been able to reduce its cost to £18 per pupil in 2019/20.

3.3 The DfE is now looking at the potential to extend the RPA to local authority maintained schools in England in order to help reduce the cost of protecting them from risk.

3.4 The DfE propose that in principle the coverage of the local authority maintained schools arrangement and the cost per pupil should be the same as for the current RPA, since they believe the risks faced by local authority maintained schools are similar to those faced by academies. As in the academy arrangement, costs for special schools and alternative provision (pupil referral units) would be expressed per place rather than per pupil.

3.5 The arrangement rules set out the basis of membership, the risks covered and the process for making claims. The Department propose to have a modified set of rules for local authority maintained schools with Trustees, as is already the case for Church academies. The academy and Church academy rules can be found at:

<https://www.gov.uk/government/publications/risk-protectionarrangement-rpa-for-academy-trusts-membership-rules>

3.6 The DfE recognise that for other local authority maintained schools where the local authority owns the premises and employs the staff there will need to be adjustments to the wording of the rules so that the coverage of risks works in the right way. The DfE intends to discuss this with the Local Government Association and local authority representatives. The Department is requesting views about what adjustments stakeholders think will be needed.

3.7 The DfE also propose that where individual governing bodies of local authority maintained schools join the RPA the financial mechanism will be an adjustment to their budget share and a corresponding adjustment to the local authority's Dedicated Schools Grant (DSG). In order to achieve this the Department proposes to amend the School and Early Years Finance Regulations (the Regulations) to introduce a new formula factor of membership of the RPA which will result in a negative adjustment to the school's budget share. Local authorities would be required to use this factor. The Department would then make an equivalent negative adjustment to the local authority's DSG.

3.8 It may also be possible for all local authority maintained schools in a local authority to join collectively by agreeing through the Schools Forum to de-delegate funding, as they currently can for purposes including insurance. In that case the DfE propose the local authority would apply for membership on behalf of all of the local authority maintained schools, though schools would become individual members and make individual claims. In order to facilitate this the DfE intend to make an amendment to the Regulations that allows schools to de-delegate funding from their budget share for insurance. In that case the local authority will be holding the money and only an adjustment to its DSG will be needed.

3.9 A summary of proposed RPA coverage, corresponding to the academy arrangement, is included within the consultation document. Schools should note that the arrangements do not provide cover for the following elements which are currently included in Blackpool Council's policy, and therefore would still require to purchase additional cover:

- Motor
- Cyber Security
- Medical Malpractice

- Engineering

3.10 The consultation closes on 4 November 2019 and can be found at the following link:

<https://consult.education.gov.uk/risk-protection-arrangement-team/extending-the-academies-risk-protection-arrangemen/>

List of acronyms:

DfE Department for Education
DSG Dedicated Schools Grant
RPA Risk Protection Arrangement

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Report to: **SCHOOLS FORUM**
Relevant Officer: Paul Sharples, School Funding and Private Finance Initiative Manager
Date of Meeting: 8 October 2019

FINANCIAL TRANSPARENCY OF LOCAL AUTHORITY MAINTAINED SCHOOLS AND ACADEMY TRUSTS

1.0 Purpose of the report:

1.1 To update Schools Forum on the consultation recently issued by the Department for Education (DfE) on the financial transparency of local authority maintained schools and academy trusts.

2.0 Recommendation:

2.1 To note the DfE's proposed new measures that aim to improve transparency of the financial health of Local Authority maintained schools.

3.0 Background Information

3.1 On the 17 July 2019 the DfE published a consultation inviting interested individuals and organisations to comment on proposed new measures that aim to improve transparency of the financial health of Local Authority maintained schools. A summary of the proposals are included below:

Proposal 1

3.2 Following the same principle as with academy trusts, if a local authority fails to comply with more than two deadlines from the following collections, the DfE propose to publish the name of the local authority on GOV.UK:

1. School Financial Value Standard (SFVS)
2. Dedicated Schools Grant CFO assurance statement
3. Consistent Financial Reporting
4. Section 251 Budget
5. Section 251 Outturn

Proposal 2a

- 3.3 The DfE proposes to collect the number of schools with suspended budgets and notices of financial concern through the existing DSG assurance statement signed by the local authority Section 151 officer at the end of the financial year. This would enable the Department to devote further support to authorities that report a high number of suspended delegations or notices of financial concern.

Proposal 2b

- 3.4 The DfE proposes to add a new section to the DSG assurance statement that captures the amounts that local authorities have recovered from investigating fraud. Monies recovered from fraud reported in different financial years would be reflected in the statement. The Department would analyse responses and request further details from local authorities that reported the highest incidence/value of fraud. Further details would include the nature of the case, including the steps the local authority has put in place to prevent further misuse of the DSG. The Department would also challenge those that they think have not made sufficient efforts to recover the DSG.

Proposal 3

- 3.5 The DfE is proposing a directed revision of the Scheme for Financing Schools to make it a requirement for maintained schools to provide local authorities with three-year budget forecasts. Whilst this might take maintained schools slightly longer to complete than a single year forecast they believe that any costs associated with this would be more than recouped by enabling local authorities to have early sight of emerging financial issues, enabling preventive action which is almost always less costly than remedial action.

Proposal 4

- 3.6 The DfE is making a number of alternative proposals for comment that could be added separately or introduced in combination with each other:
- 3.7 **Proposal 4a** Making schools append a list of Related Party Transactions (RPTs) to their response to the new question in the Schools Financial Value Standard (SFVS) about their arrangements for managing RPTs, so that the information goes to the local authority and can then be passed on to the Department
- 3.8 **Proposal 4b** Making a directed revision to the statutory Scheme for Financing Schools to require schools to report all RPTs, or RPTs above a certain threshold, directly to the local authority.

- 3.9 **Proposal 4c** Making a directed revision to the statutory Scheme for Financing Schools to require schools to seek permission from the local authority to enter into RPTs above a certain amount.

Proposal 5

- 3.10 Making a directed revision to the Scheme for Financing Schools guidance to require that every maintained school be subject to internal audit at least every 3 years.

Proposal 6

- 3.11 To strengthen the arrangements to help schools in financial difficulty the DfE proposes the introduction of the following measures, either separately or in combination:

- 3.12 **Proposal 6a** Make a directed revision to the Scheme for Financing Schools requiring schools to submit a recovery plan to their maintaining authority when their revenue deficit rises above 5%.

- 3.13 **Proposal 6b** Collect information on the number of recovery plans in each local authority through the DSG annual assurance return from the CFO.

- 3.14 **Proposal 6c** Formalise the approach to working with local authorities and include a request for high level action plans from some authorities:

Data-sharing and monitoring: share published data on the school balances in each local authority - highlighting the number and proportion with a revenue deficit of over 5% - and the available support from the Department. Share published data with local authorities on their schools' financial, educational performance and pupil/school characteristics.

Timing: after publication of Consistent Financial Reporting (CFR) data

Targeted monitoring and support: use of the above data and evidence-based requests for help from local authorities to ensure support is focused where it is most needed and challenge from the Department where it is needed most.

Timing – throughout the year

Action plan and increased monitoring: Request high-level action plans from local authorities in which the number or proportion of school revenue deficits over 5% is above a certain level. We would review the thresholds each year, but an example might be authorities that had more than 10 schools or more than 10% of their schools with revenue

deficits of over 5% in the previous year. We would consider contextual information - such as the school balances in the local authorities in previous years - when deciding the local authority action plans required.

Timing: after publication of CFR data

Proposal 7

- 3.15 The DfE proposes that all local authority maintained schools should be required to publish annually on their websites the number of individuals earning over £100K in £10K bandings.

Proposal 8

- 3.16 The DfE proposes that all local authority maintained schools should be required to publish annually on their website their latest Consistent Financial Reporting statement of income, expenditure and balances.

Academy Self-Assessment Tool and the Schools Financial Value Standard (SFVS)

- 3.17 In 2018 the DfE launched the Self-Assessment Tool for academy trusts. This has been widely used by academies but is currently not mandatory. The tool is similar to the Schools Financial Value Standard (SFVS) which has been designed with local authorities and schools to help schools in managing their finances and to give assurance that they have secure financial management in place. The DfE has now decided to make the Self-Assessment Tool for Academy Trusts mandatory for academies with effect from the end of the academic year 2018/19.
- 3.18 The consultation closed on 30 September 2019.

List of acronyms:

DfE	Department for Education
DSG	Dedicated Schools Grant
LA	Local Authority
RPTs	Related Party Transactions
SFVS	School Financial Value Standard
CFR	Consistent Financial Reporting