

6 October 2020

**SCHOOLS FORUM**

Tuesday, 13 October 2020 at 9.15 am  
Microsoft Teams Meeting

**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 - 6)

To agree the minutes of the meeting held on 14 July 2020 as an accurate record.

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

**4 REVIEW FORUM MEMBERSHIP AND CONSTITUTION** (Pages 7 - 8)

Hilary Wood, Head of Business Support and Resources to provide a report to review the Schools Forum Membership and Constitution for 2020 to 2021.

**5 LOCAL AUTHORITY AND INCLUSION UPDATE** (Pages 9 - 20)

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

**6 DSG BUDGET MONITORING 2020 - 2021** (Pages 21 - 24)

Mark Golden, Finance Manager, to provide an update.

**7 HIGH NEEDS UPDATE** (Pages 25 - 32)

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

**8 MOVING ON UP - SUPPORT FOR PUPILS IN TRANSITION FROM PRIMARY TO SECONDARY SCHOOL** (Pages 33 - 50)

Hilary Wood, Head of Business Support and Resources and Sharon Butler, HeadStart Advanced Practitioner to provide a proposal report.

**9 SCHOOL AND EARLY YEARS FUNDING UPDATE** (Pages 51 - 54)

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

**10 UPDATE OF SCHEME FOR FINANCING BLACKPOOL SCHOOLS** (Pages 55 - 56)

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

**11 TRADE UNION DUTIES** (Pages 57 - 68)

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

**12 CATCH UP FUNDING** (Pages 69 - 70)

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

**13 DATE OF THE NEXT MEETING**

To agree the date of the next meeting as Tuesday 12 January 2021.

**Other information:**

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

Copies of agendas and minutes of Council and committee meetings are available on the Council's website at [www.blackpool.gov.uk](http://www.blackpool.gov.uk).

# Public Document Pack Agenda Item 3

## MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 14 JULY 2020

### **Present:**

#### **Primary School Head Teachers/Representative**

Ms J Hirst, Bispham Endowed  
Dr E Allen, St John Vianney

#### **Primary School Governor Representative**

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

#### **Special School Maintained Representative**

Ms K Haworth, Woodlands

#### **Special School Academy Representative**

Ms S Fielder, Chair of Governors, Park Community Academy

#### **Academy School Representatives**

Ms A Bailey, Highfield (Star Academies)  
Mr R Farley, Westminster  
Ms T Harrison, Thames  
Ms J Heywood, Revoe  
Mr E Vitalis, Marton / South Shore (Bright Futures)

#### **Pupil Referral Unit**

Ms W Casson, Educational Diversity

#### **Non-Schools Members**

Mr N Adams, Staff / Teacher Associations  
Ms A Baines, Staff/Teacher Associations  
Mr R Rendell, Early Years Strategic Group

### **In Attendance:**

Councillor K Benson, Cabinet Member for Schools, Education and Aspiration  
Mr M Golden, Finance Manager  
Ms K Thompson, School Funding Officer  
Mr P Thompson, Head of SEND  
Mr P Turner, Head of Service for School Standards, Safeguarding and Inclusion  
Mrs H Wood, Head of Business Support and Resources  
Mrs D Bowater, Democratic Governance Adviser (minutes)

### **1 WELCOME, INTRODUCTIONS AND APOLOGIES**

Introductions were made and apologies for absence were received from Dean Logan, Roseacre (Achievement Through Collaboration), Diane Booth, Director of Children's Services, Blackpool Council, Judith Mills and Nicky Dennison, Public Health.

## MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 14 JULY 2020

Both Simon Hughes, Blackpool and the Fylde College and Simon Brennand, Unity had indicated that they would arrive late to the meeting however the meeting finished before they joined.

### 2 DECLARATIONS OF INTEREST

No declarations of interest were noted.

### 3 MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting held on 10 March 2020 were considered and agreed as an accurate record of the meeting.

Matters arising from the minutes were noted:

**Item 3: Minutes of the previous meeting** – The process of applying for and receiving Illuminate funding. It was agreed to seek comments from headteachers on the process of applying for and receiving the Illuminate funding. It noted that the issue would be raised at the Primary and Special Headteacher meetings to provide clarity for the new school year on any difficulties experienced. Tracy Harrison agreed to email out to all headteachers.

**Item 3: Minutes of the previous meeting** – To present the balance relating to the fund for union duties. Hilary Wood confirmed that there was an in year surplus of £11k meaning that there was £48k accumulated in reserves. It was noted that the information would be added to the statement of reserves in future reports. Following discussion relating to Unions, it was agreed that a paper would be presented to the October 2020 Schools Forum to reflect the Department for Education guidance advice on delegation of funding and the implications of including all unions including Unison within the process.

**Resolved:**

- **To consult all primary headteachers and seek comments on the application and receipt of the Illuminate funding through the Headteachers meeting and through email to identify any issues experienced and provide clarity for the new school year.**
- **To present a paper on the Union duties fund to the October 2020 Schools Forum for consideration to reflect the Department for Education guidance and the implications of including all unions within the process.**

### 4 PUBLIC HEALTH UPDATE

The report provided an update on: Psychological first aid in emergencies training; Smoke free Blackpool services (age12 years+); Fluoride Milk; Relationships and Health Education and Blackpool Summer of Fun. It was agreed to circulate the report to all headteachers for information.

## MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 14 JULY 2020

### Resolved:

- **To circulate the Public Health update report to headteachers for information (Danielle Bowater).**

### 5 LOCAL AUTHORITY AND INCLUSION UPDATE

Paul Turner, Head of Service for School Standards, Safeguarding and Inclusion provided a high level overview of recent developments within the Local Authority.

Following the advertisement of the School Safeguarding Advisor role, the vacancy had been filled for a two year period. The new role was a Schools Early Help and Safeguarding Officer and would provide assistance with early help and safeguarding. It was requested that once the formalities of recruitment were complete, headteachers would be presented with the information on how the role supported schools as soon as possible.

### 6 DEDICATED SCHOOLS GRANT YEAR END BUDGET MONITORING 2019-2020

Mark Golden, Finance Manager, reported on the budget position of the Dedicated Schools Grant for the Financial Year Ended 31 March 2020 and the amount of Dedicated Schools Grant reserves as at 31 March 2020. The deficit for 2019/20 was £2.683million, the balance brought forward was £400k resulting in a final deficit of £3.1million.

The report was noted.

It was requested that deficit information from other authorities on their level of deficit be identified to compare to the position in Blackpool. It was agreed that the North West position would be collated via the North West school funding group and reported back to the next Schools Forum meeting.

### Resolved:

- **To collate the North West deficit position and present to the next Schools Forum meeting (Hilary Wood / Mark Golden / Kirsty Thompson).**

(Neil Adams left the meeting)

### 7 DEDICATED SCHOOLS GRANT BUDGET MONITORING 2020-2021

Mark Golden, Finance Manager, reported on the budget position of the 2020-21 Dedicated Schools Grant as at 31 May 2020 and the amount of Dedicated Schools Grant reserves as at 31 May 2020. There was a forecast £193k overspend on top of the planned overspend of £1.2million, which when added to the brought forward deficit of £3.1million could result in a total deficit of £4.5million by the end of the financial year. A large proportion of the unplanned overspend was due to the increased costs at special schools. In addition, the financial impact of Covid -19 would have to be considered.

It was noted following a further question that no additional DSG funding had been received to support Covid-19 costs. It was reported that there was a £650million national catch-up

## MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 14 JULY 2020

fund but the allocation methodology had not yet been published.

It was agreed that that the catch up fund would be discussed at the next meeting.

### **Resolved:**

- **An agenda item on catch-up funding be discussed at the next Schools Forum meeting.**

### **8 HIGH NEEDS**

Hilary Wood, Head of Business Support and Resources, presented an update on the latest developments relevant to the High Needs budget. Schools Forum members were asked to agree to support the proposals outlined in 'Blackpool's vision for exceptional SEND and Alternative Provision – Proposals for change June 2020'.

It was reported that the consultation on the proposals received seven responses and good feedback with eight out of the nine proposals fully accepted and the other proposal receiving majority support.

Comments were sought on the proposals. It was queried whether the Local Authority planned to support schools with any redundancy or pension strain costs resulting as the SERFs were decommissioned. Hilary Wood confirmed that nothing had been built into the proposals but it would be unfair for schools to cover any such associated costs and would look to cover the costs from the Dedicated Schools Grant. Redundancies would be minimalised as the range of proposals provided a number of other opportunities for staff to consider.

It was acknowledged that the details and updates of each proposal would be brought to the Schools Forum as the proposals progressed.

It was queried what support would be provided to the young people who were allocated a place at a SERF in March or April 2020? It was confirmed that provision would be arranged for KS1 provision at one of the existing SERF schools and KS2 provision to be provided at the Pupil Referral Unit from September 2020. It was requested that this information be communicated to parents and young people as soon as it was confirmed.

The Forum members agreed to support the proposals outlined in 'Blackpool's vision for exceptional SEND and Alternative Provision – Proposals for change June 2020'.

Finally, Hilary Wood reported that the status of the Lotus School was unchanged. The building construction was well underway and, despite some initial setbacks due to Covid-19, continued to be on track to be completed for the planned opening in September 2020. The Lotus School would provide 48 places for 10 to 16 year olds with Social, Emotional and Mental Health needs. This was 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.

## MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 14 JULY 2020

### Resolved:

- **The Forum members agreed to support the proposals outlined in 'Blackpool's vision for exceptional SEND and Alternative Provision – Proposals for change June 2020'.**

### 9 DIRECTED REVISION OF SCHEME FOR FINANCING SCHOOLS

Kirsty Thompson, School Funding Officer, reported on the updates on changes to the Department for Education guidance, which were expected to be reflected in Blackpool's Scheme for Financing Schools. It was requested that maintained schools representatives approved the revision for incorporation in Blackpool's Scheme for Financing.

The new section (10.2) was proposed:

- A. After 1st April 2020 maintained schools may wish to join the Secretary of State's Risk Protection Arrangement (RPA) for risks that are covered by the RPA (see ANNEX C). Schools may do this individually when any insurance contract of which they are part expires (March 2022).*
- B. All primary and/or secondary maintained schools may join the RPA collectively by agreeing through schools forum to de-delegate funding.*

The maintained schools representatives including the Pupil Referral Unit representative agreed to the proposal.

### Resolved:

- **That the maintained schools representatives agreed to the proposals and approved the revision outlined.**

### 10 SCHOOLS FORUM MEETING DATES 2020-2021

The proposed dates for the 2021 Schools Forum meetings were considered. It was noted that membership for all members expired in January 2021 therefore following this date, nomination and election of new members would be undertaken for the next three year period.

It was acknowledged that membership required commitment to attend the full meeting (9.15am to 12.15pm) and to arrive by 9am to ensure a prompt start. It was also requested that apologies be presented for non-attendance.

It was asked that all members be clear on the requirements prior to agreeing to membership on the Schools Forum for the next period.

### Resolved:

- **The dates for the 2021 meetings were noted.**

## MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 14 JULY 2020

### 11 DATE OF THE NEXT MEETING

It was agreed that the next meeting would be held on Tuesday 13 October 2020 at 9.15am via Microsoft teams.

Finally, it was acknowledged that Jo Hirst would be retiring from her role and thanks were extended for her contributions and dedication to the Schools Forum over the years.

### Chairman

(The meeting ended 10.27am)

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



**Report to:** **SCHOOLS FORUM**  
**Relevant Officer:** Hilary Wood, Head of Business Support and Resources  
**Date of Meeting:** 13 October 2020

## **REVIEW OF SCHOOLS FORUM MEMBERSHIP AND CONSTITUTION**

### **1.0 Purpose of the report:**

- 1.1 The Schools Forum Constitution requires a review of membership at the first meeting of each academic year. The review should take into account the proportion of primary, secondary and academy representatives in order to ensure that the proportions remain representative of pupil numbers in each phase.
- 1.2 The Constitution has been reviewed for compliance with the Schools Forum Regulations (England) 2012, which are amended through subsequent Schools and Early Years Finance (England) Regulations.

### **2.0 Recommendation(s):**

- 2.1 To agree to the balance of representatives between primary, secondary and academy mainstream schools.
- 2.2 To agree to the continuation of arrangements in relation to provisions in the Constitution in respect of numbers of representatives from any federation, multi-academy trust or academy sponsor.
- 2.3 To agree to the next term of office for Forum Members to run from 1 January 2021 until 31 August 2022, with subsequent terms of office running for three academic years.

### **3.0 Background Information**

- 3.1 Since the membership was last reviewed, there have been no further conversions of maintained schools to academies. Eleven of the Forum's 17 members represent primary, secondary and academy mainstream schools.
- 3.2 The table below details the number and percentage of pupils in these categories at September 2019 and September 2020, and indicates that no changes are required to the allocation of the available 11 Forum places:

	September 2019			September 2020		
	Pupil nos	%	Members	Pupil nos	%	Members
Primary heads	4566	25%	2	4654	25%	2
Primary governor			1			1
Secondary head	0	0%	0	0	0%	0
Academy	13437	75%	8	14154	75%	8
<b>Total</b>	<b>18003</b>		<b>11</b>	<b>18808</b>		<b>11</b>

- 3.3 In October 2014, Schools Forum agreed to relax constraints on federations, multi-academy trusts and academy sponsors. The constitution now contains provisions to allow federations, multi-academy trusts or academy sponsors representing three or more schools in Blackpool to nominate up to two members of Forum. It is proposed that these provisions are retained.
- 3.4 Under the terms of the Constitution, Schools Forum Members are elected for a term of three years. The current term of office for all Members ends on 15 January 2021, which is after the date of the next scheduled Forum meeting on 12 January 2021. However, in order to follow the same approach adopted in previous years, it is proposed that elections for the next term of office are held in advance of the January meeting.
- 3.5 It is furthermore proposed that the next term of office would run from 1 January 2021 until 31 August 2023, with subsequent terms running for three academic years. It is felt that this approach would better reflect the natural moving on of members at the end of an academic year.
- 3.6 No changes to the Schools Forum Constitution and Terms of Reference are proposed.

**Report to:** **SCHOOLS FORUM**

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

**Date of Meeting:** 13 October 2020

## LOCAL AUTHORITY AND INCLUSION 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(s):

2.1 To note for information.

### 3.0 Background Information

#### 3.1 Local Authority update

Schools have been managing well in the current Covid situation. Most schools are fully open, with only one having had to close fully, so far. Westcliff closed because they had a few cases in a small, one-form entry primary school. School attendance has been lower than usual, but good in the circumstances. Regional comparators indicate that the overall attendance rate in Blackpool is above the regional average.

Ofsted inspections are still suspended, but Ofsted are visiting some schools to review their Covid actions. Highfield, Park, Woodlands and Blackpool and the Fylde College have been visited at the time of writing. These have, seemingly, gone well.

The Blackpool School Improvement Board strategy has been finalised and will have been shared with Headteachers and CEOs prior to this meeting of Schools Forum and formally at the Moving Forwards Together event on 14 October 2020.

The 2020-30 vision for education in Blackpool will be published and presented to schools on the 14 October 2020 as well.

There is a draft town-wide literacy strategy that has been circulated for comments by partners and is now being re-drafted.

#### 3.2 Academies

Sean Bullen and Rob Pritchard are sharing CEO and executive leadership responsibilities at Fylde Coast Academy Trust.

There is a new Headteacher at Langdale Free School – Linda Hillier.

### 3.3 **Statutory Assessment and Moderation**

This has been suspended throughout the Covid closure, but will resume as normal after Christmas, we hope, using moderators who were selected and trained last year.

### 3.4 **Inclusion update**

The latest BERA report can be seen at Appendix 5(a).

There have been no Permanent Exclusions since the beginning of term.

#### **List of Appendices:**

Latest BERA Report – Appendix 5(a)

## Vulnerable Children Report for September 2020

### Date of Meeting – Tuesday 6<sup>th</sup> October 2020 at 9am

### BERA

### Blackpool Education, Registers and Admissions Panel

#### Identification, Referral and Tracking of Children and Young People at risk of Social Exclusion

<b>OUT OF SCHOOL REGISTER</b>													
<b>(Children confirmed as moved to Blackpool but not yet on a school roll)</b>													
<b>Month</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	
2018-2019	114	81	72	70	66	81	62	77	79	56	91	161	
2019-2020	64	66	65	59	74	68	73	76	101	113	170	253	
<b>2020-2021</b>	77												
<b>Active*</b>	40												
<b>Av no Days</b>	2018-19	18	16	16	22	23	23	26	19	23	27	18	14
	2019-20	20	15	15	18	21	23	36	40	41	47	37	24
	<b>2020-21</b>	19											
<b>Longest No of days</b>	2018-19	105	107	58	72	92	108	109	98	114	109	101	153
	2019-20	125	139	80	71	76	81	103	115	130	150	162	162
	<b>2020-21</b>	168											
<b>Unresolved 4's</b>	1												
<b>Added Referrals</b>	112												
<b>Resolved Referrals</b>	288												
Total Referrals 2018-19	114	181	270	302	368	420	474	547	594	650	712	800	
Total Referrals 2019-20	97	149	224	249	329	378	416	438	469	511	580	670	
<b>Total Referrals 2020-21</b>	112												

\*Active = education provision not yet confirmed

### OOSR STATISTICAL BREAKDOWN

<b>OOSR BREAKDOWN = 77</b>			
Yr R	-	Yr 6	6
Yr 1	6	Yr 7	10
Yr 2	3	Yr 8	11
Yr 3	2	Yr 9	12
Yr 4	6	Yr 10	11
Yr 5	1	Yr 11	9
<b>Level 1</b>	<b>30</b>	<b>Level 3</b>	<b>0</b>
<b>Level 2</b>	<b>44</b>	<b>Level 4</b>	<b>3</b>

**Level 1 = 0-14 School Days**  
**Level 2 = 15-29 School Days**  
**Level 3 = 30-39 School Days**  
**Level 4 = 40+ School Days**

\*Please see attached list for more detailed info on the cases

<b>Percentage of Children on the OOSR reaching level 3 and level 4</b>												
<b>Month</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>
2018-19	9.9	14.53	15.48	20.39	26.47	30.43	25.95	20.80	21.31	26.32	22.5	12.29
2019-20	11.24	14.56	12.88	15.56	25	27.35	29.13	53.76	57.94	56.64	49.72	33.72
<b>2020-21</b>	23.43											
<b>Cumulative Figures</b>	<b>Sep-Sep</b>	<b>Sep-Oct</b>	<b>Sep-Nov</b>	<b>Sep-Dec</b>	<b>Sep-Jan</b>	<b>Sep-Feb</b>	<b>Sep-Mar</b>	<b>Sep-Apr</b>	<b>Sep-May</b>	<b>Sep-Jun</b>	<b>Sep-Jul</b>	<b>Sep-Aug</b>
2018-19	9.9	11.26	11.71	13.21	14.52	15.57	16.11	16.46	16.15	16.99	16.93	15.65
2019-20	11.24	11.22	11.70	12.13	15.94	15.88	16.75	20.20	22.42	24.17	25.17	22.8
<b>2020-21</b>	23.43											



## ELECTIVE HOME EDUCATION

**Current Total on Register = 271**

<b>Yr R</b>	2	<b>Yr 3</b>	12	<b>Yr 6</b>	17	<b>Yr 9</b>	33
<b>Yr 1</b>	10	<b>Yr 4</b>	16	<b>Yr 7</b>	18	<b>Yr 10</b>	47
<b>Yr 2</b>	17	<b>Yr 5</b>	12	<b>Yr 8</b>	37	<b>Yr 11</b>	50

	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>
Register 2018-19	187	195	212	221	226	233	244	256	263	233	231	232
Register 2019-20	240	246	251	260	267	266	268	276	276	213	213	225
<b>Register 2020-21</b>	271											
<b>Visits/ Children seen</b>	0/0											
<b>Enquiries/ No on to Reg</b>	130/97											
<b>Returned to school</b>	9											
<b>Total returned to school 2020-21</b>	9											
Total seen 2018-19	7	19	30	37	46	63	77	89	98	108	123	123
Total seen 2019-20	12	21	27	36	48	65	75	75	75	75	75	75
<b>Total seen in academic year 2020-21</b>	0											

<b>CHILDREN MISSING EDUCATION</b> (On EHE but provision deemed unsuitable)												
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
<b>Carry Forward</b>	1											
<b>Added</b>	0											
<b>Closed</b>	0											
<b>Total</b>	1											

<b>MISSING CHILDREN OUT</b> (Children moved out of area)												
Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
2017-18 Total referrals	92	88	84	95	51	80	76	74	83	97	121	98
2018-19 Total referrals	186	95	116	93	125	118	125	89	109	118	-	-
<b>Total number of pupils being tracked as Missing Out</b>	175											
<b>Total number of new referrals</b>	114											
<b>Total number of AMBER cases (open over 3 mths)</b>	11											
<b>Total number of RED cases (open over 4 mths)</b>	49											
<b>Total number of pupils located</b>	86											



<b>LAC ON THE OOSR = 4</b>			
Yr R		Yr 6	
Yr 1		Yr 7	
Yr 2		Yr 8	
Yr 3		Yr 9	3
Yr 4		Yr 10	
Yr 5		Yr 11	1
<b>Total LAC Letters Issued = 0</b>			

<b>EHCP CHILDREN ON THE OOSR = 6</b>			
Yr R		Yr 6	
Yr 1		Yr 7	2
Yr 2		Yr 8	1
Yr 3		Yr 9	3
Yr 4		Yr 10	
Yr 5		Yr 11	

<b>LAC and placing authority</b>		
Name	Placing Authority	Provision identified
I.S. Yr 11	Blackpool	Ed Div
T.S. Yr 9	Coventry	TBC
M.O. Yr 9	Liverpool	TBC
L.B. Yr 9	Stockport	St George's

<b>YOUTH OFFENDERS ON OOSR = 0</b>			
Yr R		Yr 6	
Yr 1		Yr 7	
Yr 2		Yr 8	
Yr 3		Yr 9	
Yr 4		Yr 10	
Yr 5		Yr 11	

<b>SOCIAL CARE ON OOSR = 2</b>			
Yr R		Yr 6	
Yr 1	1	Yr 7	
Yr 2		Yr 8	
Yr 3		Yr 9	
Yr 4		Yr 10	1
Yr 5		Yr 11	

PERMANENT EXCLUSIONS						
Total for 2018-19 = 59					September 2020 = 0	
Total for 2019-20 = 14						
Running Total for 2020-21 = 0*						
School	KS	Totals	Total 2019-20	Number dereg to EHE	Name	School
Armfield	KS3	-	1	2		
Aspire	KS3	-	11	7		
	KS4					
Highfield	KS3	-	3	7		
	KS4					
Montgomery	KS3	-	5	3		
	KS4					
South Shore	KS3	-	6	2		
	KS4					
St George's	KS3	-	10	5		
	KS4					
St Mary's	KS3	-	7	1		
	KS4					
Unity	KS2	-	10	-		
	KS3					
	KS4					
Ed Diversity	KS3	-	5	-		
LCC Schools		1	3	16		

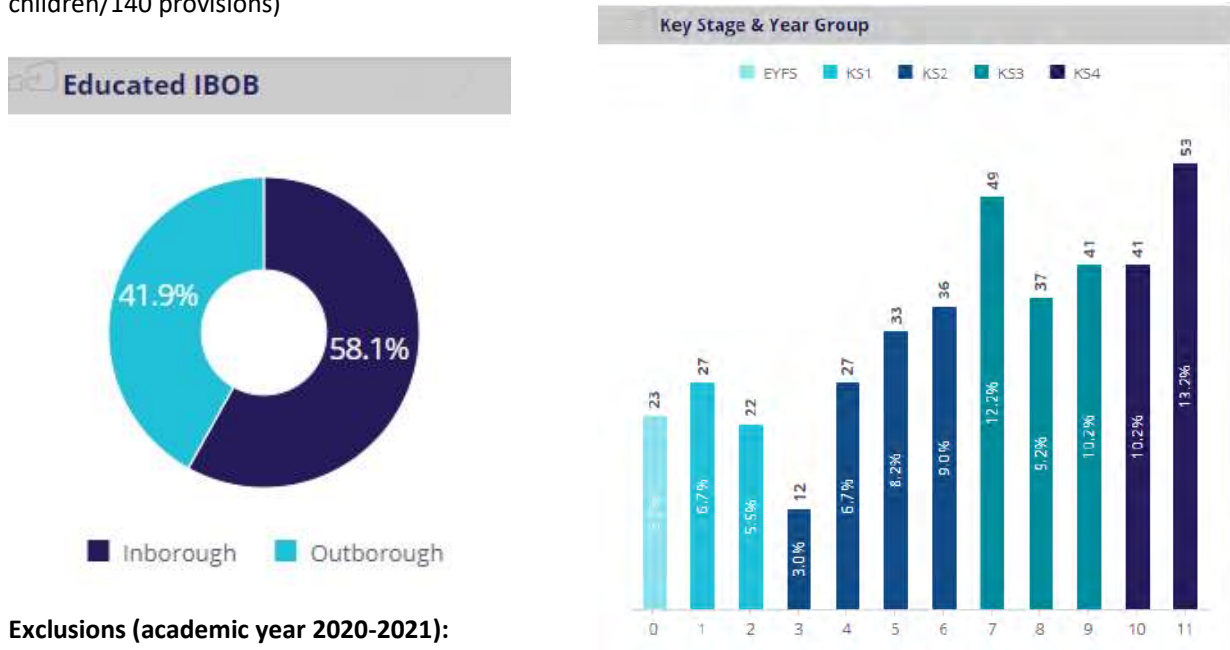
\*Includes figures for the current month – does not include LCC schools

FIXED TERM EXCLUSIONS						
September	2019	2019	2019	2020	2020	2020
	FTE	Days lost	PX's	FTE	Days lost	PX's
Armfield	?	?	?	6	10	0
Aspire	38	58	0	17	18	0
Highfield	1	0.5	0	2	3	0
Montgomery	46	70	1	30	39	0
South Shore	14	26	0	17	20	0
St. George's	25	52	1	?	?	?



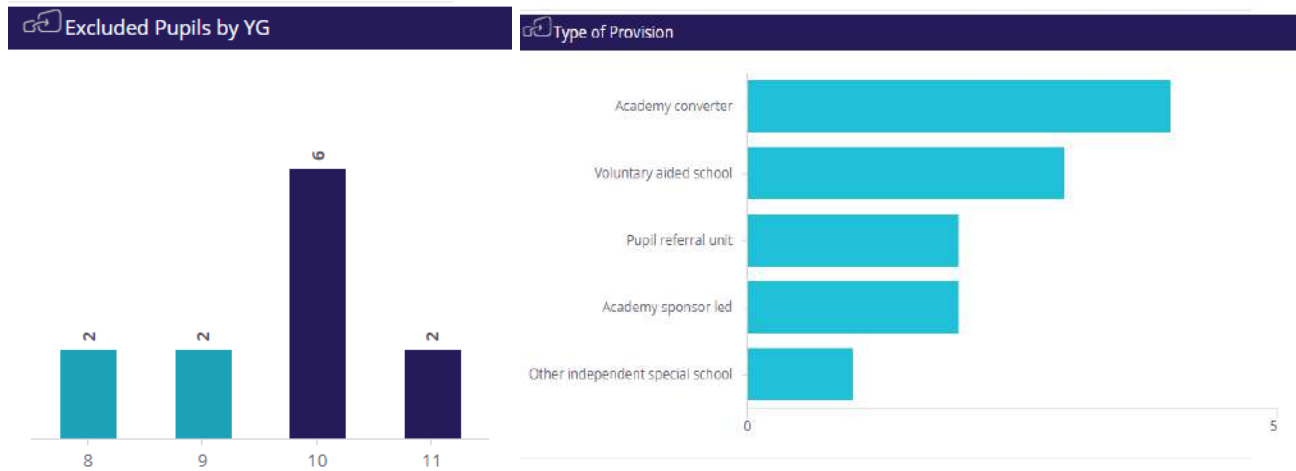
## Our Children

As of start of Oct 2020 based on **406 school aged children** spread across **131 provisions** (Jul: 442 children/140 provisions)



### Exclusions (academic year 2020-2021):

FTE: 12 pupils excluded for a total of 27 days

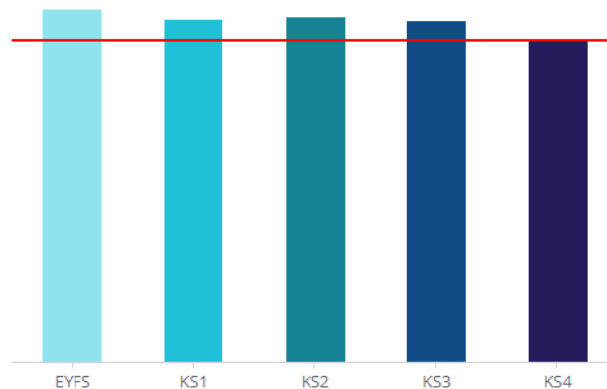


Zero permanent exclusions.

Our children	Oct 2020	Nov 2020	Dec 2020	Jan 2021	
Number missing education (no school roll/tuition only)	6				
Number with EHCP	79				
Number at Education Diversity	10				

**Attendance:**

Overall 95.6%



Our children not on a school roll:

- RE (Blackpool EHCP transferred to LCC) – was on roll Park, moved to consultation via LCC SEND team for local school provision.
- EP – moved to Gloucester (activity placement) but to move again shortly (viewing Lancaster care home 07/10, linked education West Stonegate provision as part of CSC package) TBC.
- KY (Blackpool EHCP transferred to Bolton) – due to start Ed Div Sept after move to Blackpool, moved to Bolton over summer. Consulting for local provision via Bolton SEND team.
- HW (Blackburn EHCP) – moved to Wakefield, 5 schools consulted with (ends 05/10). Planned move to FC but now given notice, urgent search for placement in same area with school consultation well underway.

Our children currently having home tuition only (no school roll):

- E-M.M – CSC arranged for tuition in the home due to being out of education for a substantial period/school refuser. LCC school application (sent to Central Lancaster) GN asked for update 01/10.
- KA – moved from Rossendale to Lytham, LCC school application (update due from LCC on place 05/10).

School applications in progress (on school roll currently):

- JW – on roll Ed Div, moved to Oldham, PRU place declined (YOT/court). Ed Start AP suggested – GN asked for costs 01/10, to discuss with JM.
- CL (Blackpool EHCP) – on roll Aspire, SEND consulting with Spen Brook.
- LC – on roll Lower Pasture, moving Blackburn to Stockport end of Oct, SW sent all details to apply for Stockport academy.
- TC – on roll Boundary, moving Blackpool to Widnes end of Oct/early Nov, SW sent Halton application form to apply to Fairfield primary.

Number of children with school move placed confirmed in Sept:

36 (7 IB and 29 OOB)

Sept school changes for OC		
Name	From	To
IB		
BB	Crookhey	Lotus School
ML	Blackpool Aspire Academy	Educational Diversity
IGS	Lawrence House School	Educational Diversity
LR	Saint Aidan's CE High School	St George's School A Church of England Academy

LR	Hawes Side Academy	Layton Primary School
SR	Hawes Side Academy	Layton Primary School
SPL	Crookhey Hall School	Lotus School
OOB		
T-JB	Nursery	Easington Church of England V C Primary School
MB	Mereside Primary School	Fleetwood Chaucer Community Primary School
PB	Boundary Primary School	Lundin Mill Primary School
JB	Shakespeare Primary School	Anchorholme Primary Academy
KC	Hawes Side Academy	Clifton Primary School
KC	Westminster Primary Academy	Freckleton Strike Lane Primary School
KC	Mereside Primary School	Fleetwood Chaucer Community Primary School
DD	Clare Lodge / Salters	Three Towers AP academy
CD	Kincraig nursery	Dinglewell Infant School
K-RE	New LAC	St Marys Catholic Primary School
TE	New LAC	St Thomas More Catholic School, Willenhall
JH	Cardinal Allen Catholic High School, Fleetwood	The Branas School
MH	Layton Primary School	Lytham Hall Park Primary School
E-MK	Westminster Primary Academy	Freckleton Strike Lane Primary School
JP	Nursery	Ellenbrook Community Primary School
LP	St John's	Triangle CofE VC Primary School
L-MP	St John's	Triangle CofE VC Primary School
CR	Bowland High	Lytham St Anne's High School
CR	Hawes Side Academy	Clifton Primary School
SAS	Blackpool Gateway Academy	Haslingden Primary School
SNS	Highfield Humanities College	The Hollins High School
L-MS	Nursery	Holland Moor Primary School
CT	Mereside Primary School	Calder Lodge School
L-MW	Kincraig Primary School	Appletree School
CW	Mereside Primary School	Brownhill Learning Community School

**Report to:** **SCHOOLS FORUM**  
**Relevant Officer:** Mark Golden, Finance Manager  
**Date of Meeting:** 13 October 2020

## **DEDICATED SCHOOLS GRANT BUDGET MONITORING 2020-2021**

### **1.0 Purpose of the report:**

- 1.1 To report the budget position of the 2020-21 Dedicated Schools Grant as at 31 August 2020 - Appendix 6(a).
- 1.2 To report the amount of Dedicated Schools Grant reserves as at 31 August 2020 – Appendix 6(b).

### **2.0 Recommendation:**

- 2.1 To note contents of the report.

### **3.0 Background:**

- 3.1 The monitoring report at appendix 6(a) reflects the budgets as approved at the March 2020 Schools Forum.
- 3.2 Budget monitoring to the end of August 2020 is forecasting a £582k over spend against a deficit budget of £1.231m. Therefore, the total in-year shortfall is estimated at £1.813m. Added to the brought forward deficit of £3.105m the resulting forecast DSG deficit by 31 March 2021 is £4.918m. This excludes the maintained schools reserves (£2.392m) and the specific Union Fees reserve (£48k).
- 3.3 The major in-year variances are as follows:
  - Special school numbers are continuing to rise creating a pressure of £366k.
  - Costs are being incurred for the new Resource provision of £409k which should see a reduction in Out of Borough placements. This will be monitored as part of the High Needs Block Medium Term Financial Plan progress.
  - There have been one off COVID19 related costs within Out of Borough placements and Post 16 Education totalling £372k.
  - These pressures have been partially offset by the under spend on the Children’s Centres of £733k.

### **4.0 List of Appendices:**

- Appendix 6(a) - Dedicated Schools Grant 2020-2021 Budget Monitoring Report to 31 August 2020.
- Appendix 6(b) - Dedicated Schools Grant Reserves as at 31 August 2020.

**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 6(a) - Dedicated Schools Grant 2020-2021 Budget Monitoring Report to 31 August 2020

Service	2020/21						Comments
	Budget	In Year Adj.	Recoupment	Adjusted Budget	Forecast Outturn	Variance	
	£000s	£000s	£000s	£000s	£000s	£000s	
<b>Schools Block</b>							
Local School Budget							
- Delegated	88,191	0	(69,386)	18,805	18,805	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)	14	0	0	14	14	0	
- Education Functions (retained)	161	0	0	161	161	0	
Pupil Growth Contingency	180	0	798	978	978	0	
	88,564	0	(68,588)	19,976	19,976	0	
<b>Central School Services Block</b>							
Servicing of Schools Forum	16	0	0	16	16	0	
Licences & Subscriptions	88	0	0	88	88	0	
School Admissions	160	0	0	160	160	0	
Contribution to Combined Budgets - Children's Centres	800	0	0	800	67	(733)	Released Underspend
Former ESG Retained Duties							
- Education Welfare	212	0	0	212	212	0	
- Asset Management	59	0	0	59	59	0	
- Statutory / Regulatory Duties	80	0	0	80	80	0	
	1,415	0	0	1,415	682	(733)	
<b>Total Schools Block</b>	<b>89,979</b>	<b>0</b>	<b>(68,588)</b>	<b>21,391</b>	<b>20,658</b>	<b>(733)</b>	
<b>High Needs Block</b>							
<b>Special Schools</b>							
Place Funding	5,000	0	(2,817)	2,183	2,273	90	Increase in numbers
Top-up Funding	3,047	0	0	3,047	3,323	276	Increase in numbers
<b>SERFs</b>							
Place Funding	320	0	(80)	240	160	(80)	Replaced by KS2 Provision
Top-up Funding	111	0	0	111	80	(31)	Replaced by KS2 Provision
Transport	48	0	0	48	20	(28)	Replaced by KS2 Provision
<b>Resource Provision</b>							
Place Funding	0	0	0	0	195	195	New Provision
Top-up Funding	0	0	0	0	214	214	New Provision
<b>Pupil Referral Units</b>							
Place Funding	2,208	0	0	2,208	2,208	0	
Top-up Funding	1,112	0	0	1,112	1,307	195	KS2 Provision
Other AP	165	0	0	165	270	105	2019/20 Costs under Accrued
<b>Mainstream Schools</b>							
Top-up Funding	1,550	0	(6)	1,544	1,555	11	
Exceptional Circumstances Funding	96	0	0	96	134	38	Based on Early Forecast 20/21
Post-16 Education	2,082	0	(784)	1,298	1,524	226	Additional Year for some Y11 (Covid)
Out of Borough	5,345	0	(60)	5,285	5,444	159	Additional Year for some Y11 (Covid)
Specialist Advisory and Referral Service (SARS)	1,064	0	0	1,064	1,106	42	1 off cost Proposal 1
Access and Inclusion	698	0	0	698	728	30	Cost of Oracle building
Other High Needs Central Services (Management, Central Support Costs, Admin Support, Pension Top-slice)	772	0	0	772	772	0	
<b>Total High Needs Block</b>	<b>23,618</b>	<b>0</b>	<b>(3,747)</b>	<b>19,871</b>	<b>21,313</b>	<b>1,442</b>	
<b>Early Years Block</b>							
2 Year Old Grants	1,651	(15)	0	1,636	1,636	0	
Early Years Pupil Premium	100	2	0	102	102	0	
3 & 4 Year Old Grants	6,527	(58)	0	6,469	6,482	13	Additional Cost of Early Years Placements due to Covid
Early Years Inclusion Fund	30	0	0	30	30	0	
Disability Access Fund	47	0	0	47	47	0	
Early Years Central Services	377	0	0	377	377	0	
<b>Total Early Years Block</b>	<b>8,732</b>	<b>(71)</b>	<b>0</b>	<b>8,661</b>	<b>8,674</b>	<b>13</b>	
<b>Total Expenditure</b>	<b>122,329</b>	<b>(71)</b>	<b>(72,335)</b>	<b>49,923</b>	<b>50,645</b>	<b>722</b>	
<b>Dedicated Schools Grant Income</b>	<b>(121,098)</b>	<b>71</b>	<b>72,335</b>	<b>(48,692)</b>	<b>(48,692)</b>	<b>0</b>	
<b>ESFA Free School Income</b>	<b>0</b>	<b>(140)</b>	<b>0</b>	<b>0</b>	<b>(140)</b>	<b>(140)</b>	Lotus School Income
<b>Total Income</b>	<b>(121,098)</b>	<b>(69)</b>	<b>72,335</b>	<b>(48,692)</b>	<b>(48,832)</b>	<b>(140)</b>	
<b>In year (under)/over spend</b>	<b>1,231</b>	<b>(140)</b>	<b>0</b>	<b>1,231</b>	<b>1,813</b>	<b>582</b>	

**Appendix 6(b) - Dedicated Schools Grant Reserves**

Description	Brought Forward 1st April 2020	Total Forecast Expenditure FY 2020-21	Forecast Surplus / (Deficit) at 31st March 2021	Comments
DSG Reserve	(3,104,758)	1,813,000	(4,917,758)	
Maintained School Balances	2,392,362	0	2,392,362	
Union Fees Reserve	48,274	0	48,274	
	<b>(664,122)</b>	<b>1,813,000</b>	<b>(2,477,122)</b>	

**Report to:** **SCHOOLS FORUM**  
**Relevant Officer:** Hilary Wood, Head of Business Support and Resources  
**Date of Meeting:** 13 October 2020

## 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 the contents of this report.

2.2 To approve the increase of 4% to funding levels for special schools and the Pupil Referral Unit.

### **3.0 Background Information**

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. The results from a survey of other north west local authorities regarding deficit levels can be seen at Appendix 7(a). Out of 20 respondents, Blackpool has the ninth highest predicted deficit at March 2021, but the fifth when taken as a percentage of Dedicated Schools Grant (DSG) allocations.

3.2 In order to better understand Blackpool's financial position, a medium-term financial plan has been developed to monitor forecast expenditure against the High Needs Budget, and factor in predictions of where savings may be achievable.

3.3 At the last meeting of Schools Forum, the local authority's Vision for SEND and Alternative Provision (AP) was presented. The nine proposals contained in the vision are intended to contribute to the repayment of the accumulated deficit on the DSG.

3.4 In July 2020, the Department for Education (DfE) announced provisional allocations for 2021/22 for the High Needs National Funding Formula. This will be the second of a three-year increase in government funding for schools and High Needs, and Blackpool's allocation has been provisionally set at £25.069m, an increase of £2.793m or 12.5% against 2020/21 funding.

- 3.5 Despite additional government funding in 2021/22, pupil numbers in special schools and Out of Borough placements are continuing their upward trend, leading to a position where costs are forecast to exceed High Needs funding allocations by £2.5 million in 2020/21, with the cumulative deficit against DSG reaching £5 million by the end of 2020/21. It should be noted, however, that the local authority has started to implement some of the proposals from the Vision for SEND and AP, and that costs are being incurred in the early stages, with savings only accruing in future years.
- 3.6 The medium-term financial plan has been revised to take account of updated forecasts and the provisional funding allocation for 2021/22 (see Appendix 7(b) to this report). Assumptions have been made in future years about the continuation of funding for the contribution to combined budgets on a reducing basis.
- 3.7 No assumption has been made yet in the medium-term financial plan regarding any increases in High Needs funding for 2022/23, nor have any cost increases been built in; it is, however, anticipated that a further increase in funding will arise in the third and final year of the announced three-year settlement for schools and High Needs. Even without this increase in income, the plan shows a forecast underspend on High Needs of c.£1 million each year from 2022/23, with the cumulative deficit reduced to c.£0.5 million by the end of 2024/25
- 3.8 In response to feedback from local authorities and other stakeholders, the DfE has designed a template to help local authorities create a DSG deficit management plan (full details available at this link: <https://www.gov.uk/government/publications/dedicated-schools-grant-dsg-deficit-management-plan>). While the deficit management plan is not compulsory, the DfE is encouraging local authorities to use it in order to facilitate discussions with Schools Forums. However, the plan is extensive, and completion would be very labour-intensive. The local authority therefore intends to continue to use the existing reporting format of the High Needs medium-term financial plan to update Schools Forum on progress against deficit recovery plans.
- 3.9 The table below sets out progress so far against Blackpool's Vision for Exceptional SEND and AP, as presented to the last meeting of Schools Forum. It should be noted that financial modelling within the Vision was based on start dates for each proposal of September 2021, given uncertainties around the impact of Covid-19 on plans. However, it has been possible to move ahead to start to implement some of the proposals sooner.

<b>Proposal</b>	<b>Progress</b>	<b>Included in medium-term financial plan?</b>
1) Enhanced SEND and inclusion advisory support	Early consideration underway	No
2) Secondary inclusion provision	Project underway	Yes
3) Primary behaviour provision	SERF provision ceasing end of autumn term. KS2 provision commenced at Educational Diversity September 2020.	Yes
4) Revised PRU offer	Not yet commenced	No
5) Widened AP landscape	First meeting of Alternative Provision Quality Assurance Panel October 2020 to consider new Blackpool providers	N/A
6) Specialist vocational centres 14-16	Capital works planned for catering facilities at Highfield Day Centre and Pegasus	N/A
7) SEND Resource Provision	SEMH provision due to commence at Mereside (KS1) and Thames (KS2) November 2020. ASD and complex needs provision at Marton, SEMH (KS2) provision at Boundary, and complex needs provision at Revoe due to commence in January 2021.	Yes
8) Local post-16 specialist provision at Oracle	Plans underway	No
9) Reduced number of other AP places	Underway	Yes

3.10 In addition to the above proposals, the local authority is pleased to report that Lotus School opened its doors at the start of this term with 18 pupils on roll, and an anticipation that the 24 commissioned places will be fully utilised during the course of the year.

3.11 The original forecast recovery from the Vision of SEND and AP can be seen in the table below, shown against the latest forecast in the medium-term financial plan. While there is a larger overspend in the current year, the position at the end of five years is very similar to that planned.

	2020/21 £'000	2021/22 £'000	2022/23 £'000	2023/24 £'000	2024/25 £'000
DSG cumulative deficit as per SEND/AP Vision	3541	3416	2757	1663	531
DSG cumulative deficit as per MTFP	4918	4144	2817	1547	538

### **Proposed increased funding for special schools and Pupil Referral Unit (PRU)**

- 3.12 Due to historic pressures on the High Needs Block, it has not been possible in recent years to allow any increase in funding for special schools or the PRU. These schools have consequently had to manage cost pressures within existing budget levels, a situation which has now persisted for several years.
- 3.13 Given the large increases in the High Needs budget in 2020/21 and 2021/22 and the anticipated increase in 2022/23, as well as the robust plans for deficit recovery, the local authority would like to propose a 4% increase in overall funding levels for special schools and the PRU from April 2021. The annual cost of this increase would be £549k, and this would be on top of the funding allocated next year through the High Needs block for teachers pay and pension grants.
- 3.14 While this proposal will affect the planned deficit recovery, it should be remembered that the third year of High Needs block increases have not yet been assumed in the medium-term financial plan.

#### **List of acronyms:**

DSG – Dedicated Schools Grant  
 SEND – Special Educational Needs and Disabilities  
 AP – Alternative Provision  
 DfE – Department for Education  
 MTFP – Medium-Term Financial Plan

#### **List of Appendices:**

Appendix 7(a): North West DSG Deficit Benchmarking  
 Appendix 7(b): High Needs Medium-Term Financial Plan

Appendix 7(a) - North West DSG deficit benchmarking

<u>Local Authority</u>	<u>DSG allocation 2019/20 £m</u>	<u>Deficit @ 31/03/2020 (£m)</u>	<u>Deficit as % of DSG 2019/20</u>
1	167.652	20.067	11.97%
2	216.669	16.141	7.45%
3	268.962	12.700	4.72%
4	200.555	4.568	2.28%
Blackpool	112.685	3.105	2.76%
6	360.741	11.021	3.06%
7	205.402	5.434	2.65%
8	273.890	2.560	0.93%
9	206.379	3.253	1.58%
10	254.685	2.915	1.14%
11	530.768	4.281	0.81%
12	126.093	0.162	0.13%
13	223.096	1.302	0.58%
14	167.229	0.719	0.43%
15	266.516	0.616	0.23%
16	208.604	0.000	0.00%
17	156.705	0.000	0.00%
18	188.182	0.000	0.00%
19	949.144	0.000	0.00%
20	401.902	0.000	0.00%

<u>DSG allocation 2020/21 £m</u>	<u>2020/21 Projected in Year overspend (£m)</u>	<u>Forecast Deficit @ 31/03/2021 (£m)</u>	<u>Deficit as % of DSG 2020/21</u>
177.641	4.500	24.567	13.83%
231.803	2.500	18.641	8.04%
291.154	0.700	13.400	4.60%
212.557	4.630	9.198	4.33%
120.966	1.813	4.918	4.07%
383.321	4.169	15.190	3.96%
215.509	1.700	7.134	3.31%
290.497	5.146	7.706	2.65%
217.047	0.647	3.900	1.80%
268.311	0.400	3.315	1.24%
560.150	1.697	5.978	1.07%
136.763	1.000	1.162	0.85%
237.593	0.400	1.702	0.72%
176.895	0.438	1.157	0.65%
278.596	1.133	1.749	0.63%
221.217	0.667	0.667	0.30%
164.670	0.394	0.394	0.24%
199.834	0.000	0.000	0.00%
1004.296	0.000	0.000	0.00%
424.618	0.000	0.000	0.00%

This page is intentionally left blank



**High Needs Block Medium-Term Financial Plan**

Forecasts exclude inflationary impact, and costs and income are stated at 2021/22 levels

Service	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	Notes Current Version
	Actual £000s	Forecast £000s	Budget £000s	Budget £000s	Budget £000s	Budget £000s	
<b>High Needs Block</b>							
New Free School (opening September 2020 - c£1m pa when full)	-						Assumes 24 places from September 2020, increasing to 40 from September 2021 & 48 places from September 22
<b>Special Schools</b>							
Place Funding	4,879	5,090	5,254	5,347	5,380	5,380	Special School places: from April 2020 290 (P), 85 (HF), 120 (W); from September 2020 24 (L); from September 2021 290 (P), 80 (HF), 120 (W), 40 (L)
Top-up Funding	2,768	3,323	4,280	4,485	4,530	4,590	Special School top-up: based on Sept 2020 figures
<b>SERFs</b>							
Place Funding	320	240	-	-	-	-	Mereisde SERFs decommissioned from Nov 2020; Boundary and Bispham Endowed SERFs decommissioned from Dec 2020
Top-up Funding	111	80	-	-	-	-	Mereisde SERFs decommissioned from Nov 2020; Boundary and Bispham Endowed SERFs decommissioned from Dec 2020
Transport	54	20	-	-	-	-	
<b>Resource Provision</b>							
Place Funding		195	760	760	760	760	Mereside and Thames Resource Provisions opening Nov 2020; Boundary, Revoe and Marton Resource Provisions opening Jan 2021
Top-up Funding		214	585	570	570	570	Mereside and Thames Resource Provisions opening Nov 2020; Boundary, Revoe and Marton Resource Provisions opening Jan 2021
<b>AP Provision</b>							
PRU - Place Funding	2,533	2,208	1,913	1,850	1,850	1,850	Reduced from 250 places to 200 from September 2020, 185 from September 2021
PRU - Top-up Funding	1,147	1,307	1,330	1,337	1,337	1,337	Forecast numbers:- September 2019 to March 2020 240, April to August 2020 272, September 2020 to March 2021 182, April to August 2021 215, September 2021 to March 2022 147, April to August 2022 178, September 2022 to March 2023 152. Teachers Pay award./Superannuation Costs and New Services KS2, Engagement Coaches & Therapist
Other AP	-	270	100	100	100	100	
<b>Mainstream Schools</b>							
Top-up Funding	1,250	1,561	1,591	1,591	1,591	1,591	2.75% Uplift 2020/21 & 2% Uplift in 2021/22.
Exceptional Circumstances Funding	119	134	134	134	134	134	
<b>Post-16 Education</b>							
Out of Borough	5,081	5,504	4,484	3,731	3,543	3,543	3% Uplift in 2021/22. based on 10 year-plus leaving, 40 new placements each year @ £50k per place, offset by transfers into new Free School starting in September 2020 and Resource Provision from Apr 21. 3% Uplift in 2021/22.
Specialist Advisory and Referral Service (SARS)	1,028	1,106	1,089	1,089	1,089	1,089	2.75% Uplift 2020/21 & 2% Uplift in 2021/22.
Access and Inclusion	508	728	625	625	625	625	2.75% Uplift 2020/21 & 2% Uplift in 2021/22.
Other High Needs Central Services	767	772	772	772	772	772	
(Management, Central Support Costs, Admin Support, Pension Top-slice)							
<b>Total High Needs Block Expenditure</b>	<b>22,594</b>	<b>25,058</b>	<b>25,228</b>	<b>24,589</b>	<b>24,479</b>	<b>24,540</b>	
Available High Needs Block funding	19,496	22,276	25,069	25,069	25,069	25,069	
ESFA Free School Income	-	140	333	447	480	480	
Additional High Needs Block allocation in-year	-	-	-	-	-	-	
Schools Block Transfer	431	101	-	-	-	-	
Central Schools Services Block	-	8	-	-	-	-	
Council Funding	-	-	-	-	-	-	
<b>HNB (Surplus) / Deficit</b>	<b>2,667</b>	<b>2,533</b>	<b>(174)</b>	<b>(927)</b>	<b>(1,070)</b>	<b>(1,009)</b>	
<b>Cumulative HNB (Surplus) / Deficit</b>	<b>3,016</b>	<b>5,549</b>	<b>5,375</b>	<b>4,448</b>	<b>3,378</b>	<b>2,369</b>	
<b>Cumulative Schools &amp; Early Years Block (Surplus) / Deficit</b>	<b>89</b>	<b>(631)</b>	<b>(1,231)</b>	<b>(1,631)</b>	<b>(1,831)</b>	<b>(1,831)</b>	
<b>Cumulative DSG (Surplus) / Deficit</b>	<b>3,105</b>	<b>4,918</b>	<b>4,144</b>	<b>2,817</b>	<b>1,547</b>	<b>538</b>	
<b>Movement</b>	<b>2,684</b>	<b>1,813</b>	<b>(774)</b>	<b>(1,327)</b>	<b>(1,270)</b>	<b>(1,009)</b>	

This page is intentionally left blank

**Report to:** **SCHOOLS FORUM**

**Relevant Officer:** Hilary Wood, Head of Business Support and Resources / Sharon Butler,  
HeadStart, Advanced Practitioner

**Date of Meeting:** 13 October 2020

## **MOVING ON UP – SUPPORT FOR PUPILS IN TRANSITION FROM PRIMARY TO SECONDARY SCHOOL**

### **1.0 Purpose of the report:**

1.1 To request funding from the High Needs Block for the continuation of Resilience Coaches to provide targeted support to pupils in their transition from primary to secondary school

### **2.0 Recommendation(s):**

2.1 To approve the allocation of £216k per year from the Schools Block headroom and High Needs Block to fund Resilience Coaches, as set out in the proposal (3.8 to 3.12) in this report from January 2021.

2.2 To agree to receive a report after the first 12 months to consider the continuation of funding subject to evaluation of the ongoing effectiveness of the Moving On Up programme.

### **3.0 Background Information**

3.1 Moving On Up is part of the HeadStart programme funded by the National Lottery Community Fund. It involves Resilience Coaches from the HeadStart team providing support to pupils, their families, and schools in order to ensure an effective transition from primary to secondary school. Over the past four years, each primary school in Blackpool has received funded support for two cohorts of Year 6 pupils, with the support following the pupil through the summer holidays and until they are settled in their respective secondary school. Pupils with low resilience are identified for support through the Student Resilience Survey.

3.2 During the Covid-19 pandemic, Resilience Coaches have adapted their way of working to provide ongoing support to young people and families in order to ensure that young people and their families felt well supported during their transition to secondary school.

- 3.3 The report at appendix 8(a) shows the evaluation of the Moving On Up 1-to-1 support, and appendix 8(b) contains an extract from the latest Resilience Revolution Annual Report. The statistics show a significant improvement in the absence rates of pupils who received support between year 6 (4.4%) and year 7 (2.8%), which is in contrast to the national trend, where absence rates tend to increase in year 7. With respect to exclusions, only one pupil was permanently excluded after receiving support, and 52% of young people with a previous history of fixed-term exclusion had no further records of exclusion after taking part in the programme.
- 3.4 With respect to the softer measures, there were significant improvements in young people's individual characteristics and protective factors in the areas of problem solving, peer support, goals and aspirations, family connection, empathy, and participation in school life. Pupils also rated significantly closer to reaching their goals by the end of the programme. Some heart-warming feedback can be read on page 7 of appendix 8(a), setting out the impact that the Resilience Coaches have had from the viewpoint of a pupil and a parent.
- 3.5 The funding from the HeadStart programme for the Resilience Coach team will end in December 2020. As part of sustainability planning, service offers have been developed for schools covering the various elements of the Resilience Coaches' work. These have been presented to Secondary Heads and to Primary and Special Heads.
- 3.6 The feedback at the meetings was that, while schools found the Moving On Up support incredibly valuable, the cost on a per pupil basis (£1,750 for 12 months' support), was felt to be prohibitive. A further point was raised that, while the support starts when the pupils are in primary school, those pupils will move to a number of different secondary schools, so it was unclear which schools should fund the service.
- 3.7 As can be seen from the evaluation, the benefits derived from the programme are felt across the whole school system. Primary schools find that pupils are less anxious and more settled in the classroom; secondary schools benefit from pupils who settle into Year 7 more quickly with less risk of exclusion and managed moves; attendance improves across the board. It is therefore felt that a whole-system solution of funding the support from the High Needs Block would be most appropriate.

### **Proposal**

- 3.8 It is proposed that funding for the Moving On Up scheme is allocated from Dedicated Schools Grant from January 2021 as an invest-to-save opportunity. The allocation of £216k would enable the continued employment of six Resilience Coaches, including supervision and expenses, with support being provided to 120 pupils. It is proposed that any headroom from the Schools Block after allocation of school budgets in 2021/22 is used to fund this scheme, with the balance being met from the High

Needs Block. (NB in 2020/21, the headroom from the Schools Block amounted to £101k.)

- 3.9 The offer would entail: facilitation of the annual Student Resilience Survey in each Blackpool primary school to identify Year 6 pupils with low resilience; support for two pupils from each Year 6 class during spring and summer terms and through the summer holidays; continued support for each identified pupil during autumn term in Year 7.
- 3.10 Support is offered through one-to-one and co-production sessions to help build self-esteem and confidence, with time for pupils to talk about their fears and anxieties. The Resilience Coaches will support the young people and families through this change, using approaches underpinned by Resilient Therapy<sup>1</sup>. Sessions take place in school, at home and in the community. Good links are made with the pupils' new secondary schools prior to commencing, and additional visits and finding a trusted adult for them is key. The Service will support in the sharing of information and making the move the best it can be, whilst equipping the young people with information, coping strategies and reducing fears.
- 3.11 If desired, primary schools would have the option to purchase support for additional pupils over the initial allocation of two per class.
- 3.12 The service will keep the effectiveness of support under close review through the collation of data, which will be reported periodically to Schools Forum in order that an ongoing assessment of value for money can be made. It is anticipated that Moving On Up will continue to contribute to a range of early help in place across the system to enable pupils to engage fully in mainstream education, with improvements in attendance, attainment and behaviour, and consequent reductions in consequences, managed moves and exclusions.

**List of acronyms:**

**List of Appendices:**

Appendix 8(a) Evaluation of Moving on Up – 1 to 1 Project  
Appendix 8(b) – Extract from Resilience Revolution Annual Report  
2018/19: Moving On Up 1-to-1

---

<sup>1</sup> Hart, A., & Blincow, D., with Thomas, H. (2007). *Resilient Therapy: Working with children and families*.

This page is intentionally left blank

## Evaluation of Moving on Up – 1 to 1 Project

To evaluate the Moving on Up – 1 to 1 project, the changes in young people’s resilience and school education statistics were explored before and after taking part in the project. In addition, the project was evaluated based on the achievement of goals identified by young people, parent/carers and practitioners before or during the intervention.

### Participants

Between June 2017 and August 2020, 243 young people (69% males) were supported by Moving on Up – 1 to 1. A further 135 young people (60% males) started taking part in Moving on Up – 1 to 1 sometime after December 2019, who are still on the programme.

### Measures

The **Student Resilience Survey** (SRS; Sun and Stewart, 2007; Lereya et al. 2016) was used to measure young people’s perceptions of their individual characteristics and protective factors embedded in the environment, which are relevant to their resilience. The survey includes 47 items comprising 12 subscales: communication and cooperation; self-esteem; empathy; problem solving; goals and aspirations; family connection; school connection; community connection; participation in home and school life; participation in community life, and peer support. The items are rated on a 5-point Likert type scale ranging from 1 = *never* to 5 = *always*. For each subscale, a final score is computed by taking the average of responses given to the corresponding items. In the current research, a shortened version (i.e., 38 items) of the SRS was completed by young people to prevent the burden. Young people completed the measures on their own. The baseline assessment was completed in a classroom, with Resilience Coaches reading and pacing each question to help young people to fully understand each item and teaching staff offering additional support. The final assessment was completed on a one-to-one basis, where young people completed the questionnaire with a Resilience Coach present in the room. Completion time took approximately 15 minutes.

Young people’s **school attendance**, **school exclusion** and **school move** records were also used.

To monitor the progress of the intervention, the **Goal Based Outcomes** tool (GBOS; Law & Jacob, 2015) was used. GBOs are often used in a therapeutic setting, allowing practitioners and young people to identify goals for the areas they wanted to see improvement in, and monitor their progress towards reaching that goal. In the current project, the GBOs were completed on a one-to-one basis with young people, setting multiple goals and checking progress regularly on a 0-to-10 scale, where zero means the goal has not been met in any way, and ten means the goal has been met completely.

## Findings

Paired *t*-tests were used to explore if there was a statistically significant difference in young people's resilience scores, as well as school absence and exclusion rates, before and after taking part in the Moving on Up – 1 to 1 project. Changes in the GBOs were also analysed using paired *t*-tests by comparing the ratings reported when the goal was first set and when it was completed. If the change is statistically significant, it means that any changes that are seen are unlikely to be simply down to chance.

Table 1 below presents descriptive statistics for the variables and analysis results.

**Table 1. Descriptive statistics and analysis results**

	Before		After		<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
<b>Resilience (SRS)</b>							
<i>Empathy</i>	3.69	1.00	3.98	0.91	-2.00	69	<b>.05</b>
<i>Problem solving</i>	3.34	1.10	3.92	0.89	-3.88	69	<b>.00</b>
<i>Goals &amp; aspirations</i>	3.54	1.18	4.17	0.98	-3.97	69	<b>.00</b>
<i>Family connection</i>	4.08	0.92	4.39	0.54	-2.85	69	<b>.01</b>
Participation in home life	3.36	1.14	3.43	0.96	-0.42	69	.68
School connection	3.87	0.97	4.05	0.81	-1.50	69	.14
Participation in school life	2.59	1.19	2.86	2.86	-1.75	69	.09
Community connection	3.95	1.02	4.17	1.11	-1.17	69	.25
Participation in community	3.45	1.48	3.40	1.39	0.23	69	.82
<i>Peer support</i>	3.42	1.03	3.83	0.88	-2.79	69	<b>.01</b>
<b>Goal Based Outcomes (GBO)</b>	3.94	2.30	7.84	2.18	-35.61	561	<b>.00</b>
<b>School Education Statistics</b>							
<i>Absence</i>	4.44%	2.66	2.79%	2.08	-7.26	223	<b>.00</b>
<i>Fixed term exclusions</i>	2.48	2.34	0.90	1.29	3.08	27	<b>.01</b>

*M* = Mean. *SD* = Standard deviation. *t* = *t*-value obtained from paired *t*-test analysis. *df* = Degrees of freedom. *p* = Probability value, where *p* < .05 indicates statistically significant results, which are presented in bold and italic font.



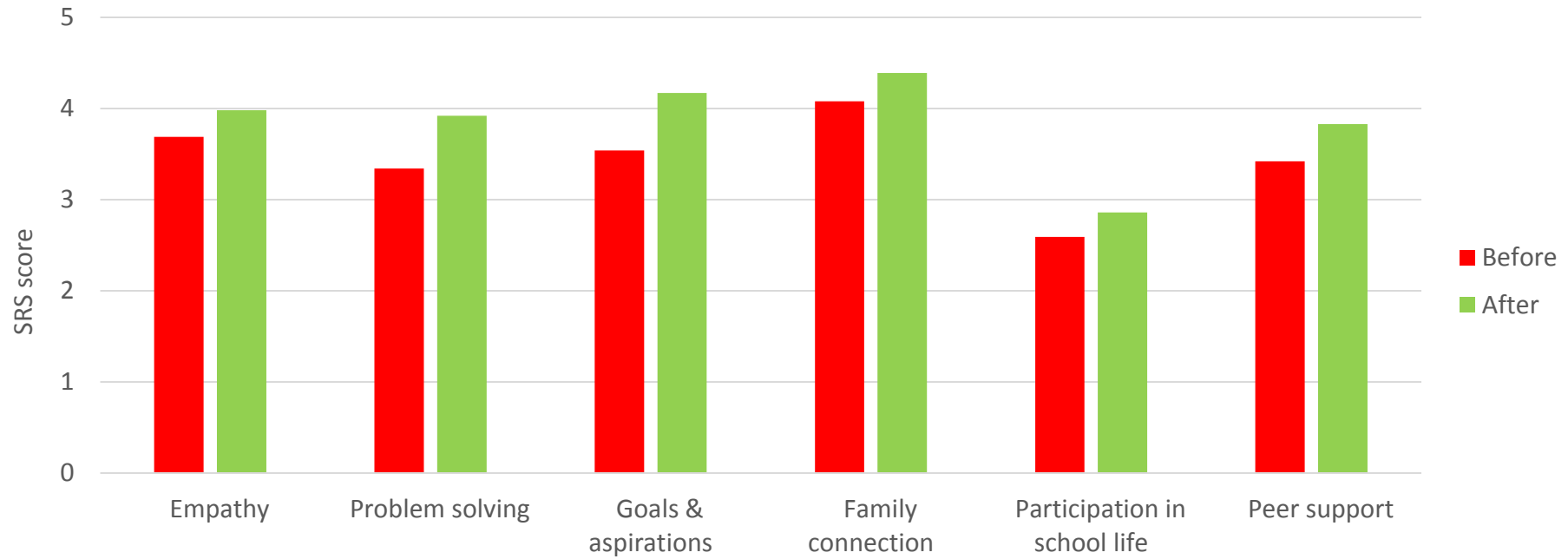
## Resilience

70 young people completed the SRS before and after taking part in the project. Paired *t*-test results revealed statistically significant improvements in various areas of individual characteristics and protective factors of resilience after taking part in the Moving on Up – 1 to 1 project.

As seen in Figure 1 on the next page, the changes were mainly in five areas including:

- **Problem solving:** 64.3% of the young people reported improvement in problem solving, and the average increase in scores was 17%.
- **Peer support:** 61.4% of the young people rated their peer support better, and the average increase in scores was 12%.
- **Goals and aspirations:** 57.1% of the young people reported improvement in their goals and future aspirations, and the average increase in scores was 18%.
- **Family connection:** 48.6% of the young people rated their family connections better, and the average increase in scores was 8%.
- **Empathy:** 44.3% of the young people reported improvement in empathy, and the average increase in scores was 8%.

It is also worth noting that there was a marginally significant increase in young people's **participation in school life**. About half of the young people (48.6%) reported improvement in their participation in school life, and the average increase in scores was 10%.



**Figure 1. Young people’s individual characteristics and protective factors before and after taking part in Moving on Up – 1 to 1.**

## Goal Based Outcomes

Young people's GBOs were explored to monitor the progress of the intervention and see whether young people became closer to reaching their goals at the end of the project.

Between July 2018 and August 2020, 670 goals were recorded for 217 young people. 52% of these goals were identified by young people, 44% of the goals were agreed by young people and their Resilience Coaches, and 3% of the goals were agreed by young people, their Resilience Coaches and family members. The number of goals identified for each young person ranged from 1 to 8 goals, with an average of 3 goals ( $M = 3.10$ ,  $SD = 1.56$ ).

Each goal was related to the resilient moves outlined in the Resilience Framework (Hart et al. 2007). A closer look at the data showed that 266 goals were referred to the resilient moves in *coping*, 232 goals were referred to *learning*, 178 were referred to *belonging*, 156 were referred to *core-self*, and 55 were referred to *basic* aspects of the framework. Below, a sample goal from each domain is presented.

- **Coping:** *"To learn strategies to help me feel calmer."*
- **Learning:** *"I want to get better at science because it teaches you how to be safe and smart."*
- **Belonging:** *"To make friends at high school."*
- **Core-self:** *"To take responsibility for myself."*
- **Basics:** *"I would like to do more sport activities over summer."*

Changes in the GBOs were analysed by comparing the ratings young people reported when the goal was first set and when it was completed. Results showed that, at the end of their support, young people rated themselves significantly closer to reaching their goals.

## School attendance

Changes were explored in relation to young people's school attendance before and after their transition to secondary school.

Nationally, school attendance rates show a decrease from Year 6 to Year 7. Indeed, national pupil absence rates were reported as 4.2% for Year 6 pupils and 4.6% for Year 7 pupils in the 2017-2018 academic year (Department for Education, 2019). Similarly in the 2018-2019 academic year, absent rates were 4% for Year 6 and 4.4% (Department for Education, 2020).

School attendance records for Year 6 and Year 7 were available for 232 young people who took part in Moving on Up – 1 to 1. In contrast to the national trend, the average school absence rate in this sample significantly decreased from 4.4% in Year 6 to 2.8% in Year 7 ( $t(223) = -7.26, p < .001$ ). This is because 25% of the young people who participated in Moving on Up – 1 to 1 had **lower rates of absence in Year 7**. The average decrease in young people's absence was 2%, indicating an average additional 7.6 days of attendance per academic year.

### School exclusions

Young people's school exclusion records were explored in academic years from Summer term 2013 to Summer term 2019. Among the 378 young people who took part in Moving on Up – 1 to 1, exclusion records could be accessed for 235 of them. 143 young people could not be included in this analysis. This was because they had participated in the programme too recently (i.e., after May 2019) for up to date exclusion data to be available.

Therefore, exclusion analysis can be reported for 62% of the Moving on Up – 1 to 1 population. Within this group, 72 fixed term exclusions were reported before the programme, and 26 fixed term exclusions were reported after taking part of the project. Statistical analysis showed a significant difference between these scores, indicating that **the fixed term exclusions dropped** after taking part in the Moving on Up – 1 to 1 project. Considering that exclusion rates are usually higher for older pupils (Department for Education, 2019), these findings are indicative of positive impact.

A closer look at fixed term exclusions revealed that 12% of the young people (29) received this type of exclusion. Among them:

- ➔ 52% of the young people ( $n = 15$ ) who had previous history of exclusion did not have any further records of exclusion after taking part in the project.
- ➔ 28% of the young people ( $n = 8$ ) were excluded both before and after taking part in the project.
- ➔ 21% of the young people ( $n = 6$ ) were excluded at a time point after taking part in the project but had no previous exclusion history.

A more detailed examination of the data showed that two of these young people also received lunch time exclusion, which happened before taking part in the Moving on Up – 1 to 1 project. Additionally, one young person has been permanently excluded after starting Moving on Up - 1 to 1 support. Resilience Coaches continued to work with the young person, the family, and school to support building resilience, ensuring a smooth transition to mainstream education at an appropriate time.

## Feedback

Feedback from young people about Moving on Up - 1 to 1 was collected at the end of the support by Resilience Coaches, but this has not been analysed for the current evaluation. However, two quotes that have been shared from young people and families to the evaluation team directly are presented below:

*"I think it was good because it boosted my resilience a lot. Back then I was dead shy and wouldn't do what I do now. I can speak in front of hundreds of people, back then I probably wouldn't even speak in my class. So I think it's helped a LOT." (Young person)*

*"The support we have received from the resilience service has been amazing, from day one when an introduction took place to now. Via Microsoft teams and regular phone calls my son has still felt very supported with his transition into high school. In the initial months of the resilience coach's support my son learnt techniques to manage his thought process and anxiety and he still uses them now. My son has overcome panic attacks, extreme anxiety every night before bed and fears of high school. He sleeps in his own room and feels safe to do so and this is a huge improvement. His resilience coach has provided my son with the tools he needed to take control of his anxiety instead of letting it control him. The support wasn't just for my child, the coach has massively supported me too, as a parent we sometimes blame ourselves for things but the coach has always shown me massive respect and praised me for the way I handle my son's difficulties. (...) Your service is truly amazing and very much needed in Blackpool as a lot of children even those that don't have immediate issues struggle with the transition to high school and your service truly does make that integration and transition into high school so much easier, happier and positive for our children!" (Parent)*

## Conclusion

The Moving on Up – 1 to 1 project aimed to help young people to feel more equipped and prepared for their transition to secondary school, but it also helped young people find ways to manage their challenging feelings. The findings revealed that the project fulfilled its aims because improvements have been seen in areas that are related to young people's resilience. Moreover, school absence and fixed term exclusion rates significantly decreased from Year 6 to Year 7, in contrast to the national trend. Additionally, at the end of their support, young people considered themselves closer to reaching their goals, that is they showed advances in the areas related to their resilience that they wanted to improve.

Overall, these findings suggest an easier transition to secondary school, with higher likelihood of settling in and less likelihood of dropping out. Furthermore, grounded in the Resilience

Framework (Hart et al. 2007), the project introduced young people to resilient moves, which can help them to overcome negative aspects of other stressful life experiences. Therefore, the impact of the project may well not be limited to an easier transition from primary school to secondary school but might also support young people to become more resilient going forward in other areas of their personal skills, school and home life, and relationships.

As with any research that has limitations, it is acknowledged that we cannot be certain that the change in outcome was a direct result of the project. Therefore, the results should be interpreted with caution. However, the findings demonstrated strong evidence that the Moving on Up – 1 to 1 project was successful in achieving its aims.

## References

- Department for Education (2019, March 21). Pupil absence in schools in England: 2017 to 2018. Retrieved from: <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2017-to-2018>
- Department for Education (2020, March 26). Pupil absence in schools in England: 2018 to 2019. Retrieved from: <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2018-to-2019>
- Hart, A., Blincow, D., & Thomas, H. (2007). *Resilient Therapy: Working with children and families*. East Sussex: Routledge.
- Law, D., & Jacob, J. (2015). *Goals and Goal Based Outcomes (GBOs): Some useful information*. Third Edition. London, UK: CAMHS Press.
- Lereya, S. T., Humphrey, N., Patalay, P., Wolpert, M., Böhnke, J. R., Macdougall, A., & Deighton, J. (2016). The Student Resilience Survey: Psychometric validation and associations with mental health. *Child and Adolescent Psychiatry and Mental Health*, 10, 44. <https://doi.org/10.1186/s13034-016-0132-5>
- Sun, J., & Stewart, D. (2007). Development of population-based resilience measures in the primary school setting. *Health Education*, 2007, 7, 575-599. <https://doi.org/10.1108/09654280710827957>

This page is intentionally left blank



# MOVING ON UP - 1761




Where needed Resilience Coaches work alongside young people, parents and carers and school during Year 6 until the young person is settled in Year 7. In some cases, Resilience Coaches work to support pupils who are transitioning from Educational Diversity to mainstream school. The team is working across systems to make transition as positive as possible.

Since the beginning of the programme, Resilience Coaches have worked with **263** young people. Just this year **182** young people have taken up the support.



*"I want to thank you for your help and cooperation during this period of time that we held the core meetings together with the family"* (Secondary School)

*"Thank you so much for what you have done for my son, you may feel as though it's your job but we know you have gone above and beyond when he has really struggled"* (Parent)

*"The summer transition sessions helped develop new friendships with other people going to their new schools, engaged in fresh air and exercise whilst highlighting and developing new skills."* (Resilience Coach)

*"I have learnt that I need to express myself more instead of getting cross"* (Young person)

*"I would like to say it has been fantastic working with you. Our young person has progressed really well, and he has certainly benefited from your support both emotionally and socially"* (Residential Care Manager)

# MOVING ON UP - 1761



Since the beginning of the programme **37** young people completed a survey about their resilience before and after being supported by a Resilience Coach.

**These young people reported significant improvement in various areas of their resilience, including:**

- **Community connection** - having a trusted adult away from school, who believes and cares about the young person. More than half of the young people (**51%**) rated their community connection higher after working with the Resilience Coach and the average increase in scores was **18%**.
- **Empathy** - being able to understand and share the feelings of another. More than half of the young people (**53%**) reported improvement in their empathy and the average increase in scores was **14%**.
- **Problem solving** - knowing how/where to find help when needed. More than half of the young people (**53%**) reported improvement in their problem-solving abilities and the average increase in scores was **24%**.
- **Goals and aspirations** - having plans and believing in a positive future. More than half of the young people (**57%**) reported improvement in their goals and future aspirations and the average increase in scores was **19%**.
- **Peer support** - having supportive peer relationships in school. More than two-thirds of young people (**68%**) reported more support from peers in school and the average increase in scores was **15%**.

Young people were also asked to complete a survey about their feelings and difficulties, in addition to their resilience. Most of the young people did not report serious emotional (**89%**) or behavioural problems (**86%**) at the end of their support.

Young people who reported higher resilience in the areas below reported significantly less emotional problems at the end of their support.

- **Family, school, community connections** - having supportive adults in their family, school and community
- **Peer support** - having supportive peer relationships in school
- **Participation in community, home and school life** - being meaningfully involved in decision making.

While those with **higher problem solving skills** reported not only less emotional, but also less behavioural problems.



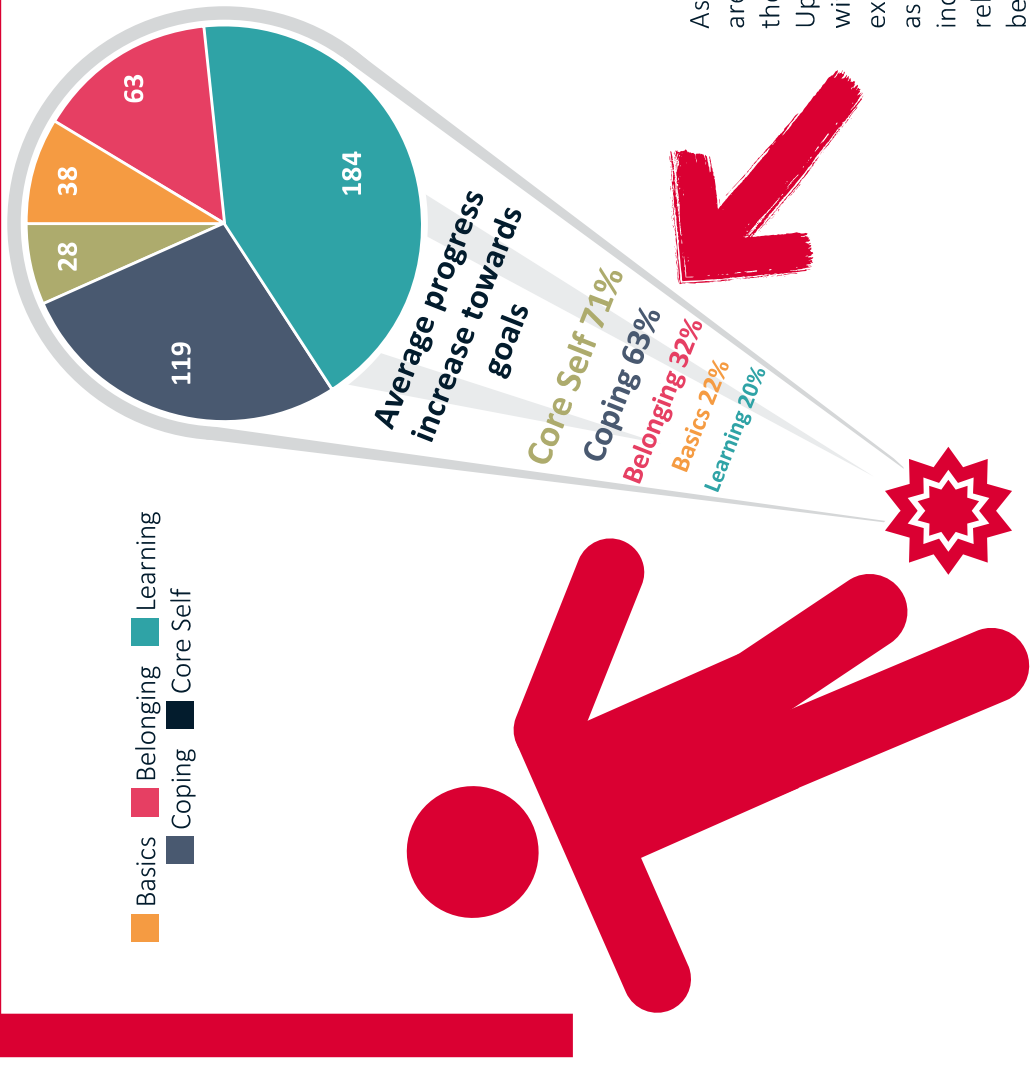
# MOVING ON UP - 1761



## Goals

Young people set and work on goals with Resilience Coaches in Moving on Up 1 to 1.

Since the beginning of the programme, **180** young people have set a total of **432** goals, between 1 and 7 each. These are linked to the five sections of the Resilience Framework: Basics, Belonging, Learning, Coping and Core Self.



This image shows the number of goals set by young people within each section of the Resilience Framework

As the table shows, young people are making progress towards their goals within Moving on Up 1 to 1. Most goals were set within the Learning section, for example developing life skills such as cooking. The biggest score increase was reported in goals related to Core Self, for example becoming more honest.

This page is intentionally left blank

**Report to:** **SCHOOLS FORUM**  
**Relevant Officer:** Hilary Wood, Head of Business Support and Resources  
**Date of Meeting:** 13 October 2020

## **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(s):**

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 2019 confirming that school funding would rise by £7.1 billion over three years, the Education and Skills Funding Agency (ESFA) have published operational guidance detailing how the funding will be distributed to local authorities for 2021/22, which is the second year of the three-year settlement.

### **4.0 Changes in 2021/22**

4.1 The ESFA has published the National Funding Formula (NFF) technical note and policy document, with the new updated NFF for 2021/22 factor values and other technical changes.

4.2 The ESFA has confirmed the following key elements of the schools NFF for 2021/22:

- The minimum per-pupil funding levels will be set at £4,180 for primary schools, compared to £3,750 in 2020/21 and £5,415 for secondary schools, compared to £5,000. Included within these amounts above are £180 per primary pupil and £265 per secondary pupil for the Teachers Pay Grant and Teachers Pension Employers Contribution which were previously paid as a separate grant. These have now been incorporated into the formula.
- The funding floor will be set at 2%, compared to 1.84% for 2020/21. This minimum increase in 2021/22 allocations will be based on the individual school's NFF allocation in 2020/21.

- 4.3 NFF formula factors will increase by 3%, with the exception of the free school meals factor, which will be increased an inflation rate of 2.20%, as it is intended to broadly reflect actual costs. There will also be varying rates of increase for IDACI bandings, as explained in paragraph 4.7 below. 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 2020/21 local formula, with an inflationary increase (RPIX) for the Private Finance Initiative (PFI) factor only.
- 4.4 Growth funding will be based on the same methodology as 2020/21, and will have the same transitional protection, ensuring that no authority whose growth funding is unwinding will lose more than 0.5% of its 2020/21 schools block allocation.
- 4.5 The teachers' pay grant and teachers' pension employer contributions grant from 2021/22 have been included within the minimum per pupil funding, which is a change to 2020/21 where these were paid separately from the NFF. Rates are £180 per primary pupil and £265 per secondary pupil. This funding has been added to the Minimum Funding Guarantee (MFG) baselines to ensure the funding is passed on to schools.
- 4.6 In 2021/22, 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 continued commitment to move to a single 'hard' national funding formula to determine every school's budget, although timescales have yet to be set.
- 4.7 Other changes to local authority formulae arrangements in 2021/22 are:
- Local authorities will have the freedom to set the MFG in local formulae between +0.5% and +2% 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.
  - The NFF will use the 2019 data from the Income Deprivation Affecting Children Index (IDACI) in place of 2015 data—there has also been a change on the basis of which pupils are assigned to the seven IDACI bands: they are now assigned based on rank rather than score (for example, Band A now consists of pupils in the most deprived 2.5% of lower super output areas (LSOAs), instead of consisting of pupils in LSOAs with an IDACI score greater than 0.5). The funding factors in the NFF for IDACI bands have been increased by a rate of between 2% and 10% compared to 2020/21 values.

## **5.0 Early Years Funding**

- 5.1 Funding levels for the Early Years block in 2021/22 have not yet been announced, and it is anticipated that this will follow the Comprehensive Spending Review expected in the autumn.
- 5.2 With respect to 2020/21, it is anticipated that numbers in nurseries will be lower in the 2020 autumn term than usual due to the impact of Covid-19. For that reason, the Department for Education has announced that local authority funding for the September to December 2020 period will be based on the January 2020 census, rather than the January 2021 census as would normally be the case. In turn, local authorities are expected to fund Early Years settings at the same level as in the autumn term 2019, if their numbers are lower than they were in autumn term 2020.

### **List of acronyms:**

ESFA	Education & Skills Funding Agency
NFF	National Funding Formula
RPIX	Retail Price Index excluding mortgage interest
PFI	Private Finance Initiative
MFG	Minimum Funding Guarantee
MPPF	Minimum per-pupil funding
IDACI	Income Deprivation Affecting Children
LSOAs	Lower Super Output Areas

This page is intentionally left blank



**Report to:** **SCHOOLS FORUM**  
**Relevant Officer:** Hilary Wood, Head of Business Support and Resources  
**Date of Meeting:** 13 October 2020

## UPDATE OF SCHEME FOR FINANCING BLACKPOOL SCHOOLS

### 1.0 Purpose of the report

1.1 This report updates on changes to the Department for Education guidance, which are expected to be reflected in Blackpool's Scheme for Financing Schools.

### 2.0 Recommendation

2.1 To approve the revisions for incorporation in Blackpool's Scheme for Financing Schools (maintained schools representatives).

### 3.0 Background Information

3.1 Local authorities are required to publish schemes for financing schools setting out the financial relationship between them and the schools they maintain. Any amendments to schemes must be consulted on and approved by the members of Schools Forum representing maintained schools.

3.2 On 5 August 2020, the Department for Education issued updated statutory guidance for local authorities on schemes. The guidance sets out changes that are required to local authority schemes

3.3 Following the outcome from the Financial Transparency Local Authority Maintained Schools and Academy Trusts Consultation in 2019. There is a new requirement for maintained schools to submit 3 year budget forecasts each year. The Local Authority is therefore proposing that section 2.3.1 is amended from:

Schools are required to submit a financial forecast covering each year of a multi-year period for which schools have been notified of budget shares beyond the current year. This forecast should confirm that a school is undertaking effective financial planning and the overall position will be used in support of the Authority's balance control mechanism.

To:

From the 2021 to 2022 funding year each school must submit a 3-year budget forecast each year, in line with the budget submission deadline of the 31st May. The local authority will use this information to identify schools who are potentially facing financial difficulty, in order that early support can be provided.

- 3.4 Under the section planning for deficit budgets, the guidance suggests that Schools must submit a recovery plan to the local authority when their revenue deficit rises above 5% at 31 March of any year. However local authorities may set a lower threshold than 5% for the submission of a recovery plan if they wish. The local authority therefore recommends that we retain our current policy that Schools should submit a recovery plan for any level of deficit, to enable early support to be provided.

**Report to:** **SCHOOLS FORUM**  
**Relevant Officer:** Hilary Wood, Head of Business Support and Resources  
**Date of Meeting:** 13 October 2020

## TRADE UNION DUTIES

### 1.0 Purpose of the report:

1.1 To request approval of the proposals for the use of accumulated reserves relating to union duties.

### 2.0 Recommendation(s):

2.1 To approve the use of accumulated union duty reserves, including the incorporation of Unison in the funding arrangements for union duties with effect from 1 January 2021.

### 3.0 Background Information

3.1 At the last meeting of Schools Forum, it was reported that reserves amounting to £48,746 had accumulated in relation to union duties.

3.2 An arrangement has been in place for a number of years whereby Facilities Time for Professional Teaching Association (PTA) unions is funded from Dedicated Schools Grant (DSG). Since 2013/14, this funding has been de delegated from all maintained schools, and academies have been able to buy into the collective scheme on an individual basis. The current rate for both maintained school de delegation and academy buy back is £4 per pupil per annum.

3.3 This combined funding currently pays for the PTA unions to claim 9 days per week during term time in order for local representatives to be released from school to support members of their respective unions. The 9 days are allocated between the teaching unions by agreement between PTA members.

3.4 The reserves have accumulated over the last few years due to a combination of increased academy buy back, and claims from some PTA members amounting to less than their allocated amounts.

3.5 Outside of these Facilities Time arrangements, Unison also offers a buy back service for schools and academies at a cost of £1.75 per pupil. This enables school support staff to be supported by their local union representative during the school day.

- 3.6 Unison has previously made representations to Schools Forum to be included in the collective funding arrangements, but this has so far not been supported. A survey of other North West local authorities has revealed that, of 17 respondents, 12 have collective service offer and de delegation arrangements in place that cover non teaching as well as teaching unions.
- 3.7 In 2013, the TUC produced a national Protocol on Facility Time for Schools in England. The protocol was supported by UNISON, NUT, NASWT, ATL, GMB and Unite. This was produced to address changes in funding options and to assist trade unions at a local level to reach agreement that would contain the following underpinning principles:
1. That appropriate facilities are made available to trade union representatives and their members in order to enable them to discharge their duties and undertake Trade Union activity;
  2. To facilitate the objectives of effective communication and consultation with all types of employees;
  3. Facilities time for trade unions in schools should encompass access to facilities time for union representatives in all schools, including self-governing schools/Academies. Each Academy to buy into facilities arrangements with their local authority which will be available to all unions;
  4. The development of the protocol between the six affiliated school workforce unions is in recognition of the greater autonomy and independence of schools and the large increase in the number of support staff and other professional school staff.
- 3.8 Appendix 11(a) to this report contains a document from Unison that sets out the benefits for their inclusion in collective funding arrangements.
- 3.9 Appendix 11(b) to this report sets out the two local authority 5-year proposals for the future funding of trade union duties in Blackpool, incorporating the following features:

**Proposal A**

- Inclusion of two days per week for a Unison school representative(s) to be released from school, funded at the same rate as teaching union representatives;
- Increase in the per pupil rate payable by schools and academies by 25p per pupil each year (cost of £5.25 per pupil in 5 years is still less than the current combined charge of £5.75 per pupil for PTA and Unison service offers);
- An increase in the daily claim rate for union representatives, from £180 in 2020/21 to £200 per day from 2021/22;
- Tapered reduction in accumulated reserves by the end of 5 years leaving a balance of approx. £4.4k, to be used for additional ad hoc claims.

### **Proposal B**

- Inclusion of two days per week for a Unison school representative(s) to be released from school, funded at the lower rate of £150 per day;
- Increase in the per pupil rate payable by schools and academies by 20p per pupil each year (cost of £5 per pupil in 5 years is still less than the current combined charge of £5.75 per pupil for PTA and Unison service offers);
- An increase in the daily claim rate for teaching union representatives, from £180 in 2020/21 to £200 per day from 2021/22;
- Tapered reduction in accumulated reserves by the end of 5 years leaving a balance of approx. £11.7k, to be used for additional ad hoc claims.

3.10 If approved, the accounts would be reviewed on an annual basis through joint meetings of the PTA and Unison, and any variations reported to Schools Forum.

### **List of acronyms:**

PTA – Professional Teaching Association

DSG – Dedicated Schools Grant

TUC – Trades Union Congress

NUT – National Union of Teachers

NASUWT - National Association of Schoolmasters Union of Women Teachers

ATL – Association of Teachers and Lecturers

### **List of Appendices:**

11(a) Addition of UNISON to Blackpool Schools Facility Time

11(b) 5-year proposal for funding of trade union duties

This page is intentionally left blank



Blackpool Local Government Branch

## *Addition of UNISON to Blackpool Schools Facility Time*

### Introduction

UNISON is the largest public sector trade union in the UK with 1.4 million members and has hundreds of thousands of members working in schools. UNISON represents and organises all non-teaching staff in schools (school support staff) and is the largest trade union for school support staff in the UK. UNISON is also a signatory of the NJC's (National Joint Council for Local Government Services) National Agreement on Pay and Conditions of Service, which all Blackpool Schools follow, however no facilities time is currently provided to support any staff paid under the NJC.

It is worth highlighting that UNISON believe the current system of shared funding of facility time through de-delegation is the best and most efficient system to operate facility time and allow schools to meet their statutory obligations on facility time. It also demonstrates the commitment of school employers towards maintaining good and constructive industrial and employee relations.

However, the exclusion of UNISON from the shared funding creates an unbalanced and unfair system where school support staff are treated less favourably than teaching staff. We believe there should be an allocation for UNISON to acknowledge the important role of support staff in the school workforce.

### Summary of UNISON's representations

- The current system of shared funding of facility time remains the best way for Schools to meet their statutory obligations, under the Trade Union and Labour Relations (Consolidation) Act 1992 (TULRCA), to provide paid time off for trade union duties and maintain good employee and industrial relations.
- As no schools facility time is allocated to UNISON where a school is not buying into a direct facility time agreement with the local branch, the fulltime officers must carry out school's work in their own time, with the schools themselves needing to facilitate meetings etc outside of normal working hours. This is a situation that cannot be maintained.
- The current underspend in the de-delegated facility time budget shows that there is capacity for UNISON's inclusion. In any event the allocation to each trade union of facility time should not discriminate between teaching and non-teaching staff as it currently does. Including UNISON in the de-delegated facility time agreement will remove the inequality by ensuring the whole school workforce benefits from facility time rather than just those in teaching roles.
- Facility time allocated to UNISON would likely cost less than teaching trade unions because support staff are paid lower salaries in general. The lower cost for UNISON facility time will enable release time for a schools-based representative to concentrate on schools' work.
- Without inclusion UNISON will need to address the problem by training a rep in each school. This will necessitate the release under TULRCA for training and subsequent duties. This will be costly for each school. Where no local rep exists, a school will often face a lengthy wait for trade union support from UNISON and this will be the case for each school whilst reps are being sought.

## Background

Changes in the funding rules in 2013 -14 required local authorities to distribute funding using a simpler formula. They would not, in future, be permitted to maintain funding for facilities time for all recognised education unions without specific agreement from their Schools Forum.

The Blackpool Schools Forum, in January 2013, considered a report from the Teachers' Associations/Trade Unions, in which it recognised the important role played by PTA/Local Authority representatives and individual schools. It stated that facility time is a valuable asset, and this should be retained "at an adequate level" through a de-delegation process, which would assist the process of enabling good relations between schools and trade unions to continue.

The report recommending the continuation of facility arrangements (point 3.29 of the report) presented reasons that "illustrate just how much the Trade Union Officers, for the teaching unions in particular, contribute to the successful administration of schools in Blackpool ..."

In 2013, the TUC produced a national Protocol on Facility Time for Schools in England. The protocol was supported by UNISON, NUT, NASWT, ATL, GMB and Unite. This was produced to address changes in funding options and to assist trade unions at a local level to reach agreement that would contain the following underpinning principles:

1. That appropriate facilities are made available to trade union representatives and their members in order to enable them to discharge their duties and undertake Trade Union activity
2. To facilitate the objectives of effective communication and consultation with all types of employees
3. Facilities time for trade unions in schools should encompass access to facilities time for union representatives in all schools, including self-governing schools/Academies. Each Academy to buy into facilities arrangements with their local authority which will be available to all unions
4. The development of the protocol between the six affiliated school workforce unions is in recognition of the greater autonomy and independence of schools and the large increase in the number of support staff and other professional school staff.

However, in Blackpool, UNISON has been left out of the current arrangements at a detriment to school support staff members, despite point 3 of the TUC protocol indicating that we should be included. This is in contrast to many authorities in England.

## What does the pooled facilities budget support?

The budget enables town-wide representatives of all teacher and management trade unions to assist and represent their members in schools on issues of conditions of service. However, as indicated above, support staff trade unions are currently excluded.

Trade union facility time enables union representatives in schools to carry out demanding and complex roles, to advise and formally represent members in grievance and disciplinary hearings and negotiate terms and conditions with employers. This amounts to union representatives receiving paid time off work - but usually in work time - for a relatively tightly defined set of trade union duties. The legal basis for these arrangements are set out in the Trade Union and Labour Relations



(Consolidation) Act 1992 and the ACAS Code of Practice on “Time off for Trade Union Duties and Activities”.

Where these representatives currently work within a school the pooled budget provides the school with funds to cover the costs of release to undertake these town-wide activities.

The trade union representative has a vital role in working with the employer to achieve the best outcome and resolve issues as locally as possible. This undoubtedly reduces the risks of litigation and is a benefit that assists schools. It is a fact that resolving issues at the earliest possible stage through local representatives can save money and time by avoiding escalation of workplace issues and avoiding employment tribunals.

Although many of the unions employ regionally based staff to deal with high level cases it is beneficial to all parties to resolve issues at the earliest opportunity. Therefore, supporting paid time off for local union representatives makes sound business sense. Further Regional representatives are not readily available or locally based and are unable to automatically cover for the absence of a local representative.

Under the Trade Union and Labour Relations Act and Part 2, Section 18 of the Green Book, employees are entitled to reasonable time off to carry out trade union duties. This is a principle that has been universally recognised and actively supported by schools across the North West. Paying into a joint budget for trade union facilities time to enable adequate representation ensures that costs are more predictable. The service received is also much more reliable than paying for release for a Division or Association Secretary on an ad hoc basis or waiting until a member of regional staff becomes available. Dealing with concerns swiftly and locally is the key to effective employment relations.

### Current Provision

All trade unions work toward resolution of issues in order to ensure that fair treatment of staff takes place which, in turn, creates an effective and enthusiastic school workforce team, which has a direct impact on the education of all children in schools.

The PTA and trade unions have established a successful framework for consultation and collective bargaining within Blackpool and recognise the common interest and joint purpose in furthering the aims and objectives of the Schools/Council, and we seek to achieve reasonable solutions to all matters which concern employers and trade union members, and declare a commitment to maintaining good employee and employer industrial relations.

### Enabling staffing matters to be effectively discharged

The facility arrangements enable knowledgeable local representatives to provide professional advice and support to staff where required.

Trade union duties and activities undertaken by union representatives paid out of the pooled budget include:

- Attending meetings to discuss internal union business
- Attending meetings of union policy making bodies
- Attending workplace meetings to discuss union negotiations with employers

- Meeting with union officers to discuss workplace issues.

In addition to the above, the structure in Blackpool allows for the local elected officers to support casework, attend school meetings for a variety of issues and, amongst other things, liaise with other school-based unions and associations to work towards common agreements. All education, school-based facility time is allocated to enable staff, at every level, to be able to receive trade union support and are treated equitably.

However, in practise, in Blackpool we do not maintain an education-based facility arrangement for all and a shared provision of funding across all trade unions. Whilst UNISON represent a significant number of support staff, we are excluded from the educational facilities pot due to historical factors and are funded only from the Council. This situation means that support from UNISON locally in schools will likely need to stop without facility time funding being provided. This in turn will mean that Blackpool schools will no longer be meeting their obligations to their staff.

### UNISON's representations

#### *Current allocations of facility time*

UNISON has long stated that the current allocations of facility time are unfair on school support staff. Schools have for many years now employed both teaching and non-teaching staff and both groups of staff are equally entitled to trade union representation. The current allocations of facility time do not reflect today's modern school workforce and does not recognise the important role of support staff. The role and numbers of support staff has greatly developed and increased, though the current allocation, which excludes UNISON, does not reflect this. This is despite UNISON being the largest union in schools, representing over 250,000 members in support staff roles across the UK.

As reported at Schools Forum in July 2020, there has been an underspend for several years from the facility time budget, which has led to a substantial pot of money which remains unused. UNISON believe this indicates that there is scope for UNISON to be included in the allocations going forward, ensuring that both teaching and support staff are recognised and represented.

#### *Current method of providing facility time for UNISON*

UNISON's facility time provided by Blackpool Council has been significantly reduced, resulting in the loss of 1 fulltime officer: a 1/3<sup>rd</sup> of the available facilities time. Yet the workload has not reduced by the same amount and has, in fact, increased. As the Council is our core employer, and the facilities time UNISON currently receives is provided by them, the fulltime officers are unable to support schools during core hours. This has resulted in UNISON's support for its members in Blackpool schools starting to take place either first thing in the morning or early evening; essentially outside of employed hours. This means that the fulltime officers are working unpaid and outside of their normal contracted working hours. A situation that is both unfair and unsustainable

This also brings a significant cost to the schools themselves, as they must arrange for their staff to also meet outside of working time. With this comes a cost to the school in additional wages, both the staff member being supported, and others present. It also has an impact on the work-life balance of all the school staff involved.

To counter this, UNISON has offered a service level agreement to schools in return for payment towards our facility time. This has been somewhat unsuccessful with many schools and academies simply ignoring or refusing our request for support. However, we are thankful to those who have signed up.

This has led to varying agreements on how to calculate the funding provided to us. This in itself is unfair as it means one school will be receiving the same support for a different rate and that UNISON's members are again being treated unfairly.

*Cost of UNISON facility time*

It is also worth recognising that any facility time granted to UNISON would likely cost less than a teacher trade union because UNISON members are in general paid less.

We are hopeful this lower cost would help ensure that we could have a dedicated representative, from within one of the schools, released to carry out school union duties within Blackpool, relieving the strain on the branch officers and allowing them to concentrate on more complex issues and high level cases.

This page is intentionally left blank

	Proposal A - Proposed use of reserves for Union Duties (Uniform Approach)						Proposal B - Proposed use of reserves for Union Duties (Different Rates)					
	<u>2020/21</u>	<u>2021/22</u>	<u>2022/23</u>	<u>2023/24</u>	<u>2024/25</u>	<u>2025/26</u>	<u>2020/21</u>	<u>2021/22</u>	<u>2022/23</u>	<u>2023/24</u>	<u>2024/25</u>	<u>2025/26</u>
Cost Per Pupil	<u>£4.00</u>	<u>£4.25</u>	<u>£4.50</u>	<u>£4.75</u>	<u>£5.00</u>	<u>£5.25</u>	<u>£4.00</u>	<u>£4.20</u>	<u>£4.40</u>	<u>£4.60</u>	<u>£4.80</u>	<u>£5.00</u>
Daily claim rate - PTA	<u>£180.00</u>	<u>£200.00</u>	<u>£200.00</u>	<u>£200.00</u>	<u>£200.00</u>	<u>£200.00</u>	<u>£180.00</u>	<u>£200.00</u>	<u>£200.00</u>	<u>£200.00</u>	<u>£200.00</u>	<u>£200.00</u>
Daily claim rate - Unison	<u>£180.00</u>	<u>£200.00</u>	<u>£200.00</u>	<u>£200.00</u>	<u>£200.00</u>	<u>£200.00</u>	<u>£150.00</u>	<u>£150.00</u>	<u>£150.00</u>	<u>£150.00</u>	<u>£150.00</u>	<u>£150.00</u>
Teacher Unions 9 days per week	£64,980.00	£72,200.00	£72,200.00	£72,200.00	£72,200.00	£72,200.00	£64,980.00	£72,200.00	£72,200.00	£72,200.00	£72,200.00	£72,200.00
Unison 2 days per week from 1st January 2021	£4,680.00	£15,200.00	£15,200.00	£15,200.00	£15,200.00	£15,200.00	£3,900.00	£11,400.00	£11,400.00	£11,400.00	£11,400.00	£11,400.00
Total costs per allocated days	<u>£69,660.00</u>	<u>£87,400.00</u>	<u>£87,400.00</u>	<u>£87,400.00</u>	<u>£87,400.00</u>	<u>£87,400.00</u>	<u>£68,880.00</u>	<u>£83,600.00</u>	<u>£83,600.00</u>	<u>£83,600.00</u>	<u>£83,600.00</u>	<u>£83,600.00</u>
Income from Academies (based on current levels of sign-up for Facilities Time)	£47,701.32	£50,682.65	£53,663.99	£56,645.32	£59,626.65	£62,607.98	£47,701.32	£50,086.39	£52,471.45	£54,856.52	£57,241.58	£59,626.65
Income from Maintained (based on current levels of de-delegation)	£19,012.00	£20,200.25	£21,388.50	£22,576.75	£23,765.00	£24,953.25	£19,012.00	£19,962.60	£20,913.20	£21,863.80	£22,814.40	£23,765.00
Total Income based on current sign up	<u>£66,713.32</u>	<u>£70,882.90</u>	<u>£75,052.49</u>	<u>£79,222.07</u>	<u>£83,391.65</u>	<u>£87,561.23</u>	<u>£66,713.32</u>	<u>£70,048.99</u>	<u>£73,384.65</u>	<u>£76,720.32</u>	<u>£80,055.98</u>	<u>£83,391.65</u>
Surplus/deficit	<u>-£2,946.68</u>	<u>-£16,517.10</u>	<u>-£12,347.52</u>	<u>-£8,177.93</u>	<u>-£4,008.35</u>	£161.23	<u>-£2,166.68</u>	<u>-£13,551.01</u>	<u>-£10,215.35</u>	<u>-£6,879.68</u>	<u>-£3,544.02</u>	<u>-£208.35</u>
Reserves brought forward	£48,273.00	£45,326.32	£28,809.22	£16,461.71	£8,283.78	£4,275.43	£48,273.00	£46,106.32	£32,555.31	£22,339.96	£15,460.28	£11,916.26
Reserves carried forward	<u>£45,326.32</u>	<u>£28,809.22</u>	<u>£16,461.71</u>	<u>£8,283.78</u>	<u>£4,275.43</u>	<u>£4,436.66</u>	<u>£46,106.32</u>	<u>£32,555.31</u>	<u>£22,339.96</u>	<u>£15,460.28</u>	<u>£11,916.26</u>	<u>£11,707.91</u>

This page is intentionally left blank

**Report to:** **SCHOOLS FORUM**

**Relevant Officer:** Hilary Wood, Head of Business Support and Resources

**Date of Meeting:** 13 October 2020

## **CATCH UP FUNDING**

### **1.0 Purpose of the report:**

1.1 To inform Schools Forum members of the details of government Catch Up funding.

### **2.0 Recommendation(s):**

2.1 To note the contents of this report.

### **3.0 Background Information**

3.1 In July 2020, the Government announced details of £1 billion of funding for the 2020/21 academic year to support children and young people to catch up following disruption to their education as a result of coronavirus (COVID-19).

3.2 The new Coronavirus (COVID-19) catch-up premium will be split into two elements:

- 1) £650 million for one-off universal catch-up premium for the 2020/21 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. This will be allocated to mainstream schools on the basis of £80 per pupil in years to 11. Funding for special schools and alternative provision will be paid at the rate of £240 per commissioned place.
- 2) £350 million for targeted support through the National Tutoring Programme. This is in acknowledgement that, while all children have had their education disrupted by the COVID-19 outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

3.3 The National Tutoring Programme has three elements:

- A 5 to 16 programme that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020.
- A 16 to 19 fund for school sixth forms, colleges and all other 16 to 19 providers to provide small group tutoring activity for disadvantaged 16 to 19 students whose studies have been disrupted as a result of COVID-19.

- A reception year early language programme that will make training and resources available at no-cost to schools where additional targeted support for oral language would be particularly beneficial.

3.5 The 5 to 16 programme has two strands:

- Tutoring partners: schools will be able to use their Catch-Up premium to access subsidised tuition from an approved list of tuition partners.
- Academic mentors: schools in the most disadvantaged areas will be supported to employ in-house academic mentors to provide small group tuition to their pupils.

3.6 Full details of the Coronavirus (COVID-19) catch-up premium can be found at this link: <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>.

3.7 The £55 million Year 7 catch-up premium, which supported pupils who did not achieve the expected standard in reading or maths at the end of key stage 2, has been discontinued. The Government explained that funding for pupils who need support to catch up is contained within the national funding formula allocations.