

Blackpool Council

7 June 2021

SCHOOLS FORUM

Tuesday, 15 June 2021 at 9.15 am
MS 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 - 8)

To agree the minutes of the meeting held on 9 March 2021 as an accurate record.

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

4 LOCAL AUTHORITY AND INCLUSION UPDATE (Pages 9 - 12)

Paul Turner, Assistant Director – Education, SEND and Early Years to provide an update.

5 DEDICATED SCHOOLS GRANT YEAR END BUDGET MONITORING 2020-2021 (Pages 13 - 16)

Mark Golden, Finance Manager to provide an update report.

6 DEDICATED SCHOOLS GRANT BUDGET MONITORING 2021-2022 (Pages 17 - 20)

Mark Golden, Finance Manager to provide an update report.

7 HIGH NEEDS UPDATE (Pages 21 - 24)

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

8 MOVING ON UP - UPDATE (Pages 25 - 46)

Sharon Butler, Advanced Practitioner, HeadStart to provide an update.

9 COVID-19 FINANCIAL SUPPORT (Pages 47 - 52)

Kirsty Thompson, School Funding Officer to provide an update.

10 CHANGE TO SCHOOLS FORUM REGULATIONS - IMPACT ON MEETINGS (Pages 53 - 54)

Kirsty Thompson, School Funding Officer to provide an update report.

11 MEETING DATES 2022

To consider and agree the meeting dates for Schools Forum in 2022

18 January 2022

15 March 2022

14 June 2022

11 October 2022

12 DATE OF THE NEXT MEETING

To note the date of the next meeting as Tuesday 12 October 2021.

13 GLOSSARY (Pages 55 - 56)

A glossary of acronyms is included for information.

Other information:

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

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

Public Document Pack Agenda Item 3

MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 9 MARCH 2021

Present:

Maintained Primary School Head Teachers/Representative

Dr E Allen, St John Vianney
Ms H Moreton, Holy Family

Special School Maintained Representative

Mr N Oldham, Highfurlong

Special School Academy / Free School Representative

Ms G Hughes, Park Community Academy

Academy School Representatives

Ms A Bailey, Highfield (Star Academies)
Mr S Eccles, St Mary's (BEBCMAT)
Mr R Farley, Westminster (FCAT) (Chair)
Ms T Harrison, Thames / Roseacre (AtC)
Mr M McIver, St George's/Baines Endowed (Cidari)

Pupil Referral Unit

Ms W Casson, Educational Diversity

Non-Schools Members

Mr N Adams, Staff / Teacher Associations
Ms A Baines, Staff/Teacher Associations

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 Turner, Interim Assistant Director – School Improvement and SEND
Mrs H Wood, Head of Business Support and Resources
Mrs D Bowater, Democratic Governance Adviser (minutes)

1 WELCOME, INTRODUCTIONS AND APOLOGIES

Roger Farley welcomed attendees to the meeting. Apologies were received from Michelle Lonican, School Governor, Our Lady of the Assumption, Jill Gray, Blackpool Sixth Form College, Graeme Dow, Anchorsholme / Sea View and Phil Thompson, Head of SEND, Blackpool Council. Subsequent apologies were received from Edward Vitalis, South Shore/Marton (Bright Futures).

It was noted that due to retirement, Richard Rendall would no longer be a member of the Schools Forum, thanks were extended to him for his contributions to the Forum and best wishes were sent to him for his future. It was noted that the vacancy for the Early Years representative remained unfilled.

MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 9 MARCH 2021

Hilary Wood commented that there had been a well-received training session for new and existing members to outline the role of the Schools Forum. It had been agreed to produce a document outlining the acronyms used in the meetings and some context as to their meaning. This would be produced for the June 2021 Schools Forum meeting.

Resolved:

- **To provide a document listing acronyms for the next meeting (Hilary Wood / Kirsty Thompson).**

2 DECLARATIONS OF INTEREST

It was noted that Gill Hughes, Park Academy Trust declared an interest relating to Item 6 of the Agenda. Park Academy was a part of the Sea View Trust which had been in discussions with the local authority in relation to the proposed provision to be provided at The Oracle in the future.

3 MINUTES OF THE PREVIOUS MEETING

The minutes of the meeting held on Tuesday 12 January 2021 were considered and agreed as an accurate record.

Matters arising from the minutes not discussed elsewhere on the Agenda included:

Moving on Up Fund – it was noted the Roger Farley had chased up a response from the Opportunity Area to ascertain whether funding was available for the Moving On Up programme. A response was awaited.

DSG and Covid-19 related costs – Information relating to Covid-19 related pressures was referenced at Item 5 and Item 9 of the Agenda. The local authority was also asked to quantify the costs relating to Covid-19 and share with North West colleagues, Hilary Wood reported that it was difficult to locate comparisons as each authority was dealing with the situation differently. The action was unable to be progressed. Additionally, the local authority was asked to determine whether there was any funding available for schools and early years due to the impact of Covid-19. It was noted that Covid-19 grants were not intended to offset costs covered by other ringfenced grants, therefore any DSG Covid-19 related costs would have to be covered using the DSG budget.

4 LOCAL AUTHORITY AND INCLUSION UPDATE

Paul Turner, Interim Assistant Director for School Improvement and SEND provided an update. It was acknowledged that primary pupils had returned to school full time from 8 March 2021 with some secondary pupils having a staggered return during the same week. It was noted that the Covid-19 testing in schools had commenced.

It was also reported that the Director of Children's Services recruitment had taken place and that there would be an announcement about the successful applicant in due course. Diane

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Booth the current Director of Children's Services was due to retire in March 2021.

There were no questions following the report.

5 DSG BUDGET MONITORING 2020-21

Mark Golden, Finance Manager, presented the report to show the budget position and reserves for the Dedicated Schools Grant as at 31 January 2021.

It was reported that budget monitoring to the end of January 2021 forecasted a £1.288m overspend against a deficit budget of £1,231m. The in-year shortfall was estimated at £2.519m. This, added to the brought forward deficit of £3.105m, saw a forecast DSG deficit by 31 March 2021 of £5.624m. The figures excluded the maintained school reserves of £2.392m and specific Union Fees reserve of £48k.

Mark Golden highlighted the major in year variances as: the continuing rise in special school numbers creating a pressure of £316k; costs being incurred for the new Resource provision of £409k which should see a future reduction in Out of Borough placements; one off Covid-19 related costs within Out of Borough placements and Post 16 education totalling £542k; and a non Covid-19 demand pressure of £169k and mainstream top up costs of £270k due to increased inclusion. It was noted that the pressures had been partially offset by an under spend on the historic commitments funding of £733k.

It was acknowledged that the increase in mainstream top-up costs could be viewed as a positive as this could be linked to greater levels of inclusion, however the consequent reduction in costs of specialist placements was yet to be seen.

There were no questions following the report.

6 HIGH NEEDS UPDATE

Hilary Wood, Head of Business Support and Resources, presented an update on the latest developments relevant to the High Needs budget for information. It was acknowledged that Blackpool was experiencing financial pressures on its High Needs Budget. A medium term financial plan had been developed to monitor forecast expenditure against the High Needs Budget and factor in predictions of where savings were achievable.

It was reported that despite additional government funding in 2020/21, pupil numbers in special schools, out of Borough placements and post 16 placements continued to rise. Costs were forecast to exceed High Needs funding allocations by £3.274m so the cumulative deficit against the DSG would reach £5.625m by the end of 2020/21. It was reported that the local authority had already started to implement some of the proposals from its 'Vision for SEND and Alternative Provision', although savings would only accrue in future years.

The medium term financial plan was presented with the forecasts and provisional funding allocation for 2021/22. Assumptions had been made in future years about the continuation of funding for the contribution to combined budgets on a reducing basis. No assumption

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had been made in the medium term financial plan regarding any increases in High Needs funding for 2022/23 nor had any cost increases been built in, it was anticipated that further increases in funding would arise in the third and final year of the announced three year settlement for schools and High Needs.

It was reported that the agreed transfer of 0.5% from the Schools Block to the High Needs block in 2021/22 had been expected to lead to an in-year surplus. However, it was noted that increasing pressures had resulted in a forecast overspend on the High Needs Budget of £967k and a cumulative deficit of £5.952m by the end of the next financial year. Therefore, under current assumptions, the cumulative deficit would rise to £8.239m by the end of 2024/25.

Due to the worsening position, it was acknowledged that Blackpool risked intervention by the Education and Skills Funding Agency. The deficit at March 2020 represented 2.76% of the overall DSG allocation and ranked Blackpool as 34th worst. The equivalent percentage at March 2021 could rise to 4.64% of the overall DSG, placing Blackpool at 17th worst based on the 2020 rankings.

Hilary Wood reported that she had discussed the impact of intervention with a local authority who had experienced the process and described the intensity of the scrutiny that might be involved in the absence of a clear plan to reverse the deficit.

It was reported that a planned, detailed analysis of the High Needs budget lines would focus attention and provide a clearer picture of high needs funding. The analysis would be available to present to the Schools Forum meeting in June 2021.

Progress on the nine aspects of the 'Vision for Exceptional SEND and Alternative Provision' was presented and it was noted that the Local Post 16 specialist provision had not yet started but that there were discussions underway with Sea View Trust as to the potential use of the Oracle site.

The original forecast recovery from the Vision of SEND and Alternative Provision was presented against the latest forecast in the medium-term financial plan. There was a growing disparity between the plans and the forecast. It was recognised that the cumulative deficit could continue to rise with £8.239m still to recover by the end of 2024/25.

It was also reported that the Equipment Policy would be revised as a part of the refresh of council SEND policies. It was noted that the new policy would require schools to meet the cost of equipment for pupils as reasonable adjustments. Currently schools were required to contribute £300 towards costs of equipment. The new policy would require schools to meet the first £500 towards the cost of equipment; should a child have no Education Health and Care Plan, the school would be expected to meet the full cost of the equipment. The equipment would be education based only.

It was also reported that the Department for Education had issued a consultation on specific proposals for a small number of changes to the High Needs National Funding Formula on 10 February 2021 for the 2022/23 financial year. Views were also sought on some of the longer

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term changes to the formula. It was noted that the consultation was based on a planned review of the High Needs National Funding Formula first introduced in 2018/19.

Views were sought on how the high needs funding was allocated through the National Funding Formula rather than the level of funding. The consultation was closely linked to the SEND review which was considering the reforms introduced following the implementation of the Children and Families Act 2014. A consultation on the findings of the SEND review was anticipated in Spring 2021 with subsequent consultation later in 2021 on the changes to the distribution of high needs funding.

It was reported that the consultation included proposals about changes to the historic spend factor, attainment data used in the High Needs National Funding Formula, and the effective proxies for SEND and Alternative Provision in the High Needs National Formula. A link to the consultation which would close on 24 March 2021 was noted.

There were various questions following the report.

One member requested further information on the anticipated action that could be expected if the Education Skills and Funding Agency intervened due to the worsening deficit position. In response, it was noted that they may look at how money was allocated and some examples were given. Hilary Wood provided assurance that the local authority would look to work quickly to identify what could be addressed beforehand.

One member requested clarity on the wording of the revised Equipment Policy. It was noted that some equipment does not link directly to a child's education but was requested as a part of their health assessment. Hilary Wood agreed to raise the issue with the Head of SEND to request that the Policy wording reflected this.

One member commented that there was commitment from head teachers to take part in discussion through the High Needs Working Group which had been previously established should the local authority require it for discussions relating to the High Needs deficit plans. Hilary Wood acknowledged that it would be beneficial for the group to meet once some initial analysis had been undertaken.

Forum Members would welcome a more comprehensive update at the June 2021 Schools Forum meeting.

Resolved:

- **A more comprehensive update on the High Needs Funding would be presented at the June 2021 Schools Forum meeting (Hilary Wood).**
- **Comments on the Equipment Policy to be shared with the Head of SEND to reflect that some equipment does not link directly to a child's education but was requested as a part of their health assessment (Hilary Wood).**

7 EARLY YEARS FUNDING FORMULA 2021/22

Kirsty Thompson, School Funding Officer presented the report and Members were asked to

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agree the local authority's proposed funding formula for Early Years funding for three and four year olds early education as well as the value of the Inclusion Fund for 2021/22 and to note the funding rate for two year olds.

It was reported that the Department for Education announced an increase in three and four year old funding rates for Blackpool of 6 pence per child per hour for 2021/22. The rate had risen to £4.50 from £4.44 in 2020/21. The local authority was permitted to retain up to 5% of early years funding towards the cost of central expenses for the administration of the grant but the local authority proposed to pass through the full amount of the government increase to the Early Years providers. The Base rate in the local formula was noted to rise to £4.18 per hour compared to £4.12 in 2020/21.

It was noted that the Early Years Inclusion Fund was set aside from the three and four year old grant in order to support settings to improve early learning and development outcomes for children with additional needs. The proposed value of the fund for 2021/22 was £30,000.

It was noted that the government funding for eligible two year olds had increased by 8 pence from £5.28 per child per hour for 2020/21 to £5.36 for 2021/22. The local authority intended to pass through the full amount of the government increase to Early Years providers and increase the rate to £5.17 from £5.09 in 2020/21.

Following a vote restricted to schools members and PVI members, it was agreed to approve the local authority's proposed formula for three and four year old early education for 2021/22. It was also agreed that the Early Years Inclusion fund for three and four years olds be maintained at £30,000 and it was further agreed to note the funding rate for two year olds at £5.17 per hour as outlined.

Resolved:

- **School and PVI Forum Members agreed to approve the local authority's proposed formula for three and four year old early education for 2021/22.**
- **School and PVI Forum Members agreed that the Early Years Inclusion fund for three and four years olds be maintained at £30,000 for 2021/22.**
- **School and PVI Forum Members agreed to note the funding rate for two year olds at £5.17 per hour for 2021/22.**

8 DSG BUDGET PROPOSAL 2021/22

Hilary Wood, Head of Business Support and Resources, presented an update on the proposals for the use of the Dedicated Schools Grant 2021/22 for approval. It was noted that the provisional estimates presented to the Schools Forum meeting in January 2021 had been updated.

It was reported that the Schools Block allocation was £95.312m. The agreed transfer of 0.5% equating to £457k had been made to the High Needs Block and a transfer from the growth contingency of £91k had been added into the Schools Block. The total amount allocated to schools and academies through the local schools formula was £94.946m

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It was reported that the Central Schools Block allocation for 2021/22 was £1.283m comprising of £643k of ongoing funding plus a reduced amount of £640k in respect of the historic contribution to combined budgets. The review of the Children's Centres meant that the £640k was surplus to requirements and could be used to offset the DSG deficit.

It was reported that the High Needs expenditure had worsened since the January 2021 Schools Forum meeting with estimates amounting to £27.127m. Funding comprised of £25.369m from the High Needs Block, the transfer of £457k from the Schools Block plus £333k Free School Funding paid directly by the Education and Skills Funding Agency. The total of £26.160m left a shortfall of £967k in the High Needs funding block.

It was reported that the Early Years Block expenditure against the provisional Early Years Block allocation of £8.783m showed a break even position. The allocations would be updated following the January 2021 and January 2022 census completion. The funding from central government saw an increase of 8 pence per child per hour for two year olds and 6 pence per child per hour for three and four year olds.

In summary, it was noted that the net pressure on the High Needs Block of £967k would be partially offset by the surplus on the Central Schools Block of £640k resulting in an anticipated in year deficit of £327k.

Following the report there were no questions.

Following a vote of all Schools Forum Members, it was agreed to approve the proposal for the use of the Dedicated Schools Grant in 2021/22.

Resolved:

- **All Schools Forum Members in attendance agreed to approve the proposal for the use of the Dedicated Schools Grant in 2021/22.**

9 COVID-19

Kirsty Thompson, School Funding Officer presented an overview of the financial support provided in the education sector during the Covid-19 outbreak for information.

It was reported that the information presented an outline of the Covid-19 funding available and suggested that the paper would be a standing item discussed at each of the Schools Forum meetings going forward. The summary of eight areas of funding outlined as available was not an exhaustive list and could be added to as necessary.

Thanks were extended to Kirsty Thompson for the production of the information. It was agreed that the information could be shared with head teachers as required. It was commented that the impact of Covid-19 on funding in schools was an issue for head teachers. One example included losses for before and after school provision and the impact of the furlough schemes on primary school budgets.

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Resolved:

- A report detailing a summary of financial support provided to early years, schools and post 16 education during Covid-19 to be included as a standing item as required.

10 DATE OF NEXT MEETING

The date of the next meeting was noted as Tuesday 15 June 2021.

Chairman

(The meeting ended 10.04am)

Any queries regarding these minutes, please contact:

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Report to: **SCHOOLS FORUM**
Relevant Officer: Paul Turner, Assistant Director - Education, SEND and Early Years
Date of Meeting: 15 June 2021

LOCAL AUTHORITY AND INCLUSION UPDATE

1.0 Purpose of the report:

1.1 To provide an overview of recent developments within the local authority to the forum.

1.2 Action required – for information.

2.0 Recommendation(s):

2.1 To note for information.

3.0 Background Information

Local Authority update

3.1 Schools have continued to be open and they have had a relatively high percentage of attendance throughout the last half-term, affected only by some “bubble” closures which have largely been in the secondary phase.

3.2 School Ofsted inspections are suspended, but may re-start before the end of the school year.

3.3 Opportunity Area Year 5 has been announced with Blackpool receiving over £1.5 million in additional funding.

3.4 The Resilience Coach team has successfully moved across into the School Standards, Safeguarding and Inclusion service.

3.5 Local Authority consultants have been re-contracted and Jo Hirst has joined the team.

3.6 The SEND strategy consultation process is underway and will be completed by the end of June 2021.

3.7 The SEND banding consultation process is also “live” and will be completed by the end of June 2021.

3.8 Blackpool Council’s Chef’s Academy will launch in September at Highfield Day Centre for

pupils aged 14-16.

- 3.9 Councillor Jim Hobson has taken over from Councillor Kath Benson as the lead member for Education.

Academies

- 3.10 No significant updates on Academies.

Statutory Assessment and Moderation

- 3.11 There is no statutory assessment and moderation this year. It will recommence in the new school year.

Inclusion update

- 3.12 So far this year, there have been eight Permanent Exclusions at time of writing in the secondary phase.
- 3.12 Pupil Referral Unit (PRU) numbers are lower than expected, but have risen recently. When year 11 leave, the cohort will be under 100.
- 3.13 Elective Home Education numbers are still very high at 347.
- 3.14 Blackpool Football Club (BFC) Community Trust is opening their independent school at the football stadium in September 2021. The provision will support secondary pupils that struggle in a mainstream setting, but show a keen interest in sport and physical activity. The school will cater for 32 students aged 14-16, starting with 16 Year 10 pupils in September 2021, doubling to 32 Years 10 and 11 pupils from September 2022. Pupils will remain on the designated secondary schools' roll, but also be entered on roll with BFC Community Trust, meaning a shared responsibility will be upheld. Pupils will study BTEC Level 2 Sport and Coaching alongside GCSEs in English Language, English Literature, Mathematics and Science.
- 3.15 Following an impressive presentation by BFC Community Trust to the Alternative Provision Quality Assurance Panel, the local authority has agreed to subsidise the cost of places at the new school for the first two academic years. Each place will be subsidised by £2k by the local authority, with the remainder of costs being met by the schools that commission places. It is anticipated that the £32k in year 1 and £64k in year 2 can be met within the £100k "Other AP" budget line of the High Needs Block.
- 3.16 Commissioned places at The Alternative School will be down to a single place in September, and it is anticipated that numbers of pupils placed in the school will be lower in future years than they have been over recent years.

List of Acronyms

PRU – Pupil Referral Unit

BFC – Blackpool Football Club

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Report to: **SCHOOLS FORUM**
Relevant Officer: Mark Golden, Finance Manager
Date of Meeting: 15 June 2021

DEDICATED SCHOOLS GRANT BUDGET MONITORING 2020-2021

1.0 Purpose of the report:

- 1.1 To report the budget position of the Dedicated Schools Grant for the Financial Year Ended 31 March 2021 - Appendix 5(a).
- 1.2 To report the amount of Dedicated Schools Grant reserves as at 31 March 2021 – Appendix 5(b).
- 1.3 Action required – for information.

2.0 Recommendation:

- 2.1 To note contents of the report.

3.0 Background:

- 3.1 As reported at previous Forum meetings there are significant pressures on the High Needs Block.
- 3.2 Work is ongoing to manage the cost pressures with the development of a High Needs Block Medium Term Financial Plan incorporating an inclusion strategy and the opening of a social, emotional and mental health Free School. However, expenditure continues to out strip Department for Education funding in the short term.
- 3.3 The High Needs Budget over spent by £1.994m in 2020-21 as a result of previously reported pressures in special schools, the new resource provision, maintained top-up funding and Post 16 placements.
- 3.4 The Early Years Block over spent by £209k relating to a higher demand for childcare places than budgeted.
- 3.5 The Schools Block under spent by £774k which was mainly as a result of the net saving from the Children’s Centre redesign.
- 3.6 Schools Forum set a deficit budget of £1.232m for the 2020-21 financial year, adding the over spend of £1.429m has resulted in a total in-year deficit of £2.661m. Therefore the position as at 31 March 2021, after incorporating the brought forward

balance of £3.105m, is a deficit of £5.766m.

- 3.7 Maintained School balances increased from £2.39m to £3.92m over the year to 31 March 2021, no schools are in deficit with an average balance as a percentage of School Budget Share at 15.2%, up from 11.6%

4.0 List of Appendices:

- 4.1 Appendix 5(a) - Dedicated Schools Grant 2020-2021 Budget Monitoring Report to 31 March 2021.
Appendix 5(b) - Dedicated Schools Grant Reserves as at 31 March 2021.

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 5(a) - Dedicated Schools Grant 2020-2021 Budget Monitoring Report to 31 March 2021

Service	2020/21						Comments	Covid	Non Covid
	Budget	In Year Adj.	Recoupment	Adjusted Budget	Forecast Outturn	Variance			
	£000s	£000s	£000s	£000s	£000s	£000s			
Schools Block									
Local School Budget									
- Delegated	88,191	0	(69,181)	19,010	19,010	0			0
- Third Party & Public Liability Insurance (de-delegated)	0	0	0	0	0	0			0
- Union Duties (de-delegated)	18	0	0	18	18	0			0
- Free School Meals Eligibility Checks (de-delegated)	14	0	0	14	14	0			0
- Education Functions (retained)	161	0	0	161	153	(8)			(8)
Pupil Growth Contingency	180	0	594	774	774	0			0
	88,564	0	(68,587)	19,977	19,969	(8)		0	(8)
Central School Services Block									
Servicing of Schools Forum	16	0	0	16	16	0			0
Licences & Subscriptions	88	0	0	88	88	0			0
School Admissions	160	0	0	160	128	(32)	Vacant post		(32)
Contribution to Combined Budgets - Children's Centres	800	0	0	800	66	(734)	Released Underspend		(734)
Former ESG Retained Duties									
- Education Welfare	212	0	0	212	212	0			0
- Asset Management	59	0	0	59	59	0			0
- Statutory / Regulatory Duties	80	0	0	80	80	0			0
	1,415	0	0	1,415	649	(766)		0	(766)
Total Schools Block	89,979	0	(68,587)	21,392	20,618	(774)		0	(774)
High Needs Block									
Special Schools									
Place Funding	5,000	0	(2,817)	2,183	2,133	(50)	Increase in numbers		(50)
Top-up Funding	3,047	0	0	3,047	3,388	341	Increase in numbers		341
SERFs									
Place Funding	320	0	(80)	240	180	(60)	Replaced by KS2 Provision		(60)
Top-up Funding	111	0	0	111	117	6	Replaced by KS2 Provision		6
Transport	48	0	0	48	20	(28)	Replaced by KS2 Provision		(28)
Resource Provision									
Place Funding	0	0	0	0	190	190	New Provision		190
Top-up Funding	0	0	0	0	234	234	New Provision		234
Pupil Referral Units									
Place Funding	2,208	0	0	2,208	2,208	0			0
Top-up Funding	1,112	0	0	1,112	1,359	247	KS2 Provision		247
Other AP	165	0	0	165	293	128	2019/20 Costs under Accrued		128
Mainstream Schools									
Top-up Funding	1,550	0	(6)	1,544	1,831	287	Updated Forecast based on Autumn Data		287
Exceptional Circumstances Funding	96	0	0	96	193	97	Based on Early Forecast 20/21		97
Post-16 Education	2,082	0	(784)	1,298	1,785	487	Additional Year for some Y11 (Covid)	369	118
Out of Borough	5,345	0	(60)	5,285	5,300	15	£226k - Additional Year for some Y11 (Covid), £140k Over Pressure based on Autumn Numbers	177	(162)
Specialist Advisory and Referral Service (SARS)	1,064	0	0	1,064	1,056	(8)			(8)
Access and Inclusion	698	0	0	698	811	113	Cost of Oracle building, £55k Resilience Coaches		113
Other High Needs Central Services (Management, Central Support Costs, Admin Support, Pension Top-slice)	772	0	0	772	767	(5)			(5)
									0
Total High Needs Block	23,618	0	(3,747)	19,871	21,865	1,994		546	1,448
Early Years Block									
2 Year Old Grants	1,651	(15)	0	1,636	1,761	125			
Early Years Pupil Premium	100	2	0	102	93	(9)			
3 & 4 Year Old Grants	6,527	(58)	0	6,469	6,556	87		285	(76)
Early Years Inclusion Fund	30	0	0	30	40	10			
Disability Access Fund	47	0	0	47	41	(6)			
Early Years Central Services	377	0	0	377	379	2			
Total Early Years Block	8,732	(71)	0	8,661	8,870	209		285	(76)
Total Expenditure	122,329	(71)	(72,334)	49,924	51,353	1,429		831	598
Dedicated Schools Grant Income	(121,098)	71	72,335	(48,692)	(48,692)	0			0
ESFA Free School Income	0	(140)	0	0	0	0	Lotus School Income		0
Total Income	(121,098)	(69)	72,335	(48,692)	(48,692)	0		0	0
In year (under)/over spend	1,231	(140)	1	1,232	2,661	1,429		831	598

Appendix 5(b) - Dedicated Schools Grant Reserves as at 31 March 2021

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)	2,661,000	(5,765,758)	
Maintained School Balances	2,392,362	(1,527,000)	3,919,362	
Union Fees Reserve	48,274	3,945	44,329	
	(664,122)	1,137,945	(1,802,067)	

Report to: **SCHOOLS FORUM**
Relevant Officer: Mark Golden, Finance Manager
Date of Meeting: 15 June 2021

DEDICATED SCHOOLS GRANT BUDGET MONITORING 2021-2022

1.0 Purpose of the report:

- 1.1 To report the budget position of the 2021-22 Dedicated Schools Grant as at 30 April 2021 - Appendix 6(a).
- 1.2 To report the amount of Dedicated Schools Grant reserves as at 30 April 2021 – Appendix 6(b).
- 1.3 Action required - for information.

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 2021 Schools Forum.
- 3.2 Budget monitoring to the end of April 2021 is forecasting a £362k over spend against a deficit budget of £327k. Therefore, the total in-year shortfall is estimated at £689k. Added to the brought forward deficit of £5.766m the resulting forecast DSG deficit by 31 March 2022 is £6.455m. This excludes the maintained schools reserves (£3.919m) and the specific Union Fees reserve (£44k).
- 3.3 The major in-year variances are as follows:
 - Post 16 placements demand higher than budgeted of £228k.
 - Increased costs for the Oracle building £29k.
 - Exceptional Circumstances costs higher than budgeted £28k.

4.0 List of Appendices:

- 4.1 Appendix 6(a) - Dedicated Schools Grant 2021-2022 Budget Monitoring Report to 30 April 2021.
- Appendix 6(b) - Dedicated Schools Grant Reserves as at 30 April 2021.

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 2021-2022 Budget Monitoring Report to 30 April 2021

Service	2021/22						Comments
	Budget	In Year Adj.	Recoupment	Adjusted Budget	Forecast Outturn	Variance	
	£000s	£000s	£000s	£000s	£000s	£000s	
Schools Block							
Local School Budget							
- Delegated	94,565	0	0	94,565	94,565	0	
- Third Party & Public Liability Insurance (de-delegated)	0	0	0	0	0	0	
- Union Duties (de-delegated)	19	0	0	19	19	0	
- Free School Meals Eligibility Checks (de-delegated)	18	0	0	18	18	0	
- Education Functions (retained)	164	0	0	164	164	0	
Pupil Growth Contingency	180	0	0	180	180	0	
	94,946	0	0	94,946	94,946	0	
Central School Services Block							
Servicing of Schools Forum	17	0	0	17	17	0	
Licences & Subscriptions	89	0	0	89	89	0	
School Admissions	160	0	0	160	160	0	
Contribution to Combined Budgets - Children's Centres	0	0	0	0	0	0	
Former ESG Retained Duties							
- Education Welfare	228	0	0	228	228	0	
- Asset Management	63	0	0	63	63	0	
- Statutory / Regulatory Duties	86	0	0	86	86	0	
	643	0	0	643	643	0	
Total Schools Block	95,589	0	0	95,589	95,589	0	
High Needs Block							
Special Schools							
Place Funding	5,508	0	0	5,508	5,559	51	
Top-up Funding	3,918	0	0	3,918	3,959	41	
SERFs							
Place Funding	0	0	0	0	0	0	
Top-up Funding	0	0	0	0	0	0	
Transport	0	0	0	0	0	0	
Resource Provision							
Place Funding	760	0	0	760	760	0	
Top-up Funding	585	0	0	585	570	(15)	Underwriting paid in advanced
Pupil Referral Units							
Place Funding	1,913	0	0	1,913	1,913	0	
Top-up Funding	1,237	0	0	1,237	1,237	0	
Other AP	100	0	0	100	100	0	
Mainstream Schools							
Top-up Funding	2,353	0	0	2,353	2,353	0	
Exceptional Circumstances Funding	165	0	0	165	193	28	Based on Early Forecast 20/21
Post-16 Education	2,514	0	0	2,514	2,742	228	
Out of Borough	4,992	0	0	4,992	4,992	0	
Specialist Advisory and Referral Service (SARS)	1,368	0	0	1,368	1,368	0	
Access and Inclusion	941	0	0	941	970	29	Cost of Oracle building for full year
Other High Needs Central Services (Management, Central Support Costs, Admin Support, Pension Top-slice)	772	0	0	772	772	0	
Total High Needs Block	27,126	0	0	27,126	27,488	362	
Early Years Block							
2 Year Old Grants	1,665	0	0	1,665	1,665	0	
Early Years Pupil Premium	102	0	0	102	102	0	
3 & 4 Year Old Grants	6,552	0	0	6,552	6,552	0	
Early Years Inclusion Fund	30	0	0	30	30	0	
Disability Access Fund	50	0	0	50	50	0	
Early Years Central Services	384	0	0	384	384	0	
Total Early Years Block	8,783	0	0	8,783	8,783	0	
Total Expenditure	131,498	0	0	131,498	131,860	362	
Dedicated Schools Grant Income	(130,747)	0	0	(130,747)	(130,747)	0	
ESFA Free School Income	(333)	0	0	(333)	(333)	0	Lotus School Income
Transfer from growth contingency	(91)	0	0	(91)	(91)	0	
Total Income	(131,171)	0	0	(131,171)	(131,171)	0	
In year (under)/over spend	327	0	0	327	689	362	

Appendix 6(b) - Dedicated Schools Grant Reserves

Description	Brought Forward 1st April 2021	Total Forecast Expenditure FY 2021-22	Forecast Surplus / (Deficit) at 31st March 2022	Comments
DSG Reserve	(5,765,758)	689,000	(6,454,758)	
Maintained School Balances	3,919,362	0	3,919,362	
Union Fees Reserve	44,329	0	44,329	
	(1,802,067)	689,000	(2,491,067)	

Report to: **SCHOOLS FORUM**
Relevant Officer: Hilary Wood, Head of Business Support and Resources
Date of Meeting: 15 June 2021

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.
- 1.2 Action required – for information.

2.0 Recommendation(s):

- 2.1 To note the contents of this report.

3.0 Background Information

Medium-term financial plan

- 3.1 As reported in previous meetings, Blackpool, along with many other areas around the country, is experiencing financial pressures on its High Needs Budget. In order to better understand Blackpool's financial position, a 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.
- 3.2 Despite additional government funding in 2020/21 and 2021/22, pupil numbers in high cost placements are continuing their upward trend. Latest forecasts show a position where costs in 2021/22 will exceed the High Needs funding allocation by around £1.8 million. Despite transfers from the Schools Block and the Central Schools Services Block to offset pressures, the cumulative deficit against Dedicated Schools Grant (DSG) looks set to increase by a further £690k this year, reaching £6.5 million by March 2022, equivalent to almost 5% of the total DSG.
- 3.3 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(a) to this report). The plan has also been extended until 2025/26 so that we continue to have a five-year view of forecasts.

- 3.4 Since the last meeting of Schools Forum, an estimate has been now been built in of a potential 10% increase in High Needs funding for 2022/23. This will be the third and final year of the announced three-year settlement for schools and High Needs, with increases for Blackpool in the first two years equating to approximately 11% each year. Assumptions have also been made about inflationary uplifts on relevant expenditure lines in 2022/23. No assumptions have yet been made about increases to income or costs beyond 2022/23.
- 3.5 Given the scale of the deficit, and the ongoing pressures on costs, it has also been assumed that a 0.5% transfer from Schools Block will continue to be required in future years. This is therefore shown on the Medium-Term Financial Plan for illustration purposes in each year until 2025/26, when it is anticipated that the Hard National Funding Formula may be implemented.
- 3.6 Despite the additional income and the actions that are being implemented to address pressures, a cumulative deficit on overall DSG of almost £1 million would still remain at the end of 2025/26.
- 3.7 All of the proposals from the Local Authority's Vision for SEND and Alternative Provision have now been implemented, with the exception of the review of local post-16 specialist provision, for which more time is being taken to consider options.
- 3.8 The Local Authority is continuing to carry out detailed analysis and scrutiny of High Needs pupil number and cost trends with a view to refining a strategic plan for the commissioning of specialist places. Findings will be presented at a future meeting of Schools Forum, with recommendations for bringing expenditure back within available funding.
- 3.9 The findings from an ongoing consultation on banded funding for pupils with SEND in special schools and mainstream schools will be the subject of an extraordinary meeting of Schools Forum on 5 July 2021.

List of acronyms:

DSG – Dedicated Schools Grant

SEND – Special Educational Needs and Disabilities

List of Appendices:

Appendix 7(a): High Needs Medium-Term Financial Plan

High Needs Block Medium-Term Financial Plan

Future costs and income are stated at anticipated 2022/23 levels

Service	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	Notes Current Version
	Actual £000s	Actual £000s	Forecast £000s	Budget £000s	Budget £000s	Budget £000s	Budget £000s	
High Needs Block								
Special Schools								
Place Funding	4,879	4,950	5,548	5,777	5,870	5,930	5,990	Special School places: from April 2021 290 (P), 85 (HF), 120 (W), 24 (L); from September 2021 300 (P), 105 (HF), 120 (W), 40 (L); from September 2022 300 (P), 105 (HF), 120 (W), 48 (L) 2021/22 onwards includes £660 per place for TPG/TPECG. 2022/23 includes 4% increase and no further increases are currently planned for future years.
Top-up Funding	2,768	3,388	3,970	4,475	4,226	4,267	4,310	Special School top-up: based on May 2021 figures
SERFs								
Place Funding	320	260	-	-	-	-	-	Mereside SERFs decommissioned from Nov 2020; Boundary and Bispham Endowed SERFs decommissioned from Dec 2020
Top-up Funding	111	117	-	-	-	-	-	Mereside SERFs decommissioned from Nov 2020; Boundary and Bispham Endowed SERFs decommissioned from Dec 2020
Transport	54	20	-	-	-	-	-	
Resource Provision								
Place Funding		190	760	671	523	473	456	Mereside,Thames, Boundary, Revoe and Marton Resource Provisions are all open and have fixed funding until 31st August 2022.
Top-up Funding		234	570	570	570	570	570	Mereside,Thames, Boundary, Revoe and Marton Resource Provisions are all open and have fixed funding until 31st August 2022.
AP Provision								
PRU - Place Funding	2,533	2,208	1,913	1,850	1,850	1,850	1,850	Reduced from 250 places to 200 from September 2020, 185 from September 2021 2021/22 onwards includes £660 per place for TPG/TPECG
PRU - Top-up Funding	1,147	1,359	1,237	1,252	1,252	1,252	1,252	Forecast numbers:- September 2019 to March 2020 240, April to August 2020 272, September 2020 to March 2021 173, April to August 2021 215, September 2021 to March 2022 147, April to August 2022 178, September 2022 to March 2023 152, Less Proposal 4. Teachers Pay award./Superannuation Costs and New Services KS2, Engagement Coaches & Therapist & 4% Uplift in 22/23
Other AP	-	293	100	100	100	100	100	
Mainstream Schools								
Top-up Funding	1,250	1,837	2,353	2,398	2,398	2,398	2,398	0% Uplift in 2021/22 & 2% uplift in 2022/23. Future Years' forecast to be reviewed following outcome of banding consultation.
Exceptional Circumstances Funding	119	193	193	193	193	193	193	
Post-16 Education	2,030	2,569	2,742	2,743	2,743	2,743	2,743	3% Uplift in 2022/23 & built in the increase in numbers from 2021/22 onwards
Out of Borough	5,081	5,360	4,994	4,762	4,584	4,648	4,648	Based on 10 year-olds 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 2022/23
Specialist Advisory and Referral Service (SARS)	1,028	1,056	1,368	1,392	1,392	1,392	1,392	0% Uplift in 2021/22 & 2% 2022/23
Access and Inclusion	508	811	970	817	817	817	817	0% Uplift in 2021/22 & 2% 2022/23
Other High Needs Central Services	767	767	772	772	772	772	772	
(Management, Central Support Costs, Admin Support, Pension Top-slice)								
Total High Needs Block Expenditure	22,594	25,613	27,489	27,772	27,291	27,405	27,492	
Available High Needs Block funding	19,496	22,276	25,369	27,906	27,906	27,906	27,906	Assumed 10% increase in 22/23
ESFA Free School Income	-	-	333	447	480	480	480	
Additional High Needs Block allocation in-year	-	-	-	-	-	-	-	
Schools Block Transfer	431	101	457	457	457	457	-	Assumed 0.5% transfer from schools block until hard NFF in 25/26
Central Schools Services Block	-	8	-	-	-	-	-	
Council Funding	-	-	-	-	-	-	-	
HNB (Surplus) / Deficit	2,667	3,228	1,330	(1,038)	(1,552)	(1,438)	(894)	
Cumulative HNB (Surplus) / Deficit	3,016	6,245	7,574	6,537	4,984	3,547	2,653	
Cumulative Other Block (Surplus) / Deficit	89	(476)	(1,116)	(1,516)	(1,716)	(1,716)	(1,716)	
Cumulative DSG (Surplus) / Deficit	3,105	5,769	6,458	5,021	3,268	1,831	937	
Movement	2,684	2,663	690	(1,438)	(1,752)	(1,438)	(894)	

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Report to: **SCHOOLS FORUM**
Relevant Officer: Sharon Butler, Advanced Practitioner, Resilience Coach Team
Date of Meeting: 15 June 2021

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

1.0 Purpose of the report:

- 1.1 To request the continuation of funding from the High Needs Block for the Resilience Coaches to provide targeted support to pupils in their transition from primary to secondary school.
- 1.2 Action required: for approval.

2.0 Recommendation(s):

- 2.1 To approve the allocation of £216k p.a. from the High Needs Block to fund Resilience Coaches, as set out in the proposal in this report as outlined in paragraph 6.1.
- 2.2 To approve the allocation of a further £48k from the High Needs Block to fund mental health counselling support within the Resilience Coach team as outlined in paragraph 6.2.
- 2.3 That the continuation of funding is subject to evaluation of the ongoing effectiveness of the Moving On Up programme.
- 2.4 To consider this as a 'spend to save initiative', and part of the wider early help for children. As young people are benefitting from the support via the Resilience Coach Team the outcomes are intended to reduce further outgoings for schools, to improve attendance and attainment, and to reduce exclusion figures.

3.0 Background Information

- 3.1 Moving On Up is part of the Resilience Coach Team which sits within the School Standards, Safeguarding and Inclusion Services. The Team moved across in January 2021 from HeadStart as part of our sustainability plan to continue the successful support that was being achieved. Moving On Up involves Resilience Coaches providing support to pupils, their families, and schools in order to ensure an effective

transition from primary to secondary school. Pupils with low resilience are identified for support through the Student Resilience Survey or via teachers' assessment of them.

- 3.2 The Resilience Coach Team is funded by a contribution of £216k approved by Schools Forum in October 2020 for the Moving On Up scheme in 2021. The team also benefits from income from individual schools and the Virtual School for targeted support for pupils in transition to secondary school, or at risk of exclusion. The Clinical Commissioning Group has also recently committed to fund support from the team for young people at risk of self-harm, and referrals are now being taken directly from schools.
- 3.3 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.

4.0 Evaluation

- 4.1 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. Appendix 8(c) incorporates feedback from young people and parents/carers involved in support through transition during 2020.
- 4.2 The statistics show a significant improvement in the absence rates of pupils who received support. Nationally school attendance rates tend to show a decrease from Year 6 to Year 7, however, records from young people that received this support showed a significant increase. Out of a sample of 100 young people, this showed an increase from 94.5% to 95.3% in Year 7, which equates to an average of approximately 3 days more of learning each academic year.
- 4.3 With respect to exclusions, of the 100 current Year 7 pupils that were supported by the programme for whom data is available, there were no permanent exclusions after receiving support, and only three young people have had fixed-term exclusions while in Year 7.
- 4.4 With respect to the softer measures, there were significant improvements in young people's individual characteristics and protective factors in the areas of emotional difficulties and behavioural difficulties. Young people recognised an increase in their ability to problem solve, set themselves goals which they achieved, and were able to understand and reflect on their own feelings and thoughts. Young people also engaged in more positive activities in the community.

4.5 While it is difficult to accurately quantify the financial benefits of the Moving On Up programme, each place at the Pupil Referral Unit costs the High Needs Block around £17k each year, so every permanent exclusion that can be avoided has the potential to make this level of saving. Furthermore, the type of pupils with low resilience that are supported through the Moving On Up programme have the potential to require a place at Athena if they do not receive appropriate early help to remain in mainstream settings: the cost to secondary schools in 2021/22 of dual registration charges will be more than £8k p.a. so there is also a potential direct saving for schools. Other indirect savings accrue by way of staff time supporting unsettled pupils with issues such as attendance, mental health and behaviour. Non-financial benefits of the scheme include improved attendance and the consequent positive impact on pupil learning and attainment.

5.0 Current Cohort

5.1 Our current cohort of young people were identified by year 6 class teachers due to the COVID pandemic and foreseeing difficulties in getting all young people surveyed. Teachers identified young people who they felt were low in resilience and clearly would benefit from the support of the Resilience Coach.

5.2 Our current findings of this cohort of 121 young people are that there is a lot of additional need for our support. In addition we are also supporting a further 22 young people that are Our Children funded via the Virtual Schools Team. Of the total 143 young people being supported since February, the pupils we are working with include:

- Opened 3 Early Help Assessments (EHA)
- Involved in a further 4 EHA, working alongside other agencies
- 3 open to Families in Need
- 5 open to Children in Need
- 2 on Child Protection Plan
- 2 open to the neurodevelopmental pathway and 2 pending support
- 13 currently open to CAMHS
- 2 receiving counselling support
- 8 young people identified with additional needs such as autism, learning delay, incontinence and speech and language.
- 3 young people have EHCP's in place and a further 4 EHCP's pending.
- 6 identified that are 'Our Children' with the additional 22, 2 off which are out of area councils
- 2 identified with Special Guardianship Orders

5.3 Secondary Schools are currently engaging with the Resilience Coach Team supporting

our 9-week digital transition programme and also some secondary schools are offering and facilitating additional visits for the young people.

5.4 Feedback from the 2020 and 2021 cohorts can be seen at appendix (c) to this report.

6.0 Proposal

6.1 It is proposed that continued funding for the Moving On Up scheme is allocated from Dedicated Schools Grant from January 2022 as an invest-to-save opportunity. The allocation of £216k p.a. would enable the continued employment of six Resilience Coaches, including supervision and expenses, with support being provided to 120 pupils each year moving from Year 6 to Year 7.

6.2 In light of the fact that young people's mental health issues are currently rising, it is further proposed that the existing offer is enhanced by the commissioning of mental health counselling support at a cost of £48k p.a. This would allow us to get upstream of the issues by enabling pupils identified by Resilience Coaches as in need of further help to be supported straight away, rather than following the sometimes lengthy pathways through Health waiting lists.

6.3 The offer entails: Teachers 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. The Student Resilience Survey and goals set by the young person will be used as a measure to show impact along with school attendance and exclusion rates.

6.4 Support is offered through one-to-one and group work sessions to help build self-esteem and confidence, with time for pupils to talk about their fears and anxieties. The Resilience Coaches support the young people and families through this change, using approaches underpinned by Resilient Therapy¹. 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 planned and finding a trusted adult for them is key. The Service supports 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.

6.5 If desired, primary schools have the option to purchase support for additional pupils over the initial allocation of two per class.

6.6 The service keeps the effectiveness of support under close review through the

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

collation of data. Moving On Up contributes 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:

EHA – Early Help Assessment

CAMHS – Child and Adolescent Mental Health Service

EHCP – Education, Health and Care Plan

List of Appendices:

Appendix 8(a) – Moving On Up 1-to-1 Interim Research and Evaluation Report May 2021

Appendix 8(b) – Extract from HeadStart Annual Report 2019/20

Appendix 8(c) – Feedback from Moving On Up

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Evaluation: Moving on Up – 1 to 1

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 May 2021, 378 young people (61% male) were supported by Moving on Up – 1 to 1. A further 142 young people (59 % male) started taking part in Moving on Up – 1 to 1 in Term 1 of the 2020/21 academic year and are currently still taking part in 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.

The **Me & My Feelings** (MMF; Deighton et al., 2013) was used to assess pupils' mental health in two broad domains: emotional difficulties and behavioural difficulties. It is a brief questionnaire comprising 16 questions, which are scored on a scale from 0 (never) to 2 (always). Total scores for emotional difficulties and behavioural difficulties were calculated by averaging the scores in each domain.

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

Evaluation: Moving on Up – 1 to 1

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 and mental health 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>			
Resilience (SRS)							
Overall resilience	3.38	0.73	3.84	0.64	-8.66	208	<.001
<i>Empathy</i>	3.45	1.10	3.92	1.00	-5.22	208	<.001
<i>Problem solving</i>	3.31	1.11	3.71	1.00	-4.36	208	<.001
<i>Goals & aspirations</i>	2.96	1.04	4.06	1.00	-12.78	208	<.001
<i>Family connection</i>	3.97	0.85	4.35	0.60	-5.94	208	<.001
Participation in home life	3.32	1.09	3.38	1.04	-0.64	208	.52
School connection	3.59	0.95	4.03	0.79	-6.09	208	<.001
Participation in school life	2.80	1.13	2.86	1.12	-0.71	208	.48
Community connection	3.75	1.01	4.31	0.88	-6.61	208	<.001
Participation in community	2.41	1.43	3.40	1.37	-7.79	208	<.001
<i>Peer support</i>	3.32	1.01	3.76	0.85	-5.72	208	<.001
Mental Health (Me & My Feelings)							
<i>Emotional difficulties</i>	1.00	0.41	0.65	0.41	8.10	143	<.001
<i>Behavioural difficulties</i>	1.42	0.47	0.60	0.45	16.64	143	<.001

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.

Evaluation: Moving on Up – 1 to 1

Resilience

209 young people completed the SRS before and after taking part in the project. Paired *t*-test results revealed statistically significant improvements in overall resilience of the young people, as well as 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 almost all areas, except for participation in home and school life:

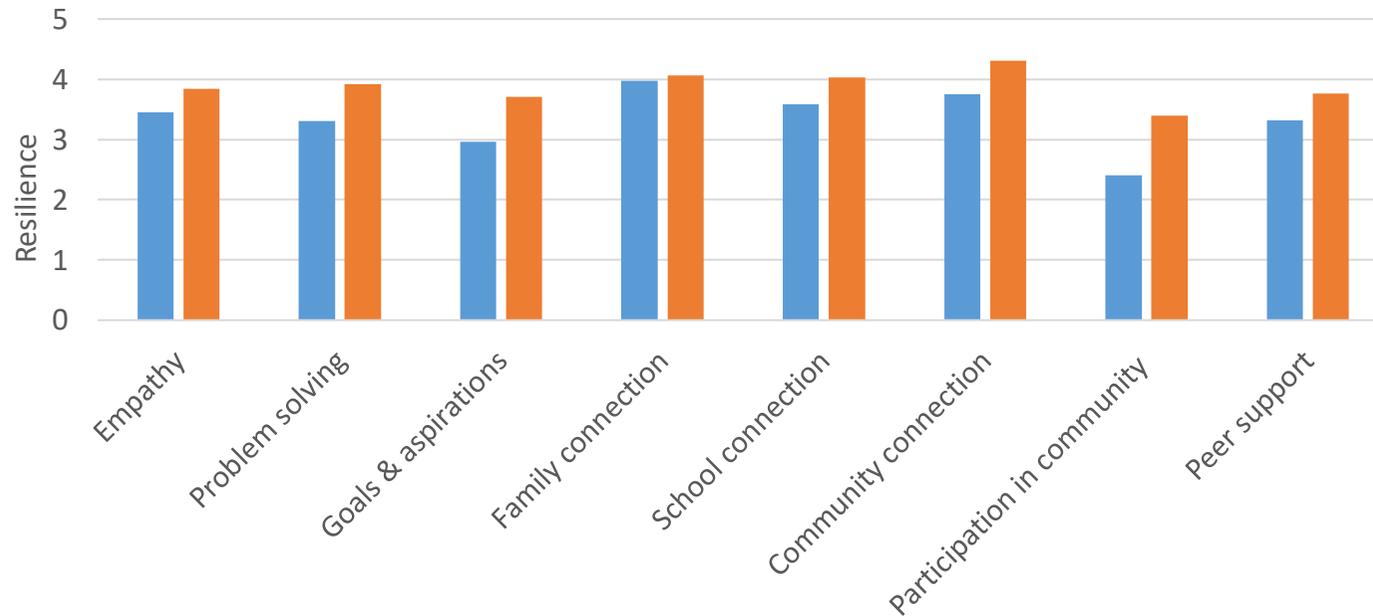


Figure 1. Young people’s individual characteristics and protective factors before and after taking part in Moving on Up – 1 to 1.

Evaluation: Moving on Up – 1 to 1

Mental Health

144 young people completed the SRS before and after taking part in the project. Paired *t*-test results revealed statistically significant improvements in both emotional and behavioural difficulties after taking part in the Moving on Up – 1 to 1 project (see Figure 2).

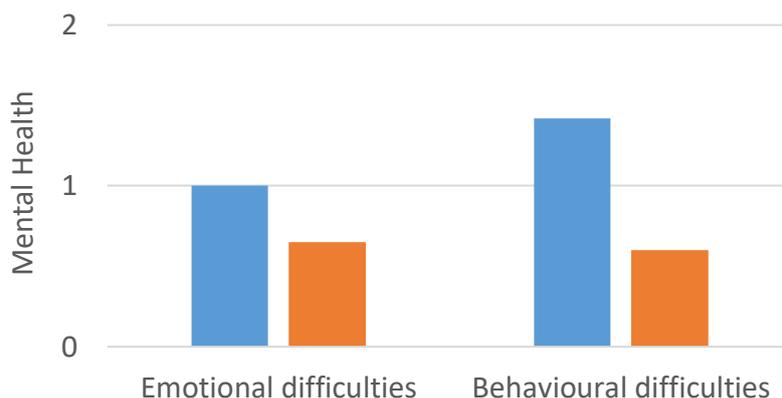


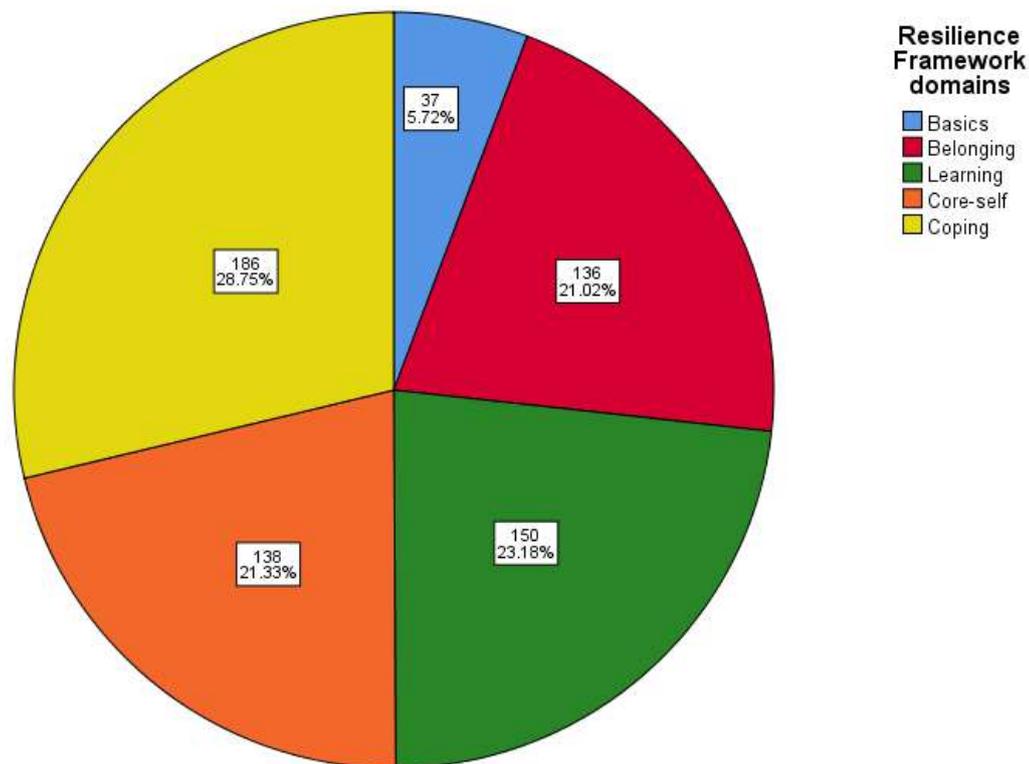
Figure 2. Emotional and behavioural difficulties that young people reported before and after taking part in Moving on Up – 1 to 1.

Goal Based Outcomes

As part of the Moving on Up 1-2-1 targeted support, 288 young people set goals soon after starting their work with the resilience coaches. However, not all of the goals were followed up in the sessions. Out of 288 young people, 242 (84%) had at least one goal with a follow-up rating and were therefore included in the Goal Based Outcomes (GBO) analysis outlined here. The majority of young people were boys (69%; $n = 166$). The mean age was 10.5 at the time when they set their goals (range between 10-13). Young people spent on average 47 sessions (ranging between 3 and 176) lasting on average 20 hours (ranging from 1.2 to 324 hours) with their resilience coaches. The average session length was 25 minutes.

242 young people reported their progress on a total of 647 goals were followed-up, which is on average close to 3 goals per young person ($M = 2.67$). Each goal was linked to the most relevant resilient domain outlined in the Resilience Framework (Hart et al. 2007) (see the chart below). A closer look at the data showed that 186 goals were referred to the resilient moves in *coping*, 150 goals were referred to *learning*, 136 were referred to *belonging*, 138 were referred to *core-self*, and 37 were referred to *basic* aspects of the framework.

Evaluation: Moving on Up – 1 to 1



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 last rated. On average there was 149 days (approximately 5 months) between the first and the last goal rating (ranging between 1 day and 495 days). Considering the 647 goals, the average change score between baseline and follow-up was 3.89 (ranging from -6 to 10). 70% of the goals changed above the reliable change index of 2.45 or the meaningful change value of 3; a value above these is considered not to be due to random fluctuation or due to measurement error and to represent a quality change in young people's progress.

Results showed that, at the end of their support, young people rated themselves significantly closer to reaching their goals (see Table 2 below).

Evaluation: Moving on Up – 1 to 1

Table 2. Descriptive statistics and analysis results for goal based outcomes.

Goal based outcomes	First rating			Last rating			<i>t</i>	<i>df</i>	<i>p</i>
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
<i>All Goals</i>	647	3.85	2.33	7.74	2.22	-38.17	646	<i><.001</i>	
<i>Basics goals</i>	37	3.84	2.01	6.95	2.32	-7.21	36	<i><.001</i>	
<i>Belonging goals</i>	136	3.58	2.31	7.58	2.65	-15.82	135	<i><.001</i>	
<i>Learning goals</i>	150	4.43	2.36	8.17	1.88	-19.49	149	<i><.001</i>	
<i>Core-self goals</i>	138	3.65	2.30	8.22	1.98	-19.6	137	<i><.001</i>	
<i>Coping goals</i>	186	3.73	2.36	7.32	2.16	-21.42	185	<i><.001</i>	

N = Number. *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.

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 tend to show a decrease from Year 6 into Year 7.

School attendance records for Year 6 and Year 7 were available for 100 of the 135 young people who are currently in year 7.

The average school attendance rate in this sample significantly increased to 95.13% in year 7 from 94.52% in Year 6. This is because 50% of the young people who participated in Moving on Up – 1 to 1 had **lower rates of absence in Year 7 than they did in Year 6**. The average increase in attendance is approximately an additional 3 days of attendance per academic year.

School exclusions

School exclusion information is also available for 100 of the 135 young people who are currently in year 7.

One young person had a fixed term exclusion when they were in year 6.

Three young people have had fixed term exclusions whilst in year 7.

No young people have been permanently excluded from their secondary school.

Evaluation: Moving on Up – 1 to 1

Feedback

Feedback from young people and parent carers was collected at the end of the support by Resilience Coaches.

“Helped me feel more confident in myself and helped with school.”

“Helped me feel more confident. Supported me to feel better about my panic attacks. Liked the 1:1 time to talk about my worries. Helped me settle into high school quicker than I would have thought.”

“Knowing that there is someone there that I can talk to.”

“Having someone to talk to and knowing that someone is there if I needed help.”

“Like how you spoke about school and broke it down like everything works and making it feel easy and achievable.”

“It’s been really great having someone to talk to about my worries of going to high school.”

“I gained a lot more confidence (I know you like this word) resilience. The support also helped a lot with the anxiety of travelling, even just simple things like knowing what the map looked like and equipment needed helped me.”

“My son has grown in confidence after using the laptop to access group chats. He has enjoyed speaking to other students which has helped him settle into school. Normally he struggles socially so this took away a little stress for him. The regular chats also helped him to speak about any worries he had.”

“Helped our daughter to settle in really quickly at high school.”

“My daughter has loved having someone to talk to.”

“It’s been brilliant for our son. He seems so much more confident and pleased with himself. School is going brilliantly. Thank you. I don’t think you could have done anymore.”

“It has been really helpful and our daughter seems much more confident in herself.”

“It’s been great for our daughter and great that she had someone neutral to talk to”.

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

Evaluation: Moving on Up – 1 to 1

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, as well as their mental health. Moreover, school attendance improved between Year 6 to Year 7. 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 a trend towards improved attendance at secondary school after working with a resilience coach. Better attendance is associated with a higher likelihood of academic success. Furthermore, grounded in the Resilience Framework (Hart et al. 2007), the project young people to resilient moves to young people, 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.

Evaluation: Moving on Up – 1 to 1

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MOVING ON UP - 1761



Where needed, Resilience Coaches worked alongside young people, parents and carers, and schools on a one-to-one basis to help young people to feel more equipped and prepared to leave primary school and start secondary school. This targeted support started in Year 6 until the young person was settled in Year 7.

Between June 2017 and August 2020, **243** young people were supported by Moving on Up – 1 to 1. A further **135** young people are still receiving support.

Feedback from a young person and a parent

"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. (...) My son has overcome panic attacks, extreme anxiety every night before bed and fears of high school. He [now] 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)

Resilience

70 young people reported changes in specific areas of resilience after the Moving on Up – 1 to 1 support:

- **64%** reported improvement in problem solving. The average increase in scores across the whole group was **17%**
- **61%** rated their peer support better. The average increase in scores across the group was **12%**
- **57%** reported improvements in goals and aspirations. The average increase in scores across the group was **18%**
- **44%** reported improvement in empathy. The average increase in scores across the group was **8%**
- **49%** rated their family connections better. The average increase in scores across the group was **8%**
- **49%** reported improvement in their participation in school life. The average increase in scores across the group was **10%**

MOVING ON UP - 1761



Impact at school

School attendance records were available for **232** young people who took part in Moving on Up – 1 to 1. This group of 232 young people saw an increase in their attendance rate when they went in to Year 7. They had nearly 8 days more attendance at school in Year 7 than they had in Year 6. This impact on attendance in Year 7 is really positive when it's also compared to the national trend, which showed on average attendance went down when young people moved into Year 7.

We also explored **school exclusion rates** of young people from 2013/2014 to 2018/2019 academic years. For **62** young people whose support ended before Spring 2019 term:

- 11 young people had a record of fixed term exclusion(s). Across these 11, a total of 21 fixed term exclusions were reported before young people started receiving support. This reduced to only 9 fixed term exclusions during the support period, then 6 fixed term exclusions were reported after young people completed the project. This shows that the incidences of fixed term exclusions dropped after receiving support.
- 5 young people who had previous history of exclusion(s) did not have any further records of exclusion after taking part in the project.

Goals

Young people set goals for the areas they wanted to see improvement in, then worked on them with their Resilience Coaches during their Moving on Up – 1 to 1 support.

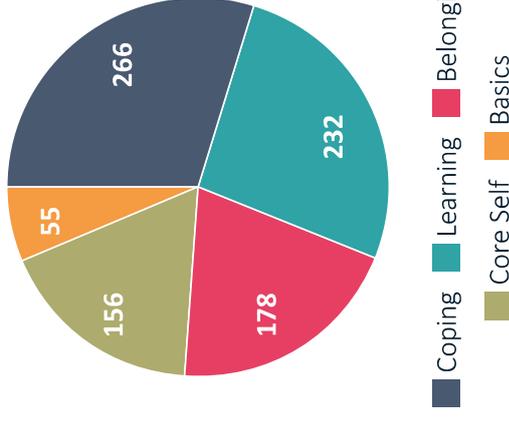
Between July 2018 and August 2020, 217 young people have set a total of **887** goals. The number of goals identified for each young person ranged from 1 to 8 goals, with an average of 3 goals each.

The goals were linked to section(s) of the Resilience Framework:

- **266 goals related to Coping**, e.g. "To learn strategies to help me feel calmer."
- **232 goals related to Learning**, e.g. "I want to get better at science because it teaches you how to be safe and smart."
- **178 goals related to Belonging**, e.g. "To make friends at high school."
- **156 goals related to Core Self**, e.g. "To take responsibility for myself."
- **55 goals related to Basics**, e.g. "I would like to do more sport activities over summer."

Young people also rated their progress towards reaching their goals. They scored themselves when setting the goal and reviewed this regularly. At the end of their support, young people rated themselves significantly closer to reaching their goals.

Goals linked to Resilience Framework



Appendix 8(c) - Feedback from Moving on Up

2020 cohort

Young people

- Helped me feel more confident in myself and helped with school.
- Helped me feel more confident. Supported me to feel better about my panic attacks. Liked the 1:1 time to talk about my worries. Helped me settle into high school quicker than I would have thought.
- Knowing that there is someone there that I can talk to.
- Having someone to talk to and knowing that someone is there if I needed help.
- Like how you spoke about school and broke it down like everything works and making it feel easy and achievable.
- It's been really great having someone to talk to about my worries of going to high school.
- I gained a lot more confidence (I know you like this word) resilience. The support also helped a lot with the anxiety of travelling, even just simple things like knowing what the map looked like and equipment needed helped me.

Parents / carers

- My son has grown in confidence after using the laptop to access group chats. He has enjoyed speaking to other students which has helped him settle into school. Normally he struggles socially so this took away a little stress for him. The regular chats also helped him to speak about any worries he had.
- Helped our daughter to settle in really quickly at high school.
- My daughter has loved having someone to talk to.
- It's been brilliant for our son. He seems so much more confident and pleased with himself. School is going brilliantly. Thank you. I don't think you could have done anymore.
- It has been really helpful and our daughter seems much more confident in herself. It's been really helpful.
- It's been great for our daughter and great that she had someone neutral to talk to.

2021 cohort

Schools

- 6 children were identified to receive support from the Resilience Coach in order to scaffold and support a smooth transition to High school.

All parents/carers were informed and have been fully supportive of the weekly input.

The Resilience Coach meets on a weekly basis with each child and has established/maintained a positive relationship. All children are able to share their worries/ concerns and positives with her.

The Resilience Coach meets with myself (AHT Inclusion/DSL) after each Friday session and gives feedback on each child. Any concerns are shared and managed in a positive manner. For example, the Resilience Coach has initiated an EHA for one child and has attended a parental meeting for another.

All the children have benefitted from her support. The Resilience Coach is working through the Transition to high school booklet with the children, has encouraged the children to participate in Zoom meetings, has walked with children to and from their chosen High school.

It is reassuring to know that these children will continue to be supported in the first half term of their High school lives.

This support has proven to be invaluable as all the children are looking forward to the next step on their learning journey. It is imperative that this provision continues to get the funding that is needed to support children.

Social worker

- I just wanted to say that I met with my young person at the weekend and she was saying how much she enjoyed working with you and feels so much better about going to High School due to your sessions.

I would like to say thank you as it was a joy to see her gaining in confidence.

Parents / carers

- The Resilience Coach has been a real help to my son in the few short weeks that she has been working with him. Initially the meetings were just via phone and it was more of a challenge for him to engage, however since then he has been meeting the Resilience Coach in school we have seen a change. He has tried to push himself out of his comfort zone by doing different tasks that he wouldn't usually do e.g. ordering his own food. When he does these he often says that it is something he can tell her about! At home he has been more helpful around the house and has assisted us with some household chores which is great! Whether it has been coincidence or not I'm not sure, however he is a keen gamer and has loved playing Fortnite for the past 12-18 months; yet the past few weeks he has spent far less time playing on his game and more time with the family. Playing Fortnite would often frustrate him and it has been great to see his mood improve and him spending more time with us. We can sense that

he is feeling a bit more reassured about the transition to high school, the Resilience Coach and the work they have done together, along with the weekly zoom calls has alleviated some of the worries that he has about moving up. Knowing he has her support and also pre-arranged support and arrangements in place for high school is really reassuring for him and for us!

- Prior to the 9-week programme we offered a parent/carer session so that we could go through what the sessions would be like for children. During one of these sessions, fantastic feedback was received from one parent whose child was supported last year and also has another one of her children being supported this year. She fed back about how her son with additional needs was supported and how one high school worked closely with the Resilience Coach to enable a smooth transition. Support was identified early and in place ready from the start. In addition to this, the parent was able to share her experience of the high school which in turn gave positive feedback to the other parents. It was clear to observe how parents suddenly felt reassured by this process and the support from the school.

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Report to: **SCHOOLS FORUM**
Relevant Officer: Kirsty Thompson, School Funding Officer
Date of Meeting: 15 June 2021

COVID-19 FINANCIAL SUPPORT

1.0 Purpose of the report:

1.1 To make Schools Forum aware of updates since the last meeting regarding financial support provided in the education sector during the COVID outbreak.

1.2 Action required – for information.

2.0 Recommendations:

2.1 To note the contents of the report.

3.0 Background Information:

Updates on COVID financial support for the education sector:

- Catch-up premium: coronavirus (COVID-19)
- New education recovery package for children and young people
- Coronavirus (COVID-19) workforce fund for schools
- Exceptional costs associated with coronavirus (COVID-19)
- Providing school meals during the coronavirus (COVID-19) outbreak
- Coronavirus Job retention scheme Furlough
- Free early education entitlements funding during coronavirus (COVID-19)
- National Testing programme for Schools and Colleges
- Coronavirus (COVID-19) mass testing for Schools and Colleges
- Coronavirus (COVID-19) no recourse to public funds: free school meals

Catch-up premium: coronavirus (COVID-19)

- 3.1 Schools can use catch-up premium funding to support any summer catch-up provision that they are offering and can carry funding forward to future academic years
- 3.2 It is intended that Ofsted will resume its full programme of routine, graded school inspections in September 2021. As part of these inspections, inspectors may discuss plans schools have to spend their catch-up premium funding.
- 3.3 *For further information regarding this grant please follow the link below:*
[Catch-up premium: coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/catch-up-premium-coronavirus-covid-19)
- 3.4 On 2 June 2021, the Department for Education announced a further £1.4 billion over the next three years to provide 100 million hours of tutoring and additional teacher training and development. This funding is in addition to the £1.7 billion already announced, and will be targeted at those children and young people considered most in need of support, particularly the disadvantaged and will not be available for all pupils. No further details were available at the time of writing of this report.

New education recovery package for children and young people

- 3.5 This funding comes directly from the Department for Health and Social Care, with the first payments having already been made. The second payments are due to be paid after the summer term.
- 3.6 Any payments for the autumn term and beyond will be confirmed at a later date, and will depend on the situation with the pandemic at the time.
- 3.7 *For further information regarding this funding please follow the link below:*
[New education recovery package for children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/new-education-recovery-package-children-young-people)

Coronavirus (COVID-19) workforce fund for schools

- 3.8 There are no official plans to extend the workforce fund for schools, however it will be subject to ongoing review by the DfE, in case the absence levels at schools do start to increase dramatically in the future.
- 3.9 *For further information regarding this grant please follow the link below:*
[Coronavirus \(COVID-19\) workforce fund for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/coronavirus-covid-19-workforce-fund-schools)

Exceptional costs associated with coronavirus (COVID-19)

- 3.10 No further updates published.
- 3.11 *Further details can be found on the link below:*
[School funding: exceptional costs associated with coronavirus \(COVID-19\) for the period from March to July 2020 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-from-march-to-july-2020)

Providing school meals during the coronavirus (COVID-19) outbreak

- 3.12 The claims window closed on 4 May. The DfE will review claims and may contact schools if additional information is required. They aimed to pay standard claims to local authorities at the end of May 2021 and to academies at the beginning of June 2021.
- 3.13 The DfE is monitoring claims at school level to check that schools are requesting the right amount of support for their eligible pupils. If a school's claims are higher than expected, they may speak to the school about why this has occurred and will pursue any necessary action to rectify the position which could include action to recoup funds. As such, the payment process may take longer for these schools.
- 3.14 *Further details about how the scheme works can be found by using the following link below:*
<https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools>

Coronavirus Job Retention Scheme (CJRS) for furloughed workers

- 3.15 For many programmes, government will continue to provide funding at normal rates, for example core funding for schools through the Dedicated Schools Grant (DSG), to ensure business continuity and payment of staff.
- 3.16 Local authorities will also continue to receive high needs funding as part of the DSG and should continue to pass this on to providers (including the top-up funding in respect of individual children and young people) at the normal rates.
- 3.17 Where funding continues to be paid, the DfE expects providers to continue to provide that service insofar as is possible, and in accordance with the relevant guidance. Where activities have changed, staff should be redeployed as best supports the COVID-19 response and should continue to be paid as normal, even if typical duties cannot be carried out.

3.18 *Further details about how the scheme works can be found by using the following link below:*

[Coronavirus \(COVID-19\): financial support for education, early years and children's social care - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care)

Free early education entitlements funding during coronavirus (COVID-19)

3.19 On 17 December 2020, the DfE announced their intention to fund local authorities for the 2021 spring term using the January 2021 census. If attendance rises after the census is taken, local authorities' figures will be topped up to 85% of their January 2020 census level, where a local authority can provide evidence for increased attendance during the spring term.

3.20 To deliver this policy, they will use the next attendance count in the summer term, in order to provide a representation of the final attendance levels for the spring term.

3.21 Since childcare attendance may have gradually increased throughout the spring term, the DfE's aim is to fund based on a likely mid-point attendance level. Therefore, they will use a combination of the January 2021 census at the start of the spring term and the summer count to represent this midpoint to determine the final spring term top-up. They will scale the summer term attendance data accordingly, to represent spring term attendance for each of the early years entitlements.

3.22 *Further details about how the scheme works can be found by using the following link below:*

[Use of free early education entitlements funding during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/use-of-free-early-education-entitlements-funding-during-coronavirus-covid-19)

National Testing programme for Schools and Colleges

3.23 Spring 2021 allocations covering the periods from 4 January 2021 to 5 March 2021 and 6 March 2021 to 1 April 2021 have now been published and can be found on the link below:

[Coronavirus \(COVID-19\) mass testing funding for schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/coronavirus-covid-19-mass-testing-funding-for-schools-and-colleges)

3.24 *For further details on the funding for the national testing programme please follow the link below:*

[Coronavirus \(COVID-19\) testing in schools and colleges: grant funding - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/coronavirus-covid-19-testing-in-schools-and-colleges-grant-funding)

Coronavirus (COVID-19) no recourse to public funds: free school meals

3.25 The DfE have temporarily extended free school meal eligibility to include some

children of groups who have no recourse to public funds (NRPF). Maximum household income thresholds apply to certain of these groups. This extension also includes eligibility to Pupil Premium funding.

- 3.26 To be able to make a claim for additional pupil premium funding both of the following criteria must apply:
- if at any time between 1 April 2020 and 1 October 2020 you had any pupils eligible for free school meals under the temporary extension granted to some children of groups who have no recourse to public funds (NRPF)
 - these pupils were on the school roll on the date of the October census (1 October 2020)
 - You must not make a claim for any pupils who do not meet the criteria or were not on the school roll on 1 October 2020
- 3.27 Claims can be submitted by:
- primary, secondary and all through maintained schools, academies and free schools
 - maintained special schools, and special academies, free schools and pupil referral units
 - non-maintained and independent special schools
 - alternative provision academies and free schools
- 3.28 *For further details on the funding for the no recourse to public funds: free school meals funding please follow the link below:*
<https://www.gov.uk/government/publications/coronavirus-covid-19-no-recourse-to-public-funds-free-school-meals/coronavirus-covid-19-no-recourse-to-public-funds-free-school-meals-guidance#introduction>

List of acronyms:

DfE – Department for Education

CJRS – Coronavirus Job Retention Scheme

ESFA – Education and Skills Funding Agency

NRPF – No recourse to public funds

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Report to: **SCHOOLS FORUM**
Relevant Officer: Kirsty Thompson, School Funding Officer
Date of Meeting: 15 June 2021

SCHOOLS FORUM REGULATIONS – IMPACT ON FUTURE MEETINGS

1.0 Purpose of the report:

- 1.1 To make Schools Forum aware of a change to regulations affecting the conduct of meeting.
- 1.2 Action required – for information.

2.0 Recommendations:

- 2.1 To note the option for future meetings to be held remotely.

3.0 Background Information:

- 3.1 Historically schools forums meetings have been held face to face until the Coronavirus pandemic, at which time rules were relaxed to allow meetings to be held remotely. The Schools Forum (England) (Coronavirus) Amendment Regulations 2020 have now made these temporary arrangements permanent.

- 3.2 The Regulations contain the following provisions:

Schools forums can meet remotely. This includes (but is not limited to) telephone conferencing, video conferencing, live webcast, and live interactive streaming.

A member will not be considered to be present through remote teams unless they are able to:

- hear and be heard by, and where practicable, see and be seen by any members present.
- be heard and, where practicable, seen by any members of public at the meeting.

Local authorities should ensure that their schools forum clerks contact details are published on their website and that it is clear to public interested parties how they can attend the meeting remotely.

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Glossary

AP	Alternative Provision
ASCL	Association of School and College Leaders
AtC	Achievement through Collaboration
ATL	Association of Teachers and Lecturers
BEBCMAT	Blessed Edward Bamber Catholic Multi-Academy Trust
BFC	Blackpool Football Club
CAMHS	Child and Adolescent Mental Health Service
CJRS	Coronavirus Job Retention Scheme
DfE	Department for Education
DSG	Dedicated Schools Grant
DWP	Department for Work and Pensions
EHA	Early Help Assessment
EHCP	Education, Health and Care Plan
ESFA	Education and Skills Funding Agency
ESG	Education Services Grant
EY	Early Years
FCAT	Fylde Coast Academy Trust
FSM	Free School Meals
GDPR	General Data Protection Regulations
HNB	High Needs Block
IDACI	Income Deprivation Affecting Children Index
KS1/2/3/4	Key Stage 1/2/3/4
LA	Local Authority
LSOAs	Lower Super Output Areas
MPPF	Minimum per-pupil funding
MTFP	Medium Term Financial Plan
NAHT	National Association of Head Teachers
NASUWT	National Association of Schoolmasters Union of Women Teachers
NEU	National Education Union
NFF	National Funding Formula
NRPF	No Recourse to Public Funds
NUT	National Union of Teachers
PFI	Private Finance Initiative
PRU	Pupil Referral Unit
PTA	Professional Teaching Association
PVI	Private, Voluntary and Independent Sector

Glossary

RPA	Risk Protection Arrangement
RPIX	Retail Price Index excluding mortgage interest
SERF	Special Educational Resource Facility
SEND	Special Educational Needs and Disabilities
SSA	School Support Assistant
TUC	Trades Union Congress
VAT	Value Added Tax