

Blackpool Council

13 June 2017

SCHOOLS FORUM

Tuesday, 20 June 2017 at 9.15 am
in Community Room, Devonshire Primary Academy, Devonshire Rd, Blackpool,
FY3 8AF

A G E N D A

1 APOLOGIES

2 DECLARATIONS OF INTEREST

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

- (1) the type of interest concerned; and
- (2) the nature of the interest concerned

3 NATIONAL SCHOOLS FORUM ASSOCIATION

Mrs Jo Hirst, Chairman, to provide a verbal update on developments related to the National Schools Forum Association.

4 MINUTES OF THE LAST MEETING HELD ON 14 MARCH 2017 (Pages 1 - 8)

To agree the minutes of the last meeting held on 14 March 2017 as a true and correct record.

5 PUBLIC HEALTH UPDATE (Pages 9 - 12)

Ms Lynn Donkin, Public Health Specialist, to provide a written report to the Forum on relevant Public Health developments.

6 MONITORING OF BLACKPOOL CHILDREN'S CENTRES (Pages 13 - 18)

- Ms Sara McCartan, Service Manager Children's Centres, to provide a written report to the Forum on Children's Centre performance 2016/2017
- Forum to discuss future funding of Children's Centres.

7 DEDICATED SCHOOLS GRANT YEAR END BUDGET MONITORING 2016/2017 (Pages 19 - 22)

Mrs Hilary Wood, Head of Business Support and Resources, to provide a written update to the Forum.

8 SCHOOLS SAFEGUARDING ADVISOR DEVELOPMENT (Pages 23 - 24)

Mrs Hilary Wood, Head of Business Support and Resources, to present the report on a development opportunity to enhance the future effectiveness of the Schools Safeguarding Advisor role.

9 NATIONAL ANALYSIS OF SCHOOLS FUNDING FORMULA (Pages 25 - 60)

Mr Paul Sharples, School Funding and PFI Manager, to provide a written report to the Forum on National analysis of the Schools Funding Formula.

10 SPECIAL EDUCATIONAL NEEDS UPDATE (Pages 61 - 76)

Mr Philip Thompson, Interim Head of SEND, to present a written report on updates related to Special Educational Needs and Development.

11 INCLUSION

Mrs Hilary Wood, Head of Business Support and Resources, to provide a verbal update on inclusion and accessibility.

12 EARLY YEARS COMMISSIONING REVIEW

Mr Kim Wood to provide a verbal update to the Forum on the Early Years Commissioning Review.

13 ACADEMY UPDATE

Mrs Amanda Whitehead, Head of Schools, Standards and Effectiveness, to provide a verbal update to the Forum on relevant Academy School developments.

14 LOCAL AUTHORITY UPDATE

Mrs Amanda Whitehead, Head of Schools, Standards and Effectiveness, to provide a verbal update to the Forum on relevant Local Authority developments.

15 DATE OF NEXT MEETING

The Forum to note the date of the next meeting as Tuesday 10 October 2017 at Devonshire Primary Academy from 9.15am.

General information:

For queries regarding this agenda please contact Chris Williams, Democratic Governance Adviser, Tel: (01253) 477153, e-mail: chris.williams@blackpool.gov.uk

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Present:

Primary School Head Teachers/Representatives

Ms J Hirst, Bispham Endowed (Chairman)

Ms Elaine Allen, St John Vianney

Special School Head Teacher/Head Teacher Representative

Mr C Andrew, Woodlands

Academy School Representatives

Ms J Carroll, Roseacre

Mr M Gray, Waterloo

Ms T Harrison, Thames

Mr D Medcalf, St Georges

Mr N Toyne, Devonshire

Mrs S Wilson, Fylde Coast Academy Trust

Non-Schools Members

Ms A Baines, Staff/Teacher Associations

Ms W Casson, Pupil Referral Unit

Ms C Butterworth, Primary School Governor

Mr D Dickinson, Staff/Teacher Associations

Mr R Rendell, Early Years Strategic Group

In Attendance:

Councillor Kathryn Benson, Cabinet Member for Schools and Learning

Mrs D Taylor, Lead Nurse/Public Health Practitioner

Mr M Golden, Finance Manager

Mrs A Whitehead, Head of Schools, Standards and Effectiveness

Mr C Williams, Democratic Governance Adviser (Minutes)

Mr K Wood, Divisional Commissioning Manager

Mrs H Wood, Head of Business Support and Resources.

Mrs A Smith, Finance Officer, Westcliff Primary School

1 APOLOGIES

Apologies for absence were received from Simon Brennand and Graeme Dow, Academy School Representatives, and Paul Sharples, School Funding and PFI Manager.

2 DECLARATIONS OF INTEREST

There were no declarations of interest on this occasion.

3 MINUTES OF THE LAST MEETING HELD ON 10 JANUARY 2017

The minutes of the Schools Forum held on 10 January 2017 were agreed as a correct record and signed by the Chairman.

MINUTES OF SCHOOLS FORUM MEETING - TUESDAY, 14 MARCH 2017

Page 2, Minute 11: It was reported that the consultation related to the free school on the former Arnold School site had closed and all responses received.

4 COMMISSIONING REVIEWS

Mr Kim Wood, Divisional Commissioning Manager, reported on a number of commissioning reviews undertaken by the Local Authority in relation to home to school transport, Early Years' service provision and Speech and Language Therapy.

It was reported that following similar moves by other Authorities with regard to transport provided to faith schools, it had been proposed that the four buses currently partly funded by the Council to take children to and from St Mary's Catholic Academy, no longer receive an Authority contribution. Concerns were noted that there might be an impact on standards and attainment at St Marys should the decision be taken to remove funding for the bus services. Further savings related to coach services for Park School were also discussed. Forum members agreed in principal that encouraging greater independent travel for those that were able, should be encouraged.

In terms of Early Years Services, it was reported that an external consultant had reviewed the current Local Authority offer with a view to highlighting potential areas for savings to be made given the reduction for Early Years Central Expenditure that would mean total funds of approximately £496,000 in 2017/2018 versus £940,000 in 2016/2017. Ideas such as offering training on a buy-in basis were discussed.

Speech and Language services had been reviewed and a number of important elements of the review were discussed. It was reported that complaints about the quality of NHS Trust provision had been received and that the Clinical Commissioning Group and Local Authority had not always been able to reach agreement on the best services to be commissioned. Improved links with the CCG were agreed as desirable to improve future commissioning practice, increase integration and avoid duplication. The Forum was advised that re-commissioning of some of the most important services such as the Outreach Team would continue and be supported by additional funding from Betterstart and elsewhere.

Mr Wood advised that Special Educational Needs and Disability services were also currently under review and further updates would be provided once the process had been completed.

Overall, the Forum noted that expectations about the nature of future Service Level Agreements (SLA's) would have to be adjusted given the financial pressures on the Local Authority. Concerns were expressed about whether the Authority could continue to meet the needs of a diverse range of customers and whether the reduction to services would have a detrimental impact on standards. A suggestion to contact the Northern Powerhouse to enquire about the possibility of future additional funding to help mitigate any shortfall in SLA's was agreed as a worthwhile pursuit.

The Forum agreed:

Mrs Hilary Wood/Mr Kim Wood to provide an update on the findings of the Local Authority review of Special Educational Needs and Disabilities provision once completed.

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5 PUBLIC HEALTH UPDATE

Mrs Donna Taylor presented the Public Health update.

Forum members were informed of a number of initiatives that had been designed to help school age children. It was reported that the Healthy Weight Summit, held on 2 February 2017 at the Winter Gardens, had been well attended by partners from the Police, Hospital Trust, Clinical Commissioning Group and others. A follow-up session planned for 28 June 2017 was noted and an invitation was extended to all members of the Forum.

The Give Up Loving Pop (GULP) campaign was designed to reduce children's intake of sugary drinks and Mrs Taylor advised that it would run from 10 March until 31 March 2017.

It was reported that the school milk fluoridation scheme had been largely successful and current uptake in Blackpool Schools was 78%. In addition, milk fluoridation was due to be discussed as part of an item on Oral Health at the next Health Scrutiny meeting.

In relation to the free school breakfast scheme, overall feedback had been positive with benefits of increased concentration and engagement among school children noted and increased consumption of fruit, vegetables, milk and yoghurt. These sentiments were echoed by the post-16 representative who suggested that performance of students appeared to improve especially around exam times when the uptake of free breakfasts was highest and as such, the cost was far outweighed by the benefits. Following a question about the possibility of links between children having multiple breakfasts and childhood obesity, Mrs Taylor advised that actually the opposite was more likely to be the case, namely that children who regularly skipped breakfast were more likely to snack and have larger meals at other times of the day, which contributed more significantly to childhood obesity. The general consensus was that Betterstart and the revised Health Visitor model would play a key role in informing parents about the importance of their children's diet.

Concerns were expressed at some of the content of the School Health Education Unit (SHEU) questionnaire, in particular the nature of certain questions and whether they were age appropriate in some cases.

The Forum agreed:

Mrs Taylor to discuss certain aspects of the content of the School Health Education Unit at the next Public Health Working Party meeting and feedback at the next Forum meeting.

6 SCHOOLS FORUM RESPONSE TO SCHOOLS NATIONAL FUNDING FORMULA CONSULTATION

Mrs Wood presented the report and advised on the key elements of the Forum response to the Schools National Funding Formula Consultation.

It was noted that the draft response largely focused on two areas; the principle of fairness and the balance of deprivation. In relation to the former, Mrs Wood advised that the DfE's proposals had included the suggestion that no school would lose more than

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three per cent overall compared to existing funding. However, this had gone against the Government's own stated intention of removing the inequities that exist in the current system between schools with similar characteristics in different parts of the country.

The balance of deprivation funding had been allocated using Free School Meals (FSM) data and the IDACI indicator. Forum noted that the consultation document recognised that the use of IDACI supports all those whose background may create a barrier to their education, not only those with a history of free school meal eligibility. In relation to the latest proposals for 5.5 per cent of funding to be allocated through FSM data, and only 3.9 per cent through IDACI; if the weighting for IDACI was increased, this would benefit Blackpool, as a large number of pupils are within the most deprived IDACI bands relative to the rest of the country.

The Forum agreed:

1. To approve the draft consultation response for submission on the Forum's behalf.
2. Mrs Wood to circulate the response to Schools for information.

7 SCHOOLS FORUM RESPONSE TO HIGH NEEDS FUNDING REFORM CONSULTATION

Mrs Wood presented the report and advised on the key elements of the Forum response to the High Needs Funding Formula Consultation.

It was noted that the draft response was in many ways similar to that compiled in relation to the Schools National Funding Formula and focused on area cost adjustments and IDACI banding. In relation to the former, concerns with the scale to which the Area Cost Adjustments had been applied in the formula were having the effect of negating relative need in local authorities with low multipliers. It was suggested that in poor areas, the General Labour Market would be skewed by low-paid employment, and not indicative of the better paid salaries in schools.

The Forum agreed:

1. To approve the draft consultation response for submission on the Forum's behalf.
2. Mrs Wood to circulate the response to Schools for information.

8 DEDICATED SCHOOLS GRANT BUDGET MONITORING 2016/2017

Mr Mark Golden presented the report detailing the current budget position of the Dedicated Schools Grant for the 2016/2017 Financial Year and the amount of Dedicated Schools Grant reserves as at 31 January 2017 along with details of future commitments.

The main pressures on the DSG for 2016/2017 within the High Needs Block continued to be the number and cost of Out of Borough Placements and the amount of top-up funding for Mainstream schools. Despite a level of underspend within the early years block related to central services savings, there would be a total in-year overspend of £296,000. This was largely attributed to the costs associated with additional out of borough placements and related transport. However, it was noted that in theory, should the development of a free special school receive the go ahead, it could go some way to alleviating some of those costs and help to reduce the overall number of out of borough

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placements. It was reported that a £57,000 grant had been made available to the local authority to carry out a strategic review of High Needs Provision.

Concerns were noted about possible over-reliance on measures like the introduction of a free-school to relieve some of the pressures on the Pupil Referral Unit.

Forum members were advised that the DSG Reserves figure of £1,556,680 did not incorporate the additional amount of the £296,000 in year overspend.

The Forum noted the report.

9 PUPIL REFERRAL UNIT FINANCES 2016/2017

Mrs Wood introduced the item and outlined some of the issues that were currently being faced by the Pupil Referral Unit.

Approximately 310 pupils were currently on roll with concerns that there could be a further ten by the end of March 2017. In addition to the numbers of pupils, concerns about staffing levels, staff sickness and high usage of supply teachers were expressed by Mrs Casson. There were also worries that the unit could return a deficit at year-end.

The Forum discussed the issues faced by the Pupil Referral Unit and agreed that simply agreeing to the recommendations contained within the report would be insufficient to deal with what was in effect, a system wide problem. Furthermore, some members agreed that there was a moral obligation to try and reverse the trend for high numbers of children entering the PRU as it had become unsustainable. The general consensus was that this could only be achieved by changing attitudes, by reducing the number of permanent exclusions from schools and minimising numbers of elective home educated children. It was accepted that for some of these reasons, a number of mainstream settings were currently unable to meet the needs of some of their children. Given the issues discussed in relation to the PRU, it was suggested that in future, schools could decide to create their own provision for those children most difficult to educate within a traditional setting.

In year fair access was discussed and the likelihood of funding becoming more difficult to obtain in the future. Additional factors, such as Pupil Premium funding not following some children when they entered the PRU, had compounded the situation. Forum members agreed that a formal review of provision within the PRU was required and recommendations needed in relation to exclusion and elective home education protocols.

The Forum agreed:

1. That a one-off payment is made to Educational Diversity to account for the average number of pupils in the school in excess of the commissioned places in 2016/2017 with the actual figure to reflect the actual year end average figure.
2. To rectify the 2016/2017 income target for the Pupil Referral Unit based on actual income received.
3. To determine that, if the period of time on the Elective Home Education register is less than one academic year, the previous school can be charged if the pupil then goes onto the roll of the PRU. All schools to be formally notified.

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4. To recommend further debate by the School Improvement Board on whether more could be done to incentivise mainstream schools to support pupils in order to avoid the need for admission into the PRU and whether more support could be offered to the PRU.
5. To discuss concerns about the status of the Pupil Referral Unit with the Regional Schools Commissioner.
6. That a standing item be brought to future Forum meetings on Inclusion and the Pupil Referral Unit to monitor progress.

10 EARLY YEARS FUNDING FORMULA 2017/2018

Mrs Wood outlined the purpose of the report to make a decision in relation to the Local Authority's proposed formula for three- and four-year old early education, and to note the proposed funding rate for two-year olds. She added that the proposed formula was based on new arrangements set out by the Department for Education (DfE) and followed a period of consultation with providers.

The Forum noted a summary of the proposals which included recommendations to: introduce a single base rate of £3.90 for all providers from 2017/2018, to retain the deprivation supplement, using the same methodology as in the current formula, to introduce a quality supplement with two elements, to not have additional supplements for flexibility or for English as an Additional Language (EAL) and to create an Early Years Inclusion Fund of £25,000 designed to support the Local Authority to work with providers to address the needs of individual children with Special Educational Needs (SEN).

A discussion took place about the re-allocation of funding between local authorities and the result in a reduction of funding as a whole for Blackpool. It was reported that the Government had stated that, from April 2017, it wanted funding for things such as development support and training to be distributed to providers, in order that they decide how to use the funding to best meet the needs of their business. This would mean a significant reduction in the amount that the Council would have available to provide Early Years support and training that it previously provided to settings free at the point of access.

Mrs Wood advised that a review of services was currently underway to identify how the Council could reduce its expenditure by more than £400,000, and providers would be notified of the outcome of the review in due course.

The Forum agreed:

1. To agree to the Local Authority's proposed formula for three and four-year old early education for 2017/2018.
2. To note the Local Authority's proposed funding rate for two-year olds at £5.00 per hour from April 2017.

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11 DEDICATED SCHOOLS GRANT BUDGET PROPOSALS 2017/2018

Forum members noted the details of the announcement of Dedicated Schools Grant (DSG) funding to the authority and considered the Local Authority's proposals for its allocation.

Some of the key points of the report were noted that included; the underlying Schools Block would be kept at flat cash per pupil for 2017/2018 and the Schools Block unit of funding had decreased from £4,534.18 to £4,493.13 per pupil as a result of a baselining exercise carried out by the Education Funding Agency (EFA). Also, from April 2017, the retained element of the Education Services Grant (ESG) of £282,000 would be transferred into the Dedicated Schools Grant (DSG).

In the High Needs Block allocation, it was reported that additional funding of £129.9 million had been made available nationally in 2017/2018 for growth in population with Blackpool's share of this allocation amounting to £231,000. Also within the High Needs Block, there was a technical adjustment with respect to the element 2 (£6,000) place funding for post-16 education. This was previously funded from the Department for Education's post-16 budget, but would be transferred to feature as part of DSG from April 2017. The Forum noted that the adjustment equated to £654,000 for Blackpool.

With respect to the Early Years Block, there were a number of adjustments to note, namely the national formula for 3 and 4-year old education had resulted in a decrease in the allocation to Blackpool of £137,000 in respect of the 15-hour entitlement. Also, an additional amount of £920,000 had been included in DSG with regard to the new entitlement to 30 hours of childcare for eligible working parents.

Further changes related to the Early Years Block included a slight decrease in the Early Years Pupil Premium allocation based on actual numbers of £7,000 and the addition to DSG of the new Disability Access Fund for 3 and 4-year olds of £37,000 to be allocated to settings as a one-off payment for children in their setting who were in receipt of Disability Living Allowance. Also, the revised allocation for 2-year old funding would result in an increase of £89,000 in 2017/2018.

It was noted that based upon an earlier decision at Item 9 to offer additional financial support to the Pupil Referral Unit, the Reserves figure presented in the report would change as a result, though the overall level of reserves remained healthy and manageable.

Mrs Wood highlighted the fact that the contribution to the combined budgets of £1million that had previously been agreed by the Forum to support the school-based Children's Centres would continue to be funded through DSG for the time being. However, the Department for Education has stated that it expects such historic commitments to be unwound over time. Schools Forum agreed to continue to support the school-based Children's Centres while this funding remained available.

The Forum agreed:

1. To approve the proposed Dedicated Schools Grant budget for 2017/2018.
2. To adjust the in-year deficit based on the additional money agreed to be allocated to the PRU (Item 9, action 1)

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12 ACADEMY UPDATE

Mrs Amanda Whitehead, Head of Schools, Standards and Effectiveness, provided a verbal update to the Forum.

She reported that Stanley Primary School intended to join the Mulberry Multi Academy Trust with Norbreck Primary Academy as the lead school.

A recent HMI Inspection at South Shore Academy had been largely positive and it was hoped that the school would continue to improve to the point where it could once again become part of the Ofsted inspection cycle. Another recent inspection at St Georges Academy had resulted in certain elements of its provision being deemed to require improvement whilst Holy Family Catholic Primary School had received a good overall rating following its full inspection.

The Forum noted the update.

13 LOCAL AUTHORITY UPDATE

In terms of Local Authority updates, it was reported that Ms Gani Martins had been appointed as the Interim Director of Children's Services until Ms Diane Booth occupied the permanent position in April 2017. In addition, Forum members were advised that Dr Simon Jenner had left the Authority and the position of Service Manager Special Educational Needs and Disabilities would be filled on an interim basis by Mr Phil Thompson.

Following a meeting with Ofsted representatives to discuss education provision within the Local Authority area, a number of points had been raised in relation to Inclusion and evidence of a school-led system. Mrs Whitehead advised that through the School Improvement Board and its various Sub-Groups, discussions were ongoing on how schools could take a more active role in measures designed to improve inclusion and access.

Mrs Whitehead welcomed responses to the Commissioning Reviews discussed at Item 4 on the agenda and in relation to the work of the Pupil Welfare Service.

The Forum noted the update.

14 DATE OF NEXT MEETING

Members noted that the date of the next meeting would be Tuesday 20 June 2017.

Chairman

(The meeting ended at 12.26 pm)

Any queries regarding these minutes, please contact:
Chris Williams Democratic Governance Adviser
Tel: (01253) 477153
E-mail: chris.williams@blackpool.gov.uk

Public Health Update for Schools Forum

NCMP School Level Data

School Level data for the National Childhood Measurement programme was sent out to primary schools in May. In the letter we included links and information on local and national initiatives to help schools support pupil health and wellbeing. We want to support you to promote health and wellbeing in your school; and we welcome discussions with you about how we can help your school achieving a healthy weight among your pupil population. (Copy of letter can be found at Appendix 5(a).

PSHE

Following the success of the PSHE in Secondary School pilot programme, we are proposing to offer a similar programme for primary schools for the 2018/2019 school year, which will allow a consistent approach to the delivery of PSHE across all Primary schools in Blackpool.

This will involve the production of age-appropriate content lesson plans that can be used by all schools; free staff training; and 12 months free membership to the PSHE Association, including use of their resources. This will allow all Blackpool Primary schools to have access to, and implement, evidence-based lesson plans prior to the introduction of statutory Relationships Education in September 2019. For further information contact Alan Shaw publichealth@blackpool.gov.uk

GULP campaign – the evaluation of the campaign is still being completed and will be published in the near future.

Healthy Weight Summit

Held on the 2 February 2017, which proved successful with over 40 individuals attending the day with 20 organisations pledging to develop their own Healthy Weight Declaration, which included a number of schools signing up to do this. A further event is being held on the **28 June 2017 at 1.30pm at Bickerstaffe Square** to review the progress being made.

There has been good progress against the Healthy Weight Strategy and Local Authority Declaration on Healthy Weight. Due to the good progress being made a review of the strategy is currently being undertaken to ensure the key actions are still relevant and whether there needs to be a change in direction.

Free School Breakfasts

The PhD report draft has been received, a briefing documents and a plan for sharing the results is being developed which will include schools, children and parents.

Fluoride Milk Scheme

The fluoride in milk scheme commenced in primary schools in November 2016; uptake is high, and we know that 76% of all milk orders in school are fluoride. The current Reception class moving to Year 1 in autumn term 2017 are now eligible for the scheme. Information and opt out forms have been circulated to schools for distribution to parents.

Public Health Team

Appendix 5(a)

**Blackpool Council
Public Health
P O Box No 4
Blackpool
FY1 1NA**

Dear Head Teacher,

Please find enclosed the NCMP results for your pupils for the last three years.

The majority of Blackpool schools are reporting pupil obesity levels higher than the average for England in Reception and/or Year 6.

The results are your school's average results from the past three years. Action should be taken at a whole school level to support children to achieve and maintain a healthy weight. If you need any further information, please contact me on 01253 476372.

We know that schools value the link between pupil health and wellbeing and attainment. Many schools are taking proactive steps to promote whole school action through the curriculum, school leadership practices, school ethos and environment, and through partnerships with parents and the wider community.

Locally there are various opportunities to access information and support:

Making Changes – FREE Child & Family Weight Management Programme.

This is a 12-week programme and includes advice on: healthy eating / eating on a budget / cooking at home / portion sizes / food labels/ fun family activity sessions , plus 3 months free access to Blackpool Council's Sports and Leisure facilities on completion of the programme .
www.blackpool.gov.uk/makingchanges

Change4Life School Zone

Help pupils discover what's in their food and make healthier choices with a curriculum-linked assembly, films, lesson plans and whole-school ideas.

[Change4Life School Zone](#)

The logo for Change4Life, featuring the words 'change 4 life' in a colorful, lowercase font. 'change' is blue, '4' is red, and 'life' is green.

Get involved!

We want to support you to promote health and wellbeing in your school. We welcome discussions with you about how we can help your school achieving a healthy weight among your pupil population.

On the enclosed sheet, we have suggested some areas of work that you may wish to take part in. Please complete by ticking the appropriate boxes and return to me – either by post or electronically to alan.shaw@blackpool.gov.uk

Kind regards

Alan Shaw BSc(Hons) MSc, **Public Health Practitioner**

School: Click here to enter text.

Contact Info (Name, E-Mail &Tel): Click here to enter text.

please ✓ to get involved

Declaration on Healthy Weight



Many schools have signed up to this already. It's not too late for your school to do so too.

Join us on Wednesday 28th June, 1.30-4pm to find out more

WOW – Walk to School Challenge

Would you like a visit from Bernard Kennedy, the Living Streets Project Co-ordinator to support you or perhaps reinvigorate this scheme?



Healthy School Meals

We are developing guidance for healthy school meals and lunch boxes - Do you want to be involved?

We are looking to work with schools to test improvements to the breakfast scheme, interested?



Daily Mile



We'd like to hear from schools who are doing the Daily Mile, can we contact you?

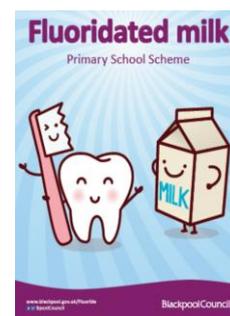
If you aren't yet, would you like more information and support to do this?

Fluoride Milk Scheme

Since the scheme was introduced in November 2016, the response and support from schools has been amazing.

We now want to work with schools to review ordering and distribution of milk and improve uptake rates of milk by children

We're looking for your help how we can best do this



Return completed form by email to:
alan.shaw@blackpool.gov.uk

by post to:
Alan Shaw, Public Health
Blackpool Council
P O Box 4
Blackpool
FY1 1NA

Report to:	SCHOOLS FORUM
Relevant Officer:	Ms Sara McCartan, Service Manager Children's Centres
Date of Meeting:	20 June 2017

MONITORING OF BLACKPOOL CHILDREN'S CENTRES

1.0 Purpose of the report:

- 1.1 To provide the Forum with details of Blackpool Children's Centre performance 2016/2017 to aid the forums discussions regarding the future funding of Blackpool Children's Centres.

2.0 Recommendation(s):

- 2.1 To agree to continue to provide support to Blackpool Children's Centres.

3.0 Background Information

- 3.1 Statutory Guidance puts a duty on Local authorities to ensure they have sufficient Children's Centres to meet the needs of young children and parents living in the area, particularly those in greatest need of support. There are currently nine designated Children's Centres within Blackpool (Appendix 6(a), two of which are directly managed by the Local Authority (Grange Park and Talbot and Brunswick) For the remaining seven Children's Centres the Local Authority commission Schools/Academies to deliver on their behalf (Baines, Claremont, Kincaig, Mereside, St Cuthberts, Thames and Revoe).

- 3.2 In Blackpool we are extending our Children's Centres to create a new local infrastructure of Family Hubs by working with partners to use resources more efficiently. We are building on the Local Authority Children's Centre offer to support children and young people as they grow up as well as their parents, families and community.

4.0 Performance

- 4.1 Blackpool Children's Centres deliver services to families across all thresholds - Universal, Early Help and Statutory. For example hosting weekly universal well baby clinics, undertaking Early Help assessments, providing low level family support and facilitating group contact. A summary of Blackpool Children's Centre services is available on Appendix 6(b).

- 4.2 Access data as of March 2017 shows the very large majority (87.9%) of children under 5 years old are registered with a Blackpool Children’s Centre. The majority of Children’s under 5 years old are accessing (54.7%) including the very large majority (83.1%) of Children on a Child Protection plan.

Break down below:

Total number of children aged under 5 within the children's centre reach area that are registered.			
Blackpool	7295	8295	87.9%
Baines	689	725	95.0%
Claremont	645	670	96.3%
Grange Park	899	960	93.6%
Kincraig	698	1120	62.3%
Mereside	476	510	93.3%
Revoe	812	815	99.6%
St Cuthbert's & Palatine	1004	1070	93.8%
Talbot & Brunswick	789	870	90.7%
Thames	827	945	87.5%
The percentage of Children (under 5) accessing children's centre in previous 12 months as comparison to the children's centre Reach Figure.			
Blackpool	4538	8295	54.7%
Baines	440	725	60.7%
Claremont	452	670	67.5%
Grange Park	542	960	56.5%
Kincraig	376	1120	33.6%
Mereside	321	510	62.9%
Revoe	563	815	69.1%
St Cuthbert's & Palatine	587	1070	54.9%
Talbot & Brunswick	524	870	60.2%
Thames	540	945	57.1%

- 4.3 Children’s Centres work towards narrowing the gap for targeted disadvantaged and vulnerable families via an Outcomes Framework. Children’s Centre Leaders in conjunction with their Advisory Boards set targets based on specific target groups and a suite of 21 outcomes. Finding from 2016/2017 demonstrated that progress had been made against over 93% of the outcomes set.

Examples overleaf:

Centre	Target Group	Outcome	Baseline	Q1	Q2	Q3	Q4	
Claremont	Children on CP Plan	By April 2017 at least 75% of children will engaging in age appropriate learning.	45%	59%	73%	80%	82%	MET
Revoe	Low Income families	60% of mother and father gain skills that will lead to employment or improved outcomes	20%	29%	35%	46%	65%	MET
TaB	Vulnerable Children identified by police contact responses	80% of children living in families where a vulnerable person report is issued to the centre will be less socially isolated.	14%	31%	51 %	48 %	61%	PART MET
Thames	Families eligible for the 2 years grant	By April 2017 there will be an increase of 50% uptake of eligible 2 year old's being read to daily by their mothers and fathers.	6%	6%	25%	77%	80%	MET

The Children's Centre outcomes for 2017/2018 focus on specific target groups such as Children on statutory plans, Children who live in low income households and Children living with Domestic Abuse.

4.4 Key successes 2016/17

- All Children's Centres achieved the ICAN Good Practice Validation.
- Parents have shaped service delivery as all Children's Centres have had success with Better Start Activity Budget bids (over £50,000).
- Active role in the Syrian Resettlement Programme.
- Children's Centre practitioners have renewed their Baby Friendly (Breastfeeding) training and undertaken Perinatal and Infant Mental Health training.
- Children's Centre undertaken training and delivering the Fathers Reading Everyday (FRED) Programme.
- Robust Quality Assurance in place including monthly case file audits, Safeguarding Supervision, Activity Observations and Activity Evaluations and Service User feedback.

- Family Hub pilot establish at Talbot & Brunswick Children's Centre.

4.5 Prior to the Ofsted pause a total of 89% of Blackpool Children's Centres had been graded as 'Outstanding' or 'Good' as compared to 67% in the North West and 66% in England (as of 31 August 2015). One Children's Centre in Blackpool was graded as 'Requires Improvement', which equates to 11% compared to 32% in the North West and 33% in England. There are no 'Inadequate' grades in Blackpool compared to 2% in England.

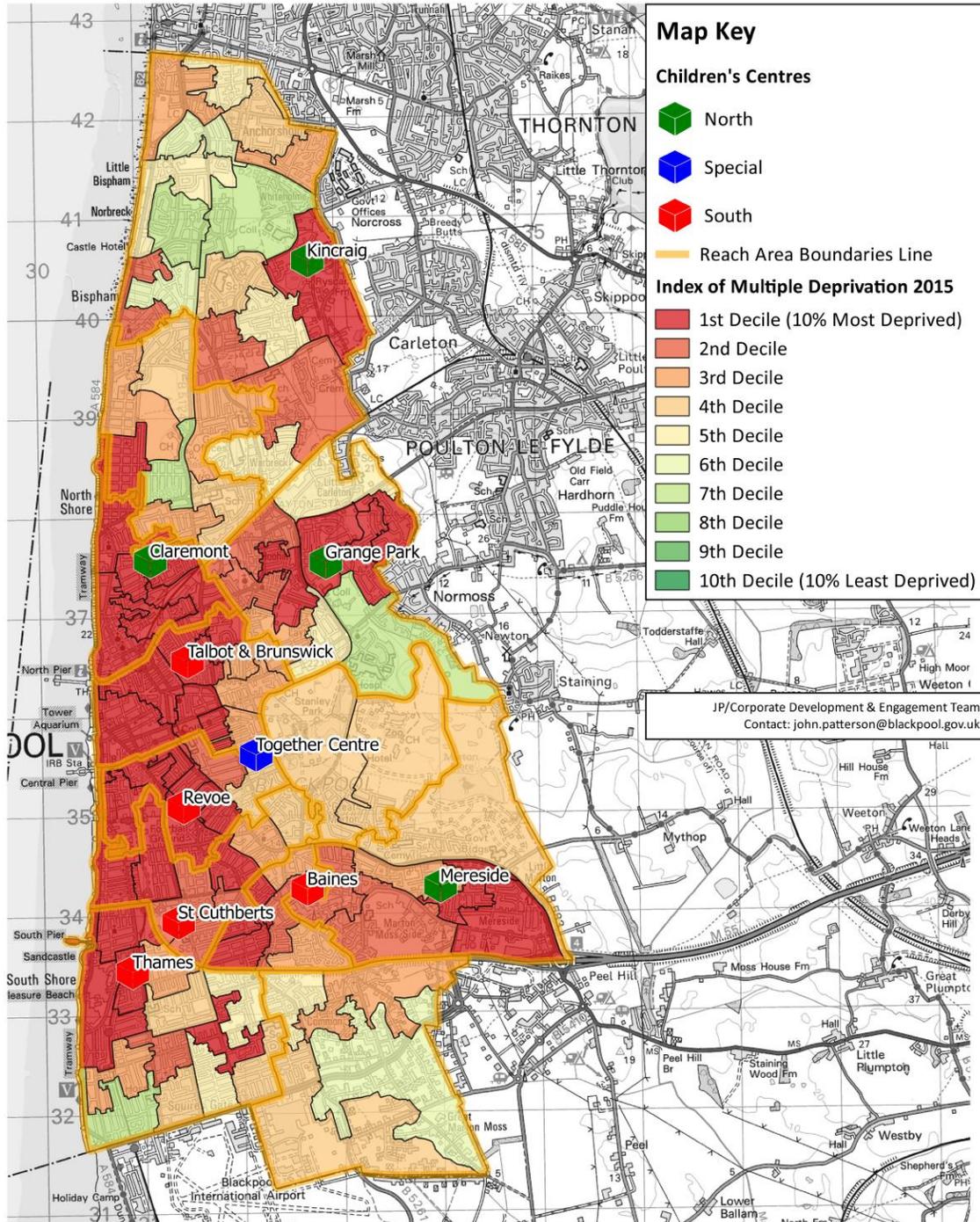
5.0 List of acronyms:
DfE Department for Education

6.0 List of Appendices:
Appendix 6(a) - Reach Area Map 2016 highlighting Index of Multiple Deprivation Deciles 2015.

Appendix 6(b) - Children's Centre one page offer.

Children's Centres

Index of Multiple Deprivation Deciles 2015



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Appendix 6(b)

<p>Universal</p> <p>Antennal Support inc Midwifery Booking Clinics and NSPCC Baby Steps courses.</p> <p>Health inc Weekly well baby clinics and breastfeeding advice.</p> <p>Family Activities inc Stay and Play, Messy Play and Sensory Room.</p> <p>Learning and development inc adult and family learning classes.</p> <p>Registrar pilot at TaB & Grange.</p> <p>Signposting inc Family Information Service and Childcare Partners Scheme.</p> <p>Childminder Drop In.</p> <p>Community Café – Free Holiday Breakfasts at TaB & Grange.</p>	<p>Early Help</p> <p>Case Hold at Level 2 on a whole Family Assessment with a focus on:</p> <ul style="list-style-type: none"> • Early Learning inc Bookstart Corner • Parenting and Wellbeing • Worklessness • Relationships • Social Isolation • Additional needs <p>Contribute where partners case hold at Level 2.</p> <p>2 Year Old Grant support.</p> <p>Step down for Level 3. Named FIN Link Workers.</p> <p>Healthy Start Scheme and Vitamins.</p> <p>Discretionary Scheme.</p> <p>Response to PVPs and MARAC attendance.</p> <p>Syrian Resettlement Programme support.</p> <p>Host Specialist Health Visitors.</p>	<p>Statutory</p> <p>Facilitate Group Contact.</p> <p>Host Contact.</p> <p>Attendance at CP, CIN and Core Group Mtgs and contribute to plans.</p> <p>Support to access Universal Children's Centre Services.</p> <p>Linked Social Workers – to be developed</p>
<p>A Better Start</p> <p>Delivery arm for the Better Start offer inc:</p> <ul style="list-style-type: none"> • Evidence Based Programmes (co-location with NSPCC Service Centre) inc PUP, VIG, Safecare, Survivor Mums, • EPEC Parenting programme, • Fathers Reading Everyday – FRED, • Community Engagement inc Activity Budget, Activity Cards. 	<p>Family Hub Development</p> <p>Community services inc Citizens Advice Bureau advice drop in, Inner Strengths, Step Up and co- location of the Peoples Team.</p> <p>In the pipeline – Integrated Health Teams and Placed Based Policing and ACES approach.</p>	<p>Volunteering</p> <ul style="list-style-type: none"> • Social Work Students • Project Search • Parent Volunteers • Advisory Board Reps <p>In the pipeline</p> <ul style="list-style-type: none"> • Pause • Enlighten • Local Family Offer phase 2 • Integrated Teams • Tavistock Parents as Partners • Library Relocation – Grange Park • ABS Community Connectors

Report to:	SCHOOLS FORUM
Relevant Officer:	Hilary Wood, Head of Business Support and Resources
Date of Meeting:	20 June 2017

DEDICATED SCHOOL GRANT YEAR END BUDGET MONITORING 2016/2017

1.0 Purpose of the report:

- 1.1 To report the budget position of the Dedicated Schools Grant for the 2016/2017 Financial Year - Appendix 7(a).
- 1.2 To highlight the amount of DSG reserves as at 31 March 2017 along with details of future commitments – Appendix 7(b).

2.0 Recommendation(s):

- 2.1 To note the 2016/2017 budget position.
- 2.2 To note the details of the DSG reserve.

3.0 List of Acronyms:

DSG	-	Dedicated Schools Grant
EFA	-	Education Funding Agency
HNB	-	High Needs Block
SSA	-	Special Support Assistant

4.0 List of Appendices:

- Appendix 7(a) - Dedicated Schools Grant 2016/2017 Budget Monitoring Report to 31 March 2017.
- Appendix 7(b) - Dedicated Schools Grant Reserves as at 31 March 2017.

Appendix 7 (a) - Dedicated Schools Grant 2016-17 Budget Monitoring Report to 31 March 2017

Service	2016/17						Comments
	Budget	In Year Adj.	Recoupment	Adjusted Budget	Forecast Outturn	Variance	
	£000s	£000s	£000s	£000s		£000s	
Schools Block							
Local School Budget							
- Delegated	77,779	0	(57,637)	20,142	20,142	(0)	
- Third Party & Public Liability Insurance (de-delegated)	304	0	(53)	252	324	73	Increase in IPT and no rebate for converting academies
- Union Duties (de-delegated)	27	0	(7)	20	20	(0)	
- Free School Meals Eligibility Checks (de-delegated)	17	0	(2)	15	14	(0)	
Pupil Growth Contingency	205	0	98	303	303	(0)	
Servicing of Schools Forum	15	0	0	15	15	0	
Licences & Subscriptions	79	0	0	79	79	(0)	
School Admissions	125	0	0	125	125	0	
Contribution to Combined Budgets - Children's Centres	1,000	0	0	1,000	1,000	0	
Total Schools Block	79,551	0	(57,600)	21,951	22,023	72	
High Needs Block							
Special Schools							
Place Funding	3,693	0	(2,153)	1,540	1,540	0	
Top-up Funding	1,975	0	0	1,975	2,006	31	Pupil numbers in excess of commissioned places at Park
SERFs							
Place Funding	542	0	(300)	242	242	0	
Top-up Funding	296	0	0	296	296	(0)	
Transport	0	105	0	105	121	16	
Pupil Referral Units							
Place Funding	2,580	0	0	2,580	2,581	1	
Top-up Funding	1,565	(105)	(0)	1,459	1,379	(80)	Full-time equivalent place numbers lower than forecast
Mainstream Schools							
Top-up Funding	777	0	0	777	858	81	Includes high level of additional ad-hoc support
Exceptional Circumstances Funding	50	0	0	50	57	7	
Post-16 Education	1,066	0	0	1,066	1,075	9	
Out of Borough	2,857	0	0	2,857	3,148	291	Additional placements and transport costs
Specialist Advisory and Referral Service (SARS)	1,068	0	0	1,068	1,062	(6)	Underspend on SEN equipment
Access and Inclusion	268	0	0	268	203	(65)	Includes £85k Illuminate budget - £61k underspend
Other High Needs Central Services (Management, Central Support Costs, Admin Support, Pension Top-slice)	827	0	0	827	822	(5)	
Total High Needs Block	17,563	0	(2,453)	15,110	15,388	278	
Early Years Block							
2 Year Old Grants	2,122	0	0	2,122	1,818	(304)	Demand-led
Early Years Pupil Premium	120	0	0	120	134	14	Demand-led
3 & 4 Year Old Grants	4,377	0	0	4,377	4,619	242	Demand-led
Early Years Central Services	940	0	0	940	829	(111)	Speech & Language budget over-stated; Supplies and Services underspends
Total Early Years Block	7,559	0	0	7,559	7,400	(159)	
Total Expenditure	104,673	0	(60,053)	44,620	44,811	191	
Dedicated Schools Grant Income	(104,481)	0	60,363	(44,118)	(44,117)	1	
Post-16 funding from the EFA	0	0	(310)	(310)	(310)	(0)	
One off use of Reserves as approved at March 16 Forum	(192)	0	0	(192)	(192)	0	
Total Income	(104,673)	0	60,053	(44,620)	(44,619)	1	
In year (under)/over spend	0	0	0	0	192	192	

Appendix 7 (b) - Dedicated Schools Grant Reserves as at 31 March 2017

Cost Centre	Account Code	Description	Brought Forward 01/04/16	Expenditure/ (Income) to 31/03/17	Carried Forward 01/04/17	Comments
ZE0001	99G1	Uncommitted DSG Reserve	1,033,133	(211,356)	1,244,489	NDR windfall following Highfield conversion
ZE0001	99G1	Early Years Allocation	383,000	376,250	6,750	
ZE0001	99G1	2016-17 DSG in year deficit	192,000	383,752	(191,752)	
ZE0001	9821	Equal Pay Earmarked Reserve	0	(33,144)	33,144	Refund as over charged in 15-16
ZE0001	9603	Rates Holding Account	50,000	1,449	48,551	Funding will last until 30th Sept 2017
		SSA Voluntary Redundancy Reserve	50,000	0	50,000	
		Schools Safeguarding Post	147,885	75,885	72,000	
		Pension Strain Reserve	25,000	0	25,000	
ZE0001	9641	Insurance Holding Account	100,000	0	100,000	
			1,981,018	592,836	1,388,182	

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Report to:	SCHOOLS FORUM
Relevant Officer:	Hilary Wood, Head of Business Support and Resources
Date of Meeting:	20 June 2017

SCHOOLS SAFEGUARDING ADVISOR DEVELOPMENT

1.0 Purpose of the report

- 1.1 To request funding from Dedicated Schools Grant reserves to support the School Safeguarding Advisor to undertake a relevant post-graduate qualification.

2.0 Recommendation(s):

- 2.1 To approve the allocation of £5,280 from Dedicated Schools Grant reserves to allow the School Safeguarding Advisor to undertake a Master of Science qualification in Safeguarding in an International Context at the University of Central Lancashire (UCLAN) from September 2017.

3.0 Background Information

- 3.1 At its meeting in January 2017, Schools Forum approved the continuation of the post of School Safeguarding Advisor on a permanent basis. The report at that time informed Forum that the post holder, Paul Turner, was planning to undertake a Masters qualification in “Safeguarding in an International Context” covering matters such as child sexual exploitation, trafficking and online safety.
- 3.2 Mr Turner has now been accepted onto the course at UCLAN starting in September 2017. Given that this development opportunity will further enhance his knowledge and support to Blackpool schools, Forum is asked to consider the funding of the course from Dedicated Schools Grant reserves at a total cost of £5,280.
- 3.3 Mr Turner will be undertaking the study in his own time, so there will be no impact on the time available to undertake his official duties in support of schools. The course will last for three year(s), and is undertaken via distance learning with online resources, so no travel or other expenses will be incurred.
- 3.4 The Council has a Post-Entry Qualification Scheme for staff who undertake study relevant to their job role. Where costs are covered by the organisation, provision exists for any financial assistance to be partially or wholly refunded if the employee resigns within two years. Should this occur, any funding recovered would be paid back into Dedicated Schools Grant reserves.

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Report to:	SCHOOLS FORUM
Relevant Officer:	Paul Sharples, School Funding and PFI Manager
Date of Meeting:	20 June 2017

NATIONAL ANALYSIS OF SCHOOLS FUNDING FORMULA

1.0 Purpose of the report:

- 1.1 To provide benchmarking analysis to Schools Forum of Local Authorities' Schools Funding Formulae.

2.0 Recommendation(s):

- 2.1 To note the information provided in the analysis of Local Authority Schools Block Funding Formula Factors for 2017/2018.
- 2.2 To establish a working group to review options for the allocation of funding via the Blackpool Schools Funding Formula in 2018/2019, the National Funding Formula transitional year.

3.0 Background Information

- 3.1 Every January, local authorities in England submit to the Education and Skills Funding Agency (ESFA) their formulae for allocating their Dedicated Schools Grant (DSG) Schools Block funding for the coming year to schools in their area. For 2017/2018, schools are funded using a maximum of thirteen clearly defined factors.
- 3.2 The document at Appendix 9(a) ***Schools block funding formulae 2017 to 2018*** provides an overview of the 2017/2018 formula factor values chosen by local authorities as at 9 March 2017. It provides charts and brief commentary on the ranges of unit funding amounts selected, and the proportions of Schools Block funding distributed under each of the permitted factors.
- 3.3 Key information for each relevant funding factor from this report has been provided below, for convenience:

- 3.4 **Basic per-pupil entitlement:** This is a mandatory factor which every local authority must use in their 2017/2018 formula. Local authorities are permitted to choose different age-weighted pupil unit (AWPU) rates for primary pupils, for key stage 3 pupils and for key stage 4 pupils; but they must specify a primary AWPU of at least £2,000, and key stage 3 and key stage 4 AWPU values of at least £3,000.
- 3.5 The majority (80%) of primary AWPU's selected by local authorities are in the range of £2,500 to £3,250.
- 3.6 Blackpool's Primary AWPU for 2017/2018 is £2,800 compared to the proposed National Funding Formula figure of £2,712, per pupil.
- 3.7 The secondary AWPU's show a similar pattern. For key stage 3 AWPU's, 79% of local authorities are allocating between £3,500 and £4,500 per pupil, and for key stage 4, the majority (76%) are allocating between £4,000 and £5,000 per pupil.
- 3.8 Blackpool Secondary AWPU figures fall well within the national trend at £4,024.40 for Key Stage 3 and £4,485 for Key Stage 4. The proposed National Funding Formula figures are £3,797 for KS3 and £4,312 for KS4.
- 3.9 Overall, the proportion of funding being spent on the Basic Entitlement ranges from 59% to 88%, with half of local authorities allocating between 75% and 80%. Across all authorities, 76.9% of funding is being allocated through basic entitlement.
- 3.10 By comparison, Blackpool allocated 75.82% of funding through the Basic Entitlement in 2017/2018.
- 3.11 **Deprivation:** This is another mandatory factor which every local authority must use in their formula. Local authorities can distribute their deprivation funding using one or both of two indicators: children eligible for free school meals (FSM, which could be either straight FSM or Ever 6); or Income Deprivation Affecting Children Index (IDACI) data.
- 3.12 There is considerable variation in the proportion of Schools Block funding which local authorities are allocating to schools through the deprivation factor, ranging from 1% to 19%. Across all authorities, 7.7% of funding is being allocated through deprivation.
- 3.13 Blackpool allocated £1,998.96 per Free School Meal (FSM) Pupil, following the DfE calculation. Due to the high deprivation in Blackpool, the amount of funding allocated through this factor, as a percentage of total funding, is 11.68%.
- 3.14 **Looked After Children:** Use of this factor in funding formulae is optional, and 88 local authorities have chosen to use it. The indicator authorities can use for this

factor is children looked after for any period of time as at the end of March 2016 (as recorded on the March 2016 SSDA903 collection).

- 3.15 Three quarters of the authorities that are using the factor are allocating less than £1,250 per pupil. Across all local authorities as a whole (including those not using the factor), 0.07% of schools block funding is being allocated through the looked-after children factor.
- 3.16 Blackpool has chosen to allocate funding via this optional factor at a rate of £300 per pupil. The numbers of Looked After Children (LAC) in Blackpool schools has resulted in 0.08% of funding being allocated through this factor.
- 3.17 **Prior attainment:** Use of this factor is optional, with 144 local authorities using the indicator for primary pupils (compared to 143 in 2016/2017 formulae) and 149 using the indicator for secondary pupils (148 in 2016/2017).
- 3.18 As in previous years, there is considerable variation in the per-pupil amounts selected. They range from £120 to £2,651 for the primary indicator and from £40 to £3,229 for the secondary indicator.
- 3.19 Over two-thirds (71%) of local authorities are allocating between 2% and 6% of their schools block funding through this factor. Across all authorities, 4.3% of funding is allocated through this factor.
- 3.20 Prior attainment is an indicator that Blackpool has chosen to utilise, opting for the higher threshold of 78 points or more in years 3 to 6, resulting in a greater number of eligible pupils. In 2017/2018 the level of funding through Prior Attainment decreased from 3.71% of total funding to 3.55%. In cash terms this is a decrease of £0.124m, from £2.866m in 2016-17 to £2.742m in 2017/2018.
- 3.21 Currently, Blackpool schools receive £555 per eligible primary pupil and £775 per eligible secondary pupil. This compares to £1,050 for primary and £1,550 for secondary proposed in the National Funding Formula.
- 3.22 **English as an additional language (EAL):** Local authorities can choose one of three indicators for this factor: the number of pupils with EAL who entered the compulsory school system in either the last one, two or three years.
- 3.23 For the primary indicator, the distribution of per-pupil values is relatively narrow with 70% of local authorities allocating between £250 and £1,000 per pupil. Only one authority is allocating over £1,500. By contrast there is rather greater variation in the per-pupil values selected for the secondary indicator; these range from £75 to £3,543.

- 3.24 With pupils attracting funding through the English as an Additional Language (EAL) factor being smaller in number than those attracting funding through many other factors, across all local authorities 0.9% of funding is allocated through this factor.
- 3.25 Blackpool currently allocates £600 per pupil through this factor, electing to allocate using the number of pupils with English as an Additional Language (EAL) who entered the compulsory school system in either the last two years. In 2017/2018 the total amount of funding allocated through this factor is £275,000 and represented 0.36% of total funding. The proposed National Funding Formula is set to allocate £515 for primary and £1,385 for eligible secondary pupils.
- 3.26 **Mobility:** Use of this factor is optional, and only 67 of the 152 local authorities have chosen to use it. The indicator for this factor is the number of non-routine starters in excess of 10% of pupils, and is payable on the number of pupils exceeding this cut off (e.g. if a school has 12% mobile pupils, funding is applied to 2%).
- 3.27 Primary per-pupil amounts range from £10 to £3,000, and the secondary per-pupil amounts from £10 to £19,068.
- 3.28 All the local authorities which are incorporating the mobility factor into their 2017/2018 funding formulae are using it to allocate less than 1% of their schools block funding, and only four are allocating more than 0.5%. Across all local authorities as a whole, some 0.1% of schools block funding is being allocated through this factor.
- 3.29 Blackpool has elected to allocate funding through the Mobility factor given the historic transient nature of the town's population. The per-pupil value is the same for both Primary and Secondary pupils at £754.94. This equates to 0.21% of total funding.
- 3.30 **Total funding through the pupil-led factors:** The factors highlighted above (i.e. basic per-pupil entitlement, deprivation, looked-after children, prior attainment, English as an additional language, and mobility) are pupil-led. Although there is considerable variation across local authorities in the choices of factors used, the per-pupil amounts, and the proportions of funding allocated through each one, overall there is strong consistency in the proportions of funding allocated through the pupil-led factors as a whole.
- 3.31 A requirement for the 2017/2018 formulae is that across each local authority as a whole, a minimum of 80% of schools block funding must be allocated through these pupil-led factors. All other authorities are indeed allocating more than 80% of their funding through a combination of the pupil-led factors, the lowest being 80.9%. In total, 78% of authorities are allocating between 88% and 94% of their funding through these factors.

- 3.32 Across all authorities, a total of 89.6% of funding in 2017/2018 formulae is being allocated through the pupil-led factors. This compares to 89.84% in 2016/2017 formulae and 89.73% in 2015/2016.
- 3.33 In 2017/2018 Blackpool allocated 91.69% of School Block funding through Pupil-led factors. This compares to 90.99% in 2016/2017.
- 3.34 **Lump sum:** In 2017/2018 formulae, local authorities can use this factor to allocate a lump sum of the same amount to all schools, up to a maximum of £175,000.
- 3.35 Although this is an optional factor, like last year all local authorities have chosen to include it in their 2017/2018 funding formulae. There is substantial variation in the value of the lump sums selected. For both primary and secondary lump sums, they range from £48,480, up to the maximum £175,000, which was chosen by 13 authorities for their primary lump sum amount and 33 for their secondary lump sum. There are 85 authorities that have selected equal primary and secondary lump sum amounts. Fifty-four have selected a greater secondary lump sum than primary; and 13 authorities have selected a greater primary lump sum than secondary.
- 3.36 Overall, local authorities are allocating a slightly lower proportion of their schools block funding through the lump sum factor than last year: 8.1% compared to 8.2% in 2016/2017.
- 3.37 Blackpool allocated £150,000 lump sum to both Primary and Secondary schools in 2017/2018, compared to £165,000 in 2016/2017, resulting in the Lump Sum factor representing 7.37% of total funding in 2017/2018 and 8.12% in 2016/2017. This change in funding rate is to transition towards the proposed National Funding Formula rate of £110,000 per school.
- 3.38 **Sparsity:** Whether a school is deemed to be sparse depends on two considerations: its “sparsity distance” and the average number of pupils per year group.
- 3.39 None of Blackpool’s schools qualify for the Sparsity factor.
- 3.40 **Primary: secondary funding ratios:** Local authorities’ 2017/2018 schools block funding formulae have been used to calculate the relative differences in per-pupil funding allocated to secondary pupils compared to primary pupils.
- 3.41 The overall ratio nationally across all local authorities is 1 : 1.29. This remains unchanged from the 2016/2017 figure.
- 3.42 Blackpool has a Primary : Secondary funding ratio for 2017/2018 of, 1 : 1.31, marginally higher than in 2016/2017 at, 1 : 1.30.

- 3.43 This calculation excludes the effects on schools' funding of applying the minimum funding guarantee (MFG), and excludes any further capping or scaling factors applied by local authorities to ensure that the total funding allocated through their formulae is affordable within the total DSG schools block they have been allocated for financial year 2017/2018.
- 3.44 **Notional SEN:** Funding for notional special educational needs (notional SEN) is not a separate formula factor. Rather, local authorities must specify how much of the schools block funding a school receives through the formula constitutes its notional SEN budget. Some 125 (82%) of authorities are allocating between 5% and 15% of schools block funding as notional SEN.
- 3.45 The overall percentage of formula allocation which is designated as the notional SEN budget across all local authorities is 10.0% and the median notional SEN allocation is 8.8%.
- 3.46 Table 2 below shows the Notional SEN funding across Blackpool's Funding Formula for 2016/2017 and 2017/2018, including Total Notional SEN Budget (before the application of MFG, capping and scaling) and percentage of total funding:

Table 1: Blackpool Notional SEN Factors	2016- 17	2017-18
Basic Entitlement	No	No
Deprivation	Yes	Yes
Looked After Children	No	No
English as an Additional Language	No	No
Mobility	No	No
Prior Attainment	Yes	Yes
Total Notional SEN Funding (Before MFG, capping and scaling).	£4.09m	£4.47m
Notional SEN Funding as a Percentage of Total Funding (Before MFG, capping and scaling).	5.30%	5.78%

- 3.47 The outcome of the Government's second stage consultation on a proposed national schools funding formula is still awaited. This was originally planned to be released in advance of the summer recess, but may be affected by the outcome of the General Election of 8 June 2017.
- 3.48 If progress towards a national formula continues as proposed in the consultation, 2018/2019 will see a redistribution of funding at local authority level based on the new formula, before the introduction of the formula at school level from 2019/2020.

In 2018/2019, therefore, local authorities will continue to set a local formula, but with a re-determined level of funding. Should this be the case, decisions will need to be taken regarding the setting of appropriate levels for formula factors, taking into account the move to the national formula the following year. It is proposed that a working group would be established with representation from interested schools to model the impact of various options. This would be followed, as appropriate, with consultation with schools before sharing proposals with Schools Forum.

4.0 List of acronyms

ESFA – Education and Skills Funding Agency

DSG – Dedicated Schools Grant

AWPU – Age-weighted Pupil Unit

FSM – Free School Meals

IDACI - Income Deprivation Affecting Children Index

DfE – Department for Education

LAC – Looked After Children

EAL - English as an additional language

MFG - minimum funding guarantee

SEN - Special Educational Needs.

5.0 List of Appendices:

Appendix 9(a) - Schools Block Funding Formulae 2017/2018

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Education & Skills
Funding Agency

Schools block funding formulae 2017 to 2018

**Analysis of local authorities' schools
block funding formulae**

April 2017

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Introduction

In January 2017, local authorities in England submitted to the Education and Skills Funding Agency (ESFA) their formulae for allocating their dedicated schools grant (DSG) schools block funding for 2017 to 2018 to schools in their area. For 2017 to 2018, schools are funded using a maximum of thirteen clearly defined factors.

This document provides an overview of the 2017 to 2018 formula factor values chosen by local authorities as at 9 March 2017. It provides charts and brief commentary on the ranges of unit funding amounts they have selected, and the proportions of schools block funding distributed under each of the permitted factors. This note is accompanied by a data file, more details about which can be found in the “Information about the data file” section at the end of this note. Small details of funding formulae may change subsequently compared to the figures presented here as a result of late amendments.

Note that in the charts shown throughout the document the range of values along the x-axis include the value at the lower end and exclude the maximum value. So for example the band 4% to 6% will included values of exactly 4% but will exclude values of exactly 6%. The charts are colour coded throughout the document – charts showing percentages are black/grey and all other charts are blue.

A similar summary about local authorities’ funding formulae for 2016 to 2017 was [published by the DfE last year](#).

Commentary

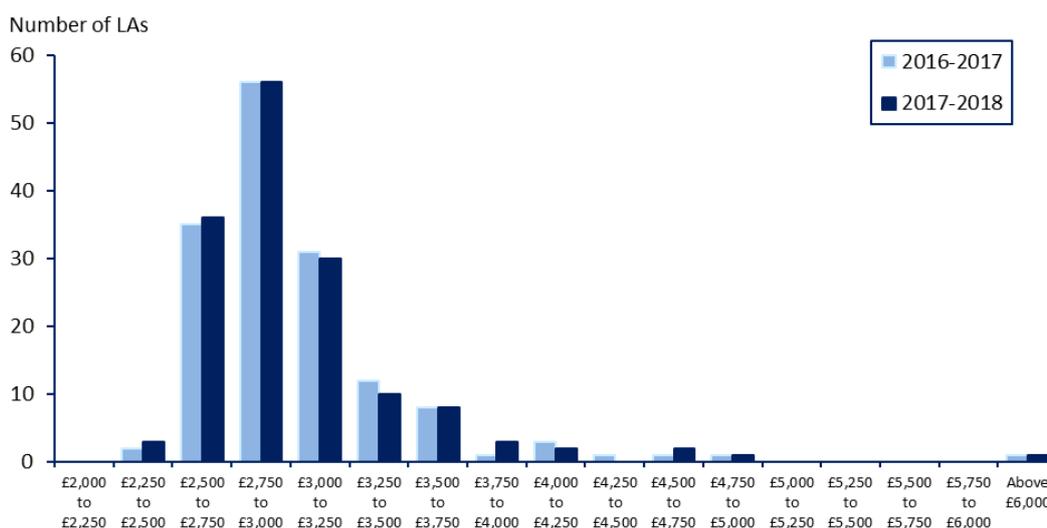
This chapter looks at each of the principal formula factors in turn.

Basic per-pupil entitlement

This is a mandatory factor which every local authority must use in their 2017 to 2018 formula. Local authorities are permitted to choose different age-weighted pupil unit (AWPU) rates for primary pupils, for key stage 3 pupils and for key stage 4 pupils; but they must specify a primary AWPU of at least £2,000, and key stage 3 and key stage 4 AWPU values of at least £3,000.

The majority (80%) of primary AWPU's selected by local authorities are in the range of £2,500 to £3,250, although there are a few significant outliers of over £4,000. Nineteen of the 20 local authorities with the highest primary AWPU's are in London¹. The AWPU's are very similar to last year.

Basic entitlement primary AWPU - per-pupil values chosen

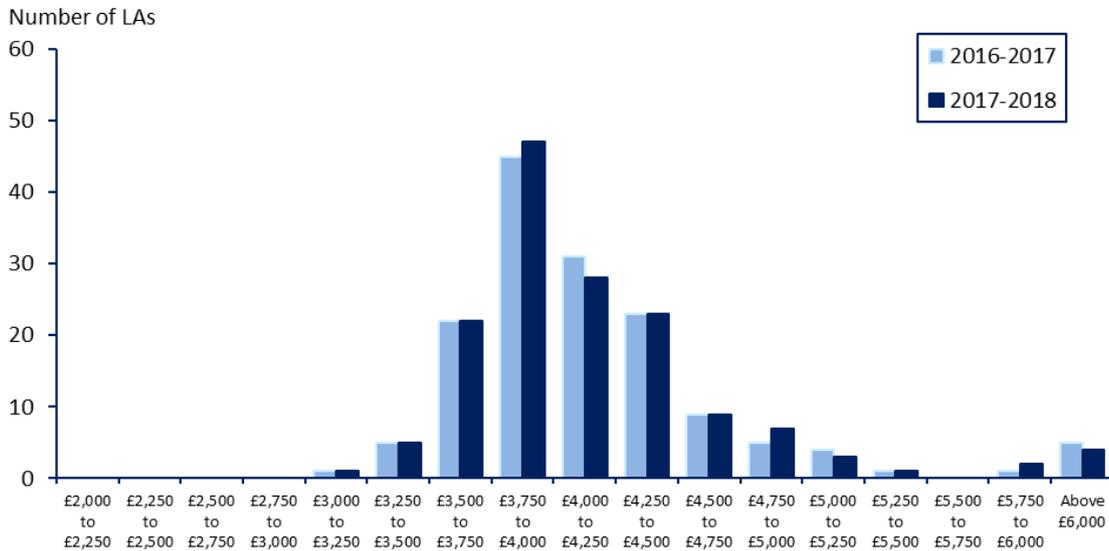


The secondary AWPU's show a similar pattern. For key stage 3 AWPU's, 79% of local authorities are allocating between £3,500 and £4,500 per pupil, and for key stage 4, the

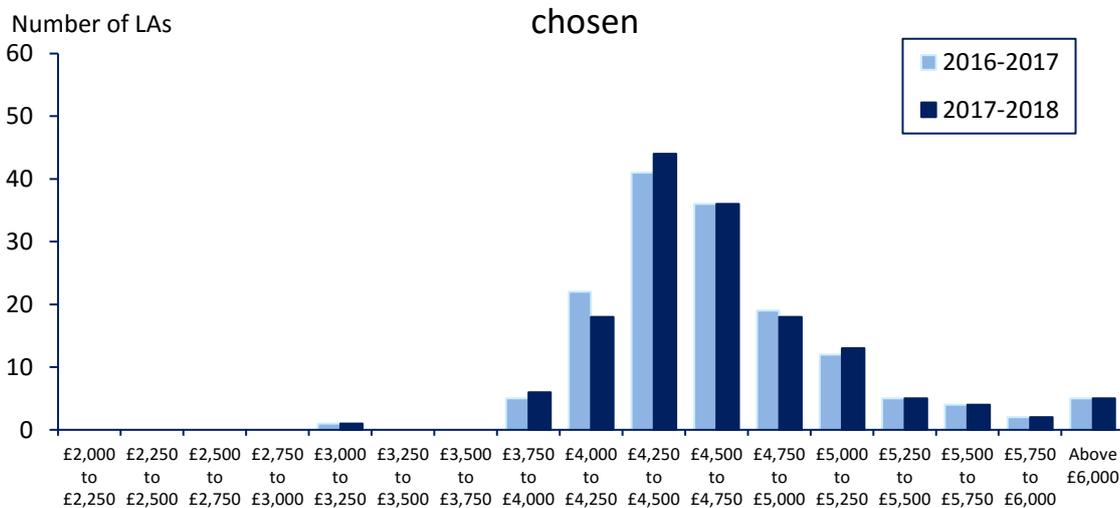
¹ In the charts showing the ranges of unit funding amounts local authorities have used for the formula factors, only those authorities which have chosen to use that factor in their formula in each year are shown. However, in the charts showing the proportion of funding allocated using the factors, all local authorities are displayed, with those not choosing to use the factor (where its use is not mandatory) shown as allocating 0%.

majority (76%) are allocating between £4,000 and £5,000 per pupil. Again, the authorities with the largest secondary AWPUs are mostly in London².

Basic entitlement Key Stage 3 AWPU - per-pupil values chosen



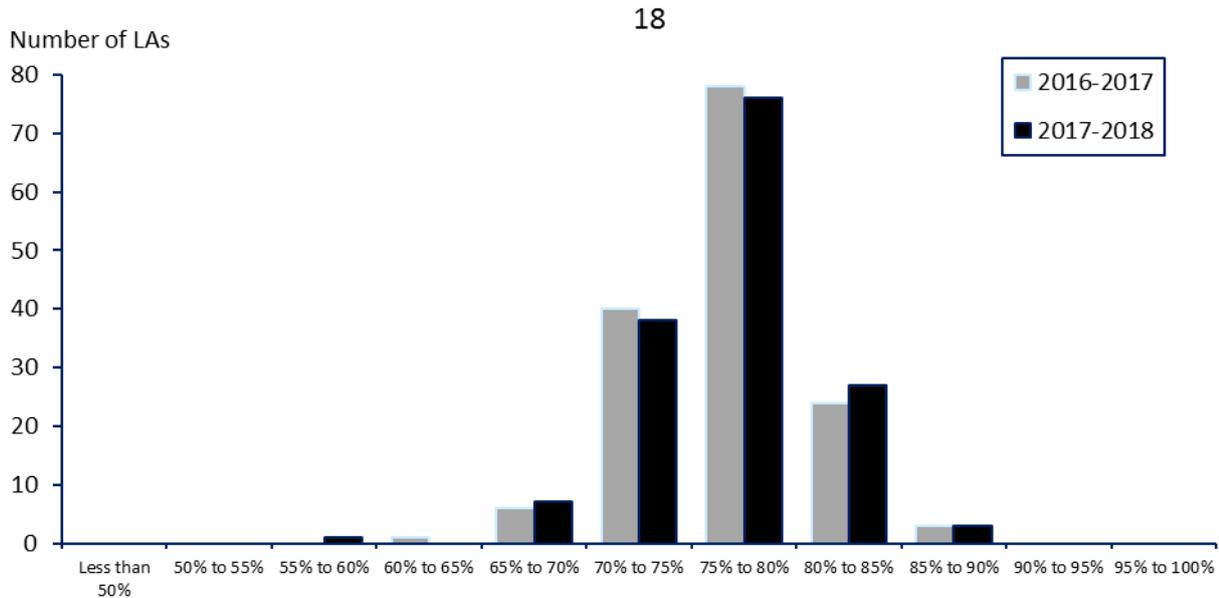
Basic entitlement Key Stage 4 AWPU - per-pupil values chosen



The final chart in this section shows the proportions of schools block funding that local authorities are allocating through the basic entitlement factor. Overall, the proportion of funding being spent on the AWPUs ranges from 59% to 88%, with 50% of local authorities allocating between 75% and 80%. Across all authorities, 76.9% of funding is being allocated through basic entitlement, which is almost identical to the 2016 to 2017 formulae (76.8%).

² City of London have a value of £3,000 for their key stage 3 and key stage 4 AWPUs in 2016 to 2017 and 2017 to 2018, which is shown on the chart; however they do not have any key stage 3 or key stage 4 pupils at their sole school so allocate no funding through these indicators.

Percentage of funding allocated as basic entitlement AWPU funding in 2017-



Deprivation

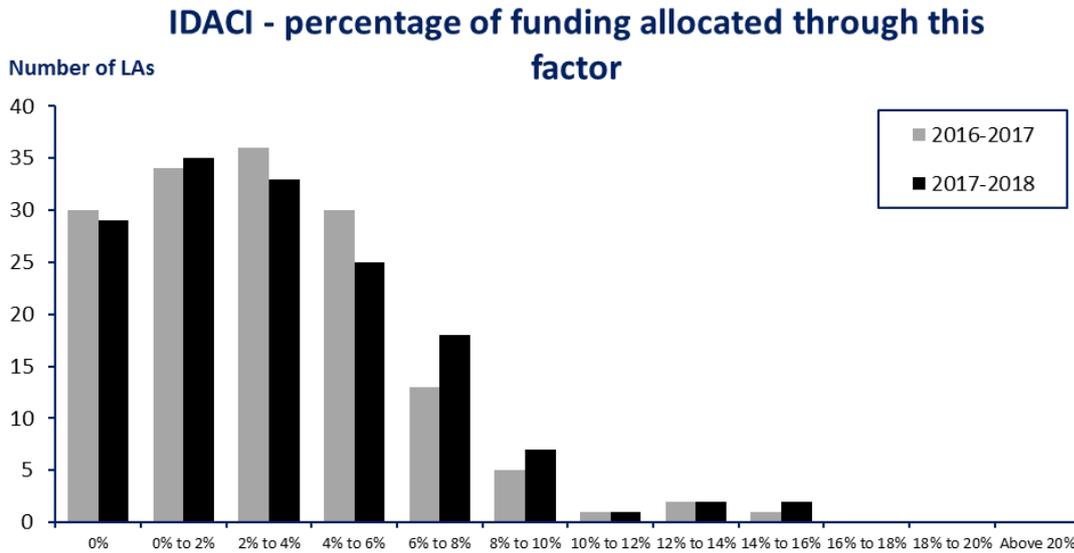
This is another mandatory factor which every local authority must use in their 2017 to 2018 formula. Local authorities can distribute their deprivation funding using one or both of two indicators: children eligible for free school meals (FSM; which could be either straight FSM or Ever 6); or Income Deprivation Affecting Children Index (IDACI) data.

IDACI scores are taken from the English Indices of Deprivation (IMD) published by the Department for Communities and Local Government. IDACI is a measure of income deprivation and identifies the proportion of children in out-of-work households or on low incomes.

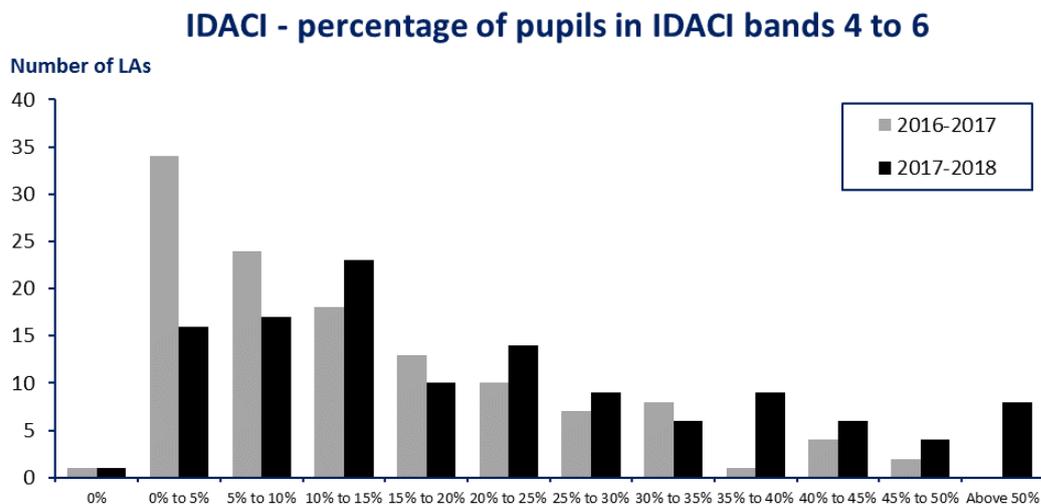
The 2017 to 2018 formula uses updated IDACI scores: please see the [Schools Revenue Funding 2017-2018: Operational Guide Annex 2](#) for further details. The scores are grouped into 7 bands as per the table below:

IDACI score	IDACI band value
$x < 0.20$	G
$0.20 \leq x < 0.25$	F
$0.25 \leq x < 0.30$	E
$0.30 \leq x < 0.35$	D
$0.35 \leq x < 0.40$	C
$0.40 \leq x < 0.50$	B
$x \geq 0.50$	A

The first chart in this section indicates that there is some variation between local authorities in the amount of funding allocated through this element of the factor. Of the 123 authorities using IDACI in their deprivation factor 20% are using it to allocate more than 6% of their total funding compared to 14% in 2016 to 2017 (in 2015 to 2016 the proportion was also 20%).



The change in IDACI data is a result of the change in the distribution of the scores across the different IDACI bands as highlighted above. 34% of authorities have more than 25% of their pupils in IDACI bands A to C (compared to only 18% in bands 4 to 6 in 2016 to 2017) and 8 authorities have more than 50% of pupils in bands 4 to 6 in 2017 to 2018 (in 2016 to 2017 there were none).

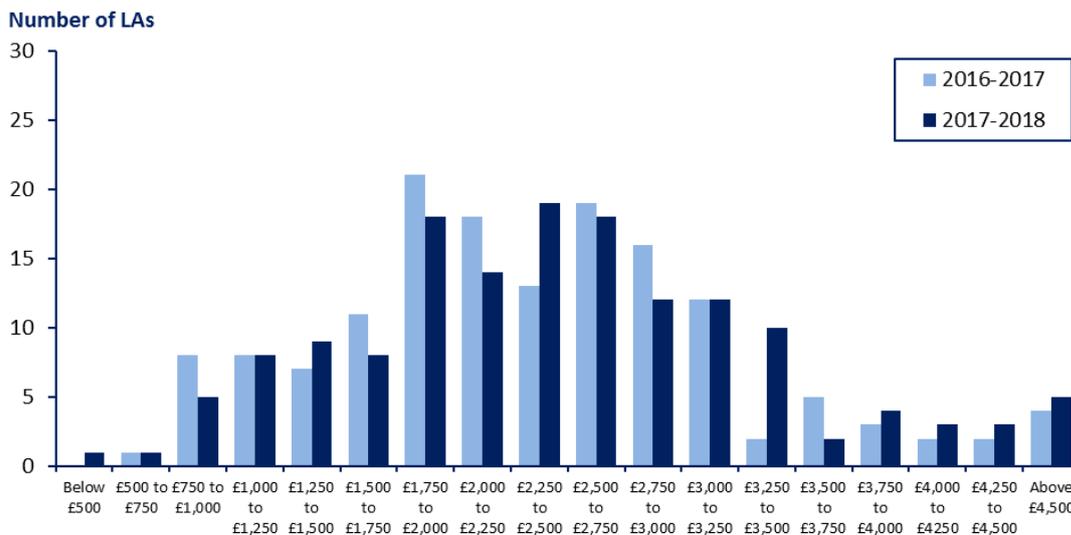


Because of the different permutations of deprivation indicator selections available for local authorities to use for this factor, it is not immediately straightforward to calculate per-pupil funding amounts on a comparable basis. For the purpose of this analysis, total funding allocated through the deprivation factors is divided by the number of FSM pupils, to obtain an estimate of the deprivation funding per FSM pupil, as below.

$$\text{Total deprivation per FSM pupil for each LA} = \left(\frac{\text{Total Deprivation funding in FSM+IDACI}}{\text{Number of FSM pupils}} \right)$$

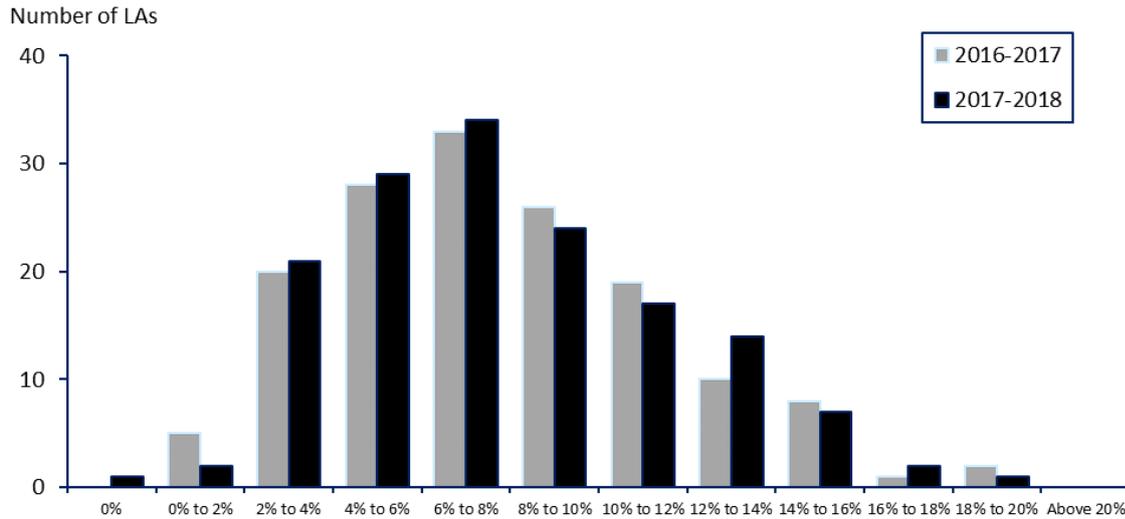
The chart below indicates that there is some variation between local authorities in the amount of funding allocated per FSM pupil. 59% are allocating between £1,500 and £3,000 per FSM pupil.

Total explicit deprivation funding per FSM pupil unit



There is considerable variation in the proportion of schools block funding which local authorities are allocating to schools through the deprivation factor, ranging from 0% to 19%, as illustrated by the chart below. While the deprivation factor is mandatory, the Isles of Scilly this year have no money allocated to it as no pupils meet the criteria for any of the deprivation categories used. There is some variation in allocation within authorities from last year (as highlighted in the graph below), but across all authorities, the allocation is unchanged (7.7% in 2017 to 2018 compared to year and 7.6% in 2016 to 2017).

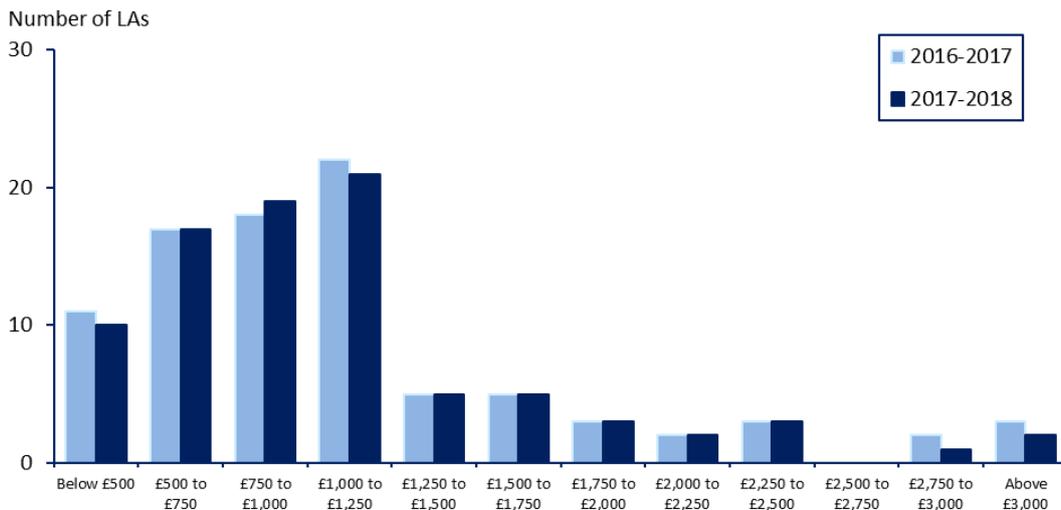
Percentage of funding allocated to deprivation



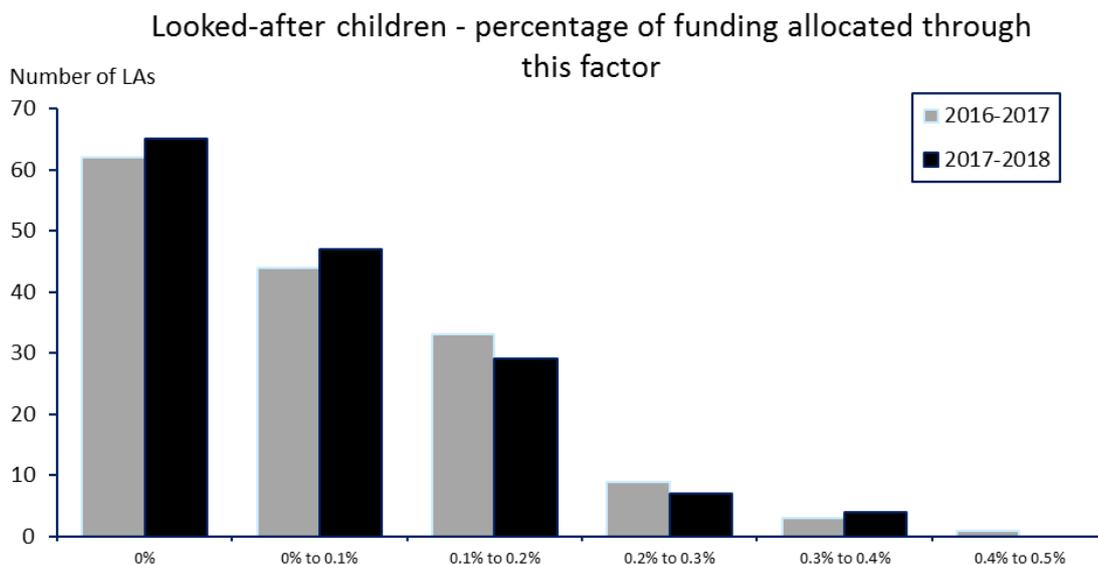
Looked-after children

Use of this factor in funding formulae is optional, and 88 local authorities have chosen to use it, a slight decrease from 91 in 2016 to 2017. As in 2016 to 2017, the indicator authorities can use for this factor is children looked after for any period of time as at the end of March 2016 (as recorded on the March 2016 SSDA903 collection). Three quarters of the authorities that are using the factor are allocating less than £1,250 per pupil.

Looked-after children - per pupil values chosen



Across all local authorities (including those not using the factor), an average of 0.07% of schools block funding is being allocated through the looked-after children factor.



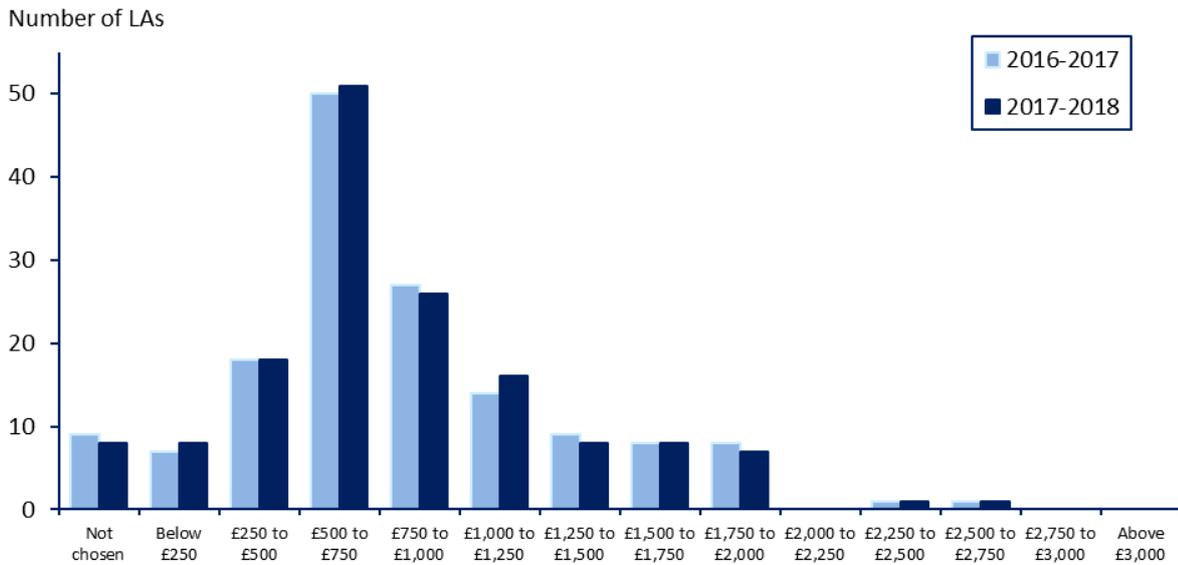
Prior attainment

Use of this factor is optional, with 144 local authorities using the indicator for primary pupils (compared to 143 in 2016 to 2017 formulae) and 149 using the indicator for secondary pupils (148 last year). Three authorities are not using this factor at all.

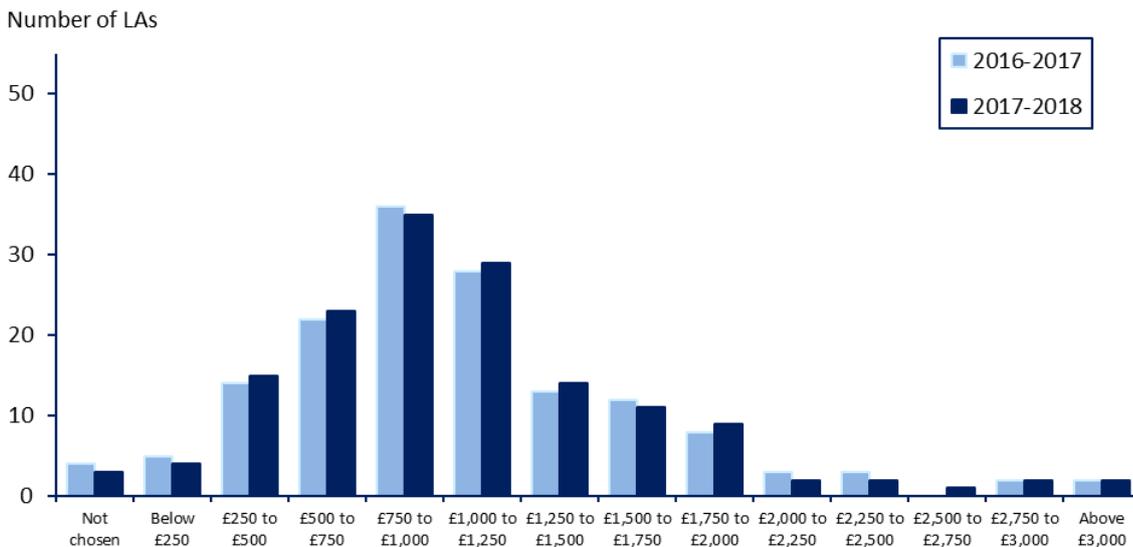
For primary pupils, the indicator is the number of children in years 1 to 4 assessed under the new early years foundation stage profile as not achieving a good level of development, and the number in years 5 to 6 not achieving 73 points or more or 78 points or more (authorities could pick between whether to use the 73 or 78 point indicator) under the old profile. In their formula local authorities can scale back the proportion of years 1 to 4 pupils not meeting the 'good development' criterion.

For secondary pupils there is a new national curriculum and assessment, which year 7 was assessed under. The proportion of pupils who fall in the low prior attainment bracket is higher than the proportion in years 8-11, so a national weighting has been applied to prevent year 7 overly influencing the funding levels. Please see [Schools Revenue Funding 2017-2018: Operational Guide page 9 - 10](#) for further details.

Primary prior attainment - per pupil values chosen



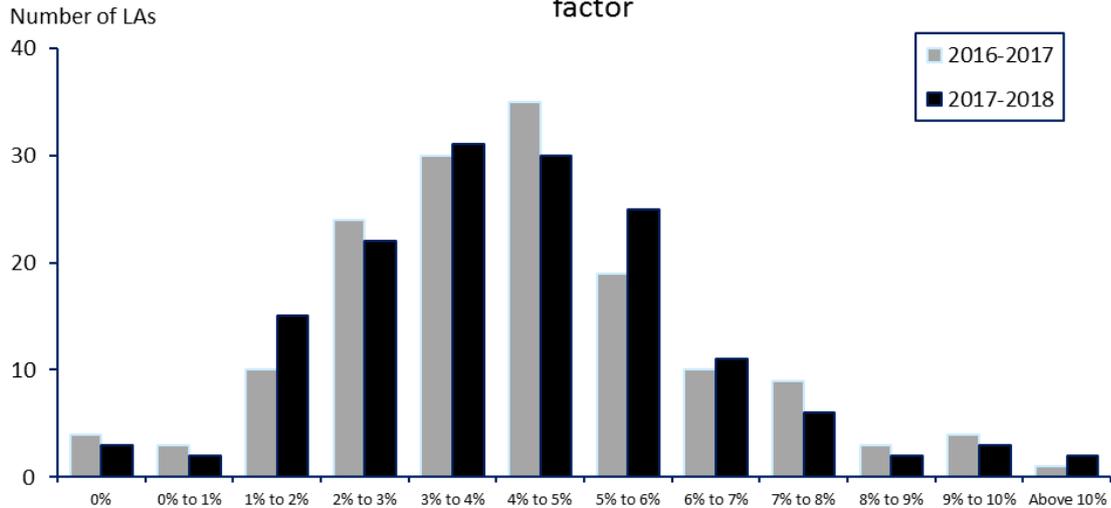
Secondary prior attainment - per pupil values chosen



Like last year, there is considerable variation in the per-pupil amounts selected. They range from £120 to £2,651 for the primary indicator and from £40 to £3,229 for the secondary indicator.

The chart below shows that 71% of local authorities are allocating between 2% and 6% of their schools block funding through this factor (the same as last year). Across all authorities, 4.3% of funding is allocated through this factor, the same percentage as last year.

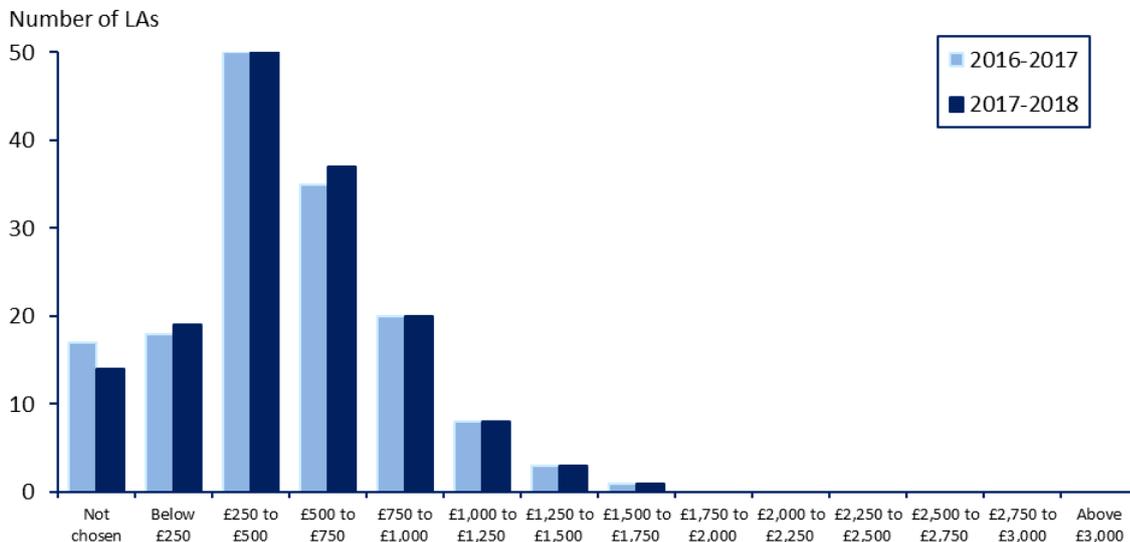
Prior attainment - percentage of funding allocated through this factor



English as an additional language (EAL)

Use of this factor is optional, and 139 local authorities have chosen to use it, compared with 136 in 2016 to 2017.

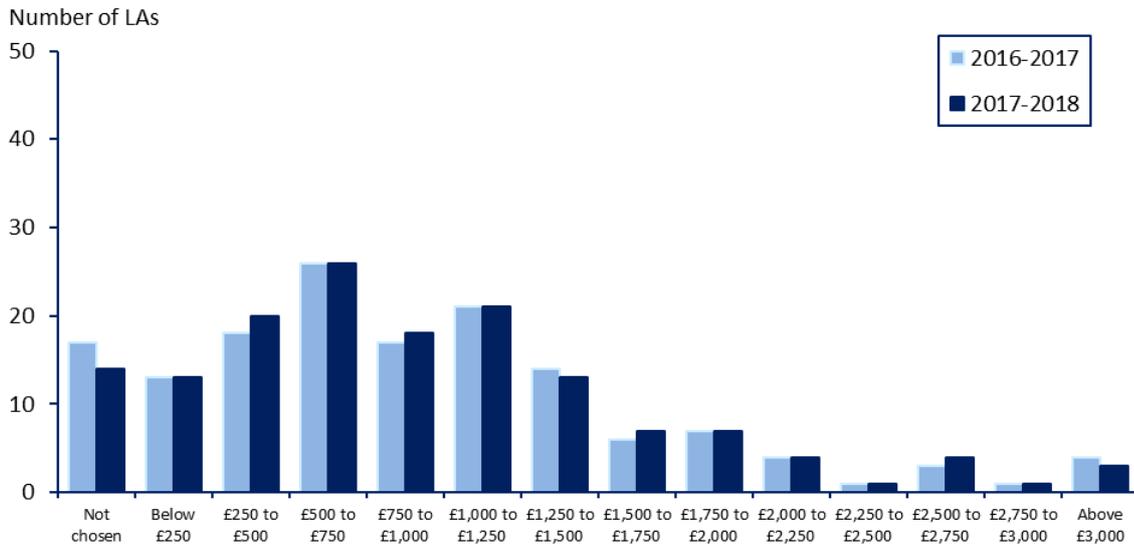
Primary English as an additional language - per-pupil values



Local authorities can choose one of three indicators for this factor: the number of pupils with EAL who entered the compulsory school system in either the last one, two or three years.

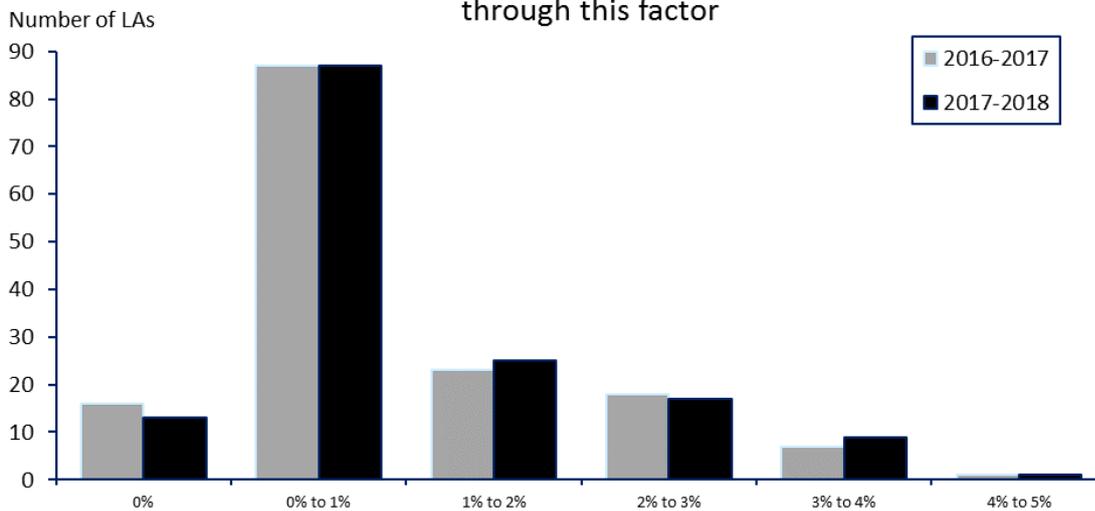
For the primary indicator, the distribution of per-pupil values is relatively narrow with 70% of local authorities allocating between £250 and £1,000 per pupil. Only 1 authority allocates over £1,500. By contrast there is rather greater variation in the per-pupil values selected for the secondary indicator; these range from £75 to £3,543.

Secondary English as an additional language - per-pupil values



With pupils attracting funding through the EAL factor being smaller in number than those attracting funding through many other factors, across all local authorities 0.9% of funding is allocated through this factor, unchanged from 2016 to 2017.

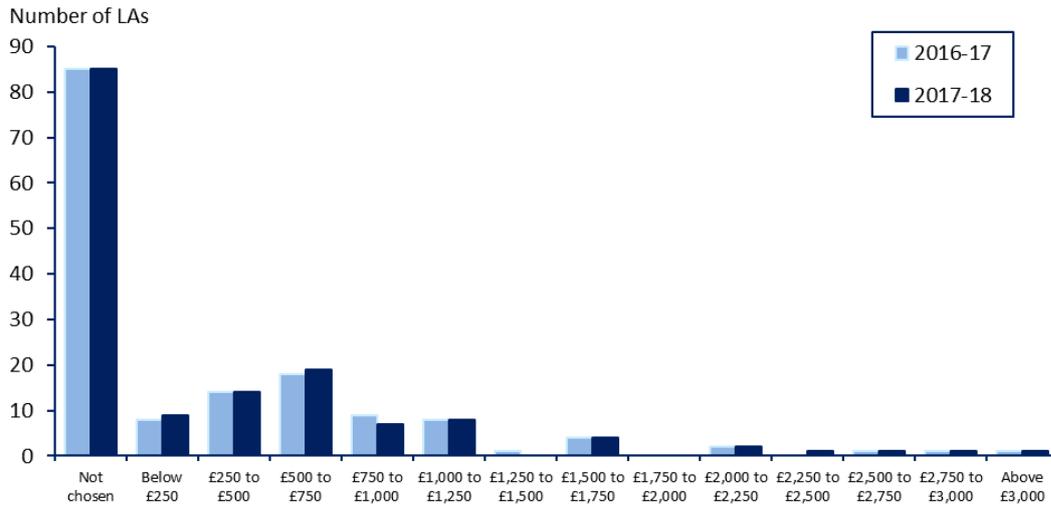
English as an additional language - percentage of funding allocated through this factor



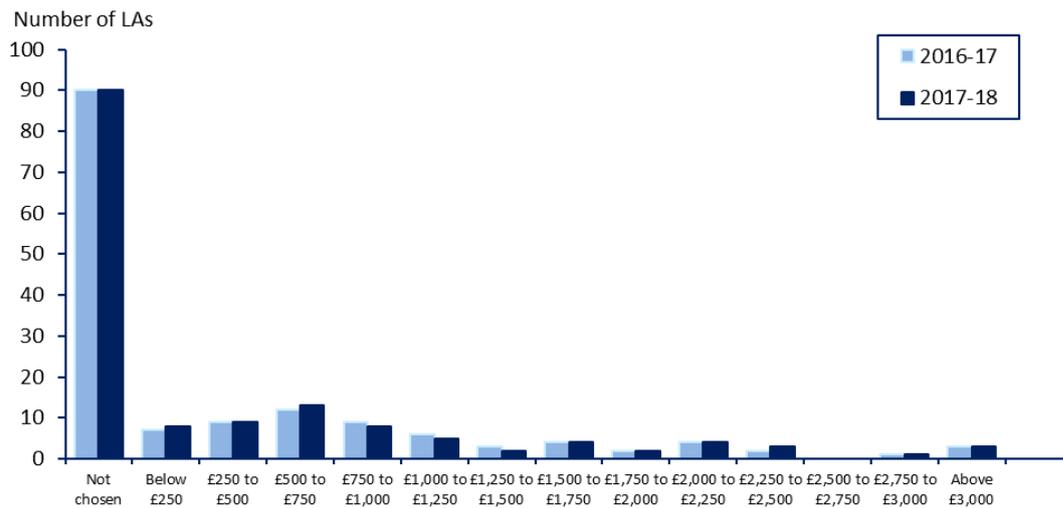
Mobility

Use of this factor is optional, and only 67 of the 152 local authorities have chosen to use it (this is the same as in the 2016 to 2017 formulae). The indicator for this factor is the number of 'mobile' pupils in excess of 10% of pupils, and is payable on the number of pupils exceeding this cut off (e.g. if a school has 12% mobile pupils, funding is applied to 2%).

Primary mobility- per-pupil values chosen



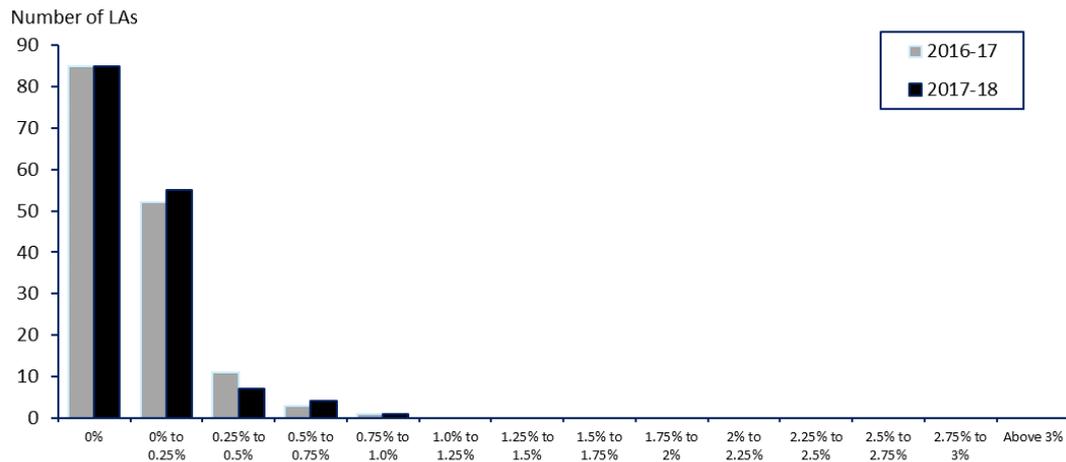
Secondary mobility- per-pupil values chosen



Primary per-pupil amounts range from £10 to £3,000, and the secondary per-pupil amounts from £10 to £19,068.

All the local authorities which are incorporating the mobility factor into their 2017 to 2018 funding formulae are using it to allocate less than 1% of their schools block funding, and only five are allocating more than 0.5%. Across all local authorities as a whole, some 0.1% of schools block funding is being allocated through this factor, the same as in the 2016 to 2017 formulae.

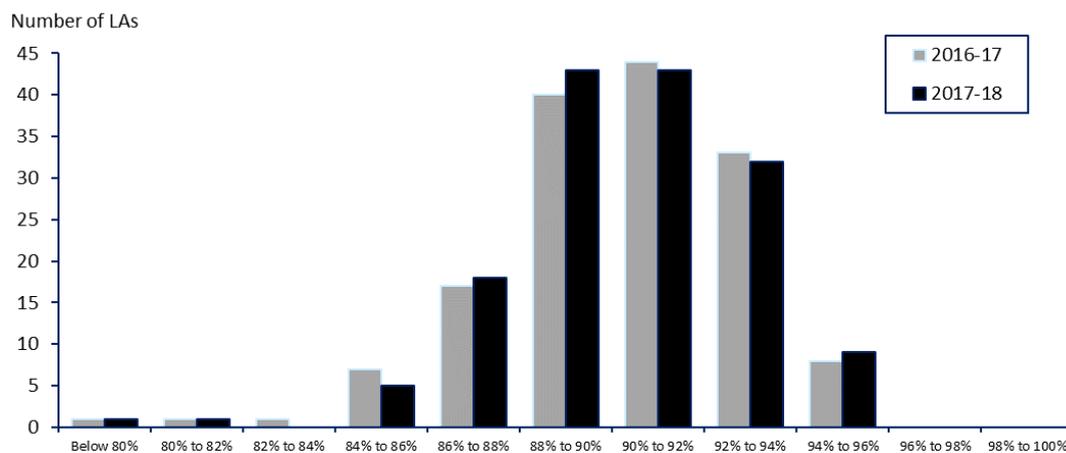
Mobility- percentage of funding allocated through this factor



Total funding through the pupil-led factors

The factors highlighted above (i.e. basic per-pupil entitlement, deprivation, looked-after children, prior attainment, English as an additional language, and mobility) are pupil-led. Although there is considerable variation across local authorities in the choices of factors used, the per-pupil amounts, and the proportions of funding allocated through each one, overall there is strong consistency in the proportions of funding allocated through the pupil-led factors as a whole.

percentage of funding allocated through pupil-led factors



A requirement for the 2017 to 2018 formulae is that across each local authority as a whole, a minimum of 80% of schools block funding must be allocated through these pupil-led factors. Note that the Isles of Scilly has only a single school, and does not formally receive DSG schools block funding in the same way as the other authorities, so the 80% requirement, which is set out in the DSG conditions of grant, does not apply to them; they are the block on the chart above shown below the 80% level.

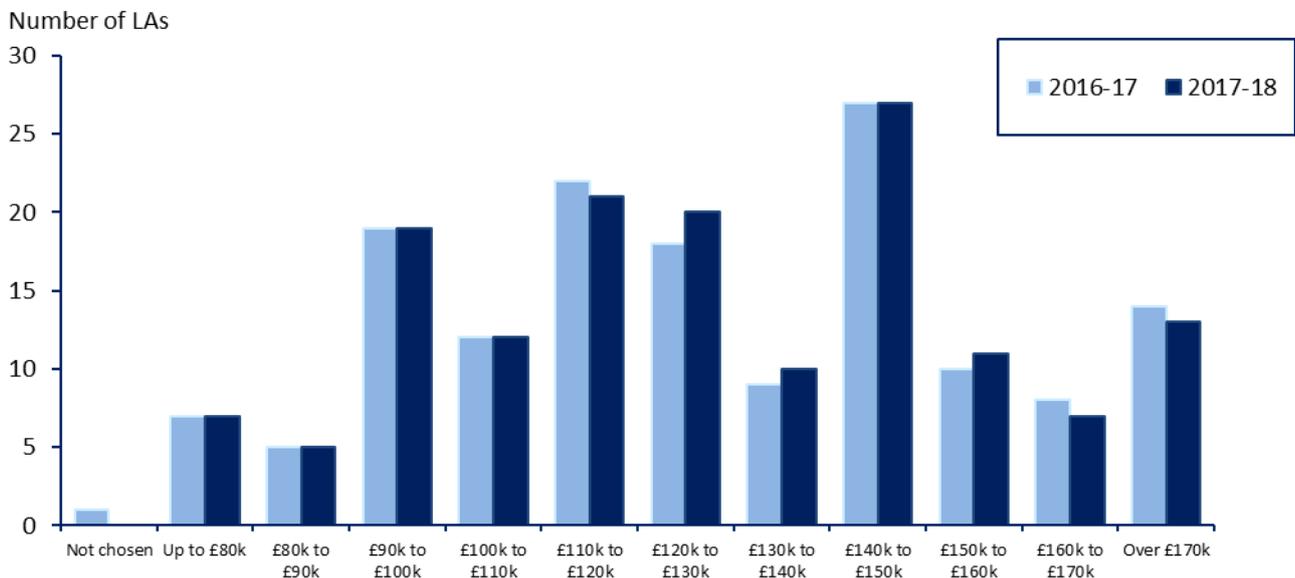
All other authorities are allocating more than 80% of their funding through a combination of the pupil-led factors, the lowest being 80.9%. In total 78% of authorities are allocating between 88% and 94% of their funding through these factors.

Across all authorities, a total of 89.6% of funding in 2017 to 2018 formulae is being allocated through the pupil-led factors. This compares to 89.84% of funding in 2016 to 2017, 89.73% in 2015 to 2016, 89.56% in 2014 to 2015 and 89.46% in 2013 to 2014.

Lump sum

In 2017 to 2018 formulae, local authorities can use this factor to allocate a lump sum of the same amount to all schools, up to a maximum of £175,000. Separate lump sums can be specified for primary schools and secondary schools, up to a maximum of £175,000. All-through schools receive the lump sum specified for secondary schools. Middle schools receive a weighted combination of the two, based on the number of year groups of each phase present at the school. For a school which amalgamated during the 2016 to 2017 financial year, authorities must allocate it additional lump sum funding, so that it receives 85% of the combined lump sums that its predecessors would have received under the 2017 to 18 formula.

Primary lump sum - amounts chosen



Although this is an optional factor, like last year all local authorities have chosen to include it in their 2017 to 2018 funding formulae³. There is substantial variation in the

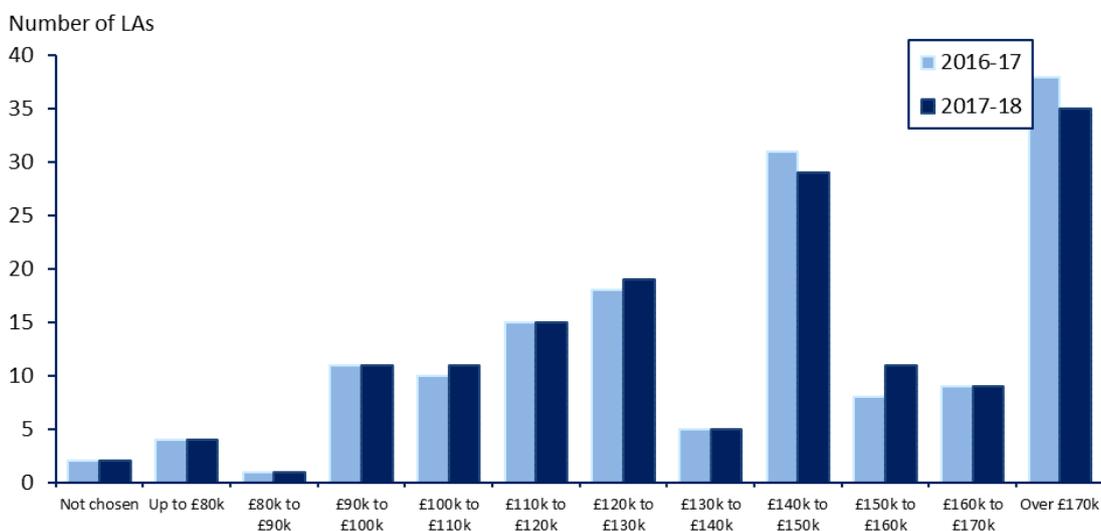
³ Isles of Scilly are the LA represented by the “Not chosen” bar for 2016 to 2017 primary lump sum amounts; they did not select a primary lump sum but did specify a secondary lump sum. City of London and Haringey are the LAs represented by the “Not chosen” bar for 2017 to 2018 secondary lump sum amounts.

value of the lump sums selected. For both primary and secondary lump sums, they range from £48,480, up to the maximum £175,000, which was chosen by 13 authorities for their primary lump sum amount and 33 for their secondary lump sum.

There are 85 authorities that have selected equal primary and secondary lump sum amounts. Fifty-four have selected a greater secondary lump sum than primary; and 13 authorities have selected a greater primary lump sum than secondary.

Note that in the lump sum - amounts chosen charts, lump sum choices of exactly a multiple of £10,000 are shown in the category for which that is the top of the band: so for example the two local authorities with a primary lump sum of £140,000 are included in the “£130k to £140k” category.

Secondary lump sum - amounts chosen



Overall, local authorities are allocating a slightly lower proportion of their schools block funding through the lump sum factor than last year: 8.1% in 2017 to 2018 compared to 8.2% in 2016 to 2017.

Sparsity

This factor was introduced into the funding formula arrangements in 2014 to 2015.

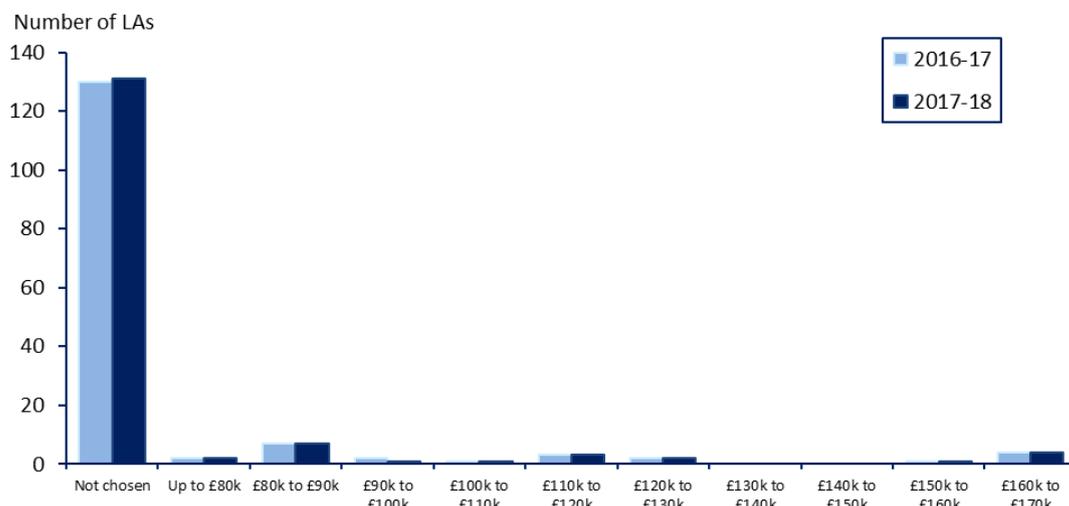
Whether a school is deemed to be sparse depends on two considerations: its “sparsity distance” and the average number of pupils per year group.

A school’s sparsity distance is derived from those pupils for whom it is their closest school (irrespective of whether they attend it). For all those pupils, the average distance to their second nearest school for these pupils is calculated. Distances are calculated using the crow flies distance from a pupil’s postcode to a school’s postcode.

The sparsity factor may be applied to small schools where the average distance to pupils’ second nearest school is at least 2 miles (for primary schools, middle schools and all through schools) or 3 miles (for secondary schools). Schools must also have an average

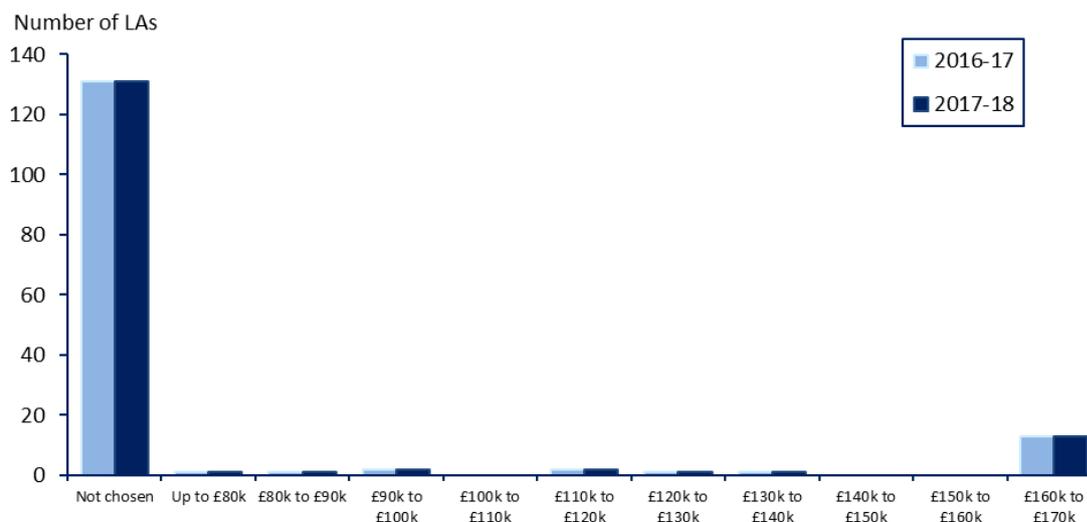
number of pupils per year group no larger than 21.4 pupils for primary schools, 120 pupils for secondary schools, 69.2 pupils for middle schools or 62.5 pupils for all-through schools. Local authorities can narrow the eligibility criteria for the factor, by increasing the average distance to the second nearest school and / or reducing the average pupil number maximum thresholds, but they cannot widen the eligibility criteria. Local authorities can set different sparsity lump sum amounts for each of these four phases of school, up to a maximum of £100,000 per school. They can also choose in each case whether to apply a ‘taper’ so that the funding given to a sparse school depends on how many pupils they have (so that the smaller schools receive higher sparsity funding) or that all sparse schools receive the same specified sparsity lump sum. Additional sparsity funding of £50,000 can also be allocated to very small, sparse secondary schools.

Primary sparsity lump sum - amounts chosen



Only 25 local authorities are using the sparsity factor in 2017 to 2018 (in 2016 to 2017 there were 24) with 127 not incorporating it into their formula. Many of those authorities not using the factor do not have any schools meeting the maximum permissible average year group size and minimum permissible distance thresholds for eligibility for funding through the factor, so do not have any sparse schools.

Secondary sparsity lump sum - amounts chosen



Of those that are using the factor, and excluding the Isles of Scilly (a notional 4%), the proportion of their schools block funding which they are allocating through this factor ranged from 0.01% to 0.91%. Across all authorities, 0.05% of funding has been allocated through this factor, the same as in 2016 to 2017 formulae.

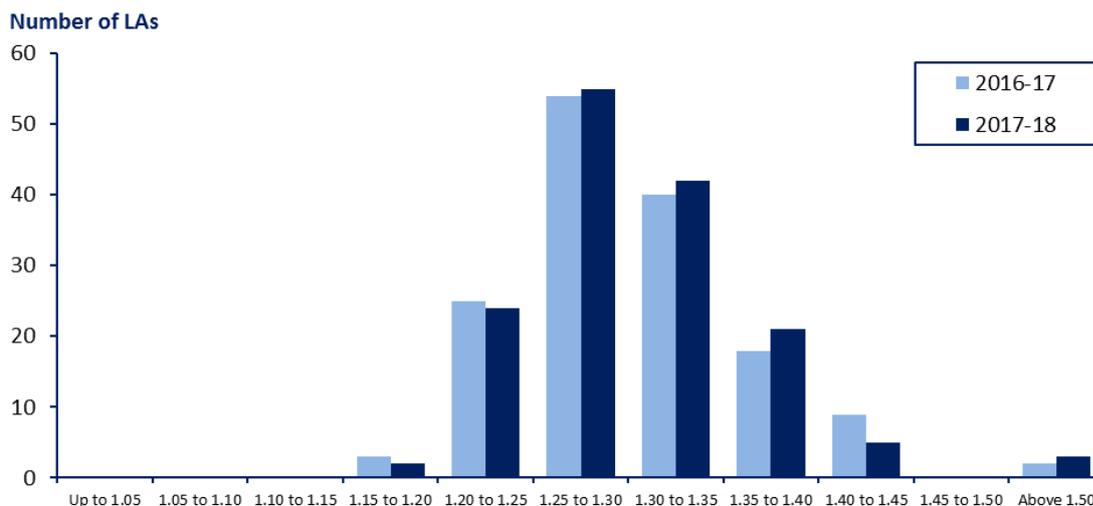
Other formula factors

Information for each local authority on the formula factors not discussed in this note (London fringe, split sites, rates, PFI funding, and exceptional circumstances) can be found in the accompanying data file.

Primary:secondary funding ratios

Local authorities' 2017 to 2018 schools block funding formulae have been used to calculate the relative differences in per-pupil funding allocated to secondary pupils compared to primary pupils. With the exception of the City of London, which has a single maintained primary school so does not have secondary pupils, the ratios of secondary to primary per-pupil funding under 2017 to 2018 formulae are shown on the chart below. A ratio of 1 : 1.24, for instance, indicates that secondary-age pupils in a local authority receive, on average, 24% more funding per head than primary-age pupils.

Primary:secondary ratios for 2017-18; 1 to x



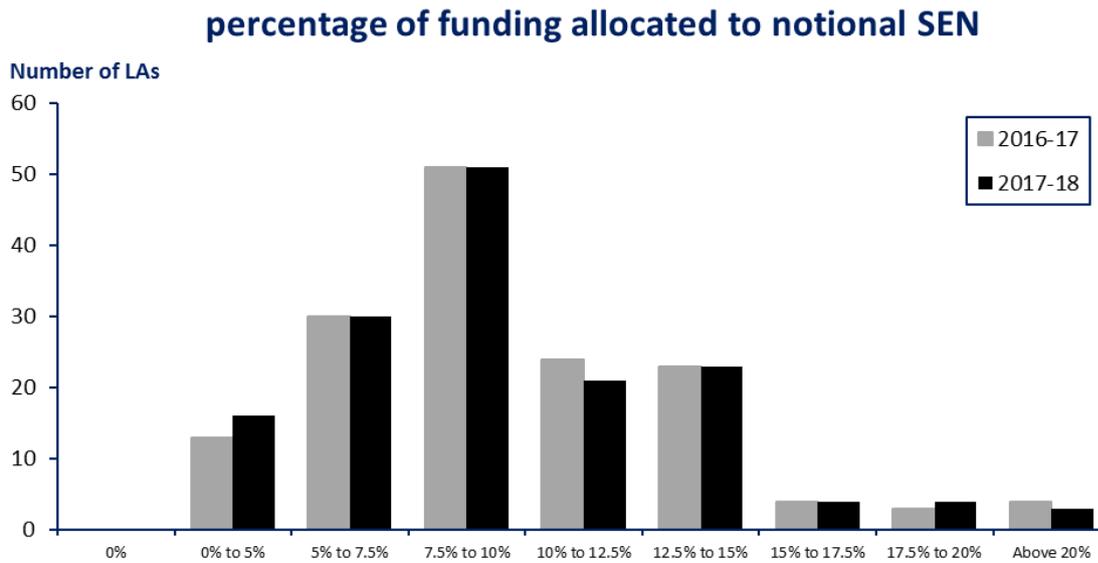
The overall ratio nationally across all local authorities is 1 : 1.29, unchanged from the 2016 to 2017 formulae. The median local authority ratio is 1 : 1.30, again unchanged from the 2016 to 2017 formulae. For 11 authorities, their ratio in 2017 to 2018 has decreased by more than 0.01 compared to last year, while for 18 authorities, their ratio has increased by more than 0.01. For the remaining 122 authorities, their ratio changed by less than 0.01 either way.

These ratios have been calculated for each local authority from the information they submitted to the ESFA as follows. The first step is to split funding for primary pupils and funding for secondary pupils. For the factors with separate primary and secondary indicators (for example, basic entitlement and deprivation), this split is simply the amount of funding allocated through each type of indicator. For the other factors (with the exception of historic commitments for sixth form funding, which is excluded), the amount of funding allocated to each school in the local authority area is split between primary and secondary in proportion to the number of pupils in each phase at the school. These amounts are aggregated to estimate the total funding for primary pupils and the total funding for secondary pupils. These amounts are then divided, respectively, by the number of primary schools block-funded pupils on roll and the number of secondary schools block-funded pupils on roll in the authority. This gives per pupil funding amounts for primary and secondary phases, and the ratio of the two is taken.

This calculation excludes the effects on schools' funding of applying the minimum funding guarantee (MFG), and excludes any further capping or scaling factors applied by local authorities to ensure that the total funding allocated through their formulae is affordable within the total DSG schools block they have been allocated for financial year 2017 to 2018. For academies, the calculation is based on the amount of schools block funding they would receive in 2017 to 2018 were they a maintained school.

Notional SEN

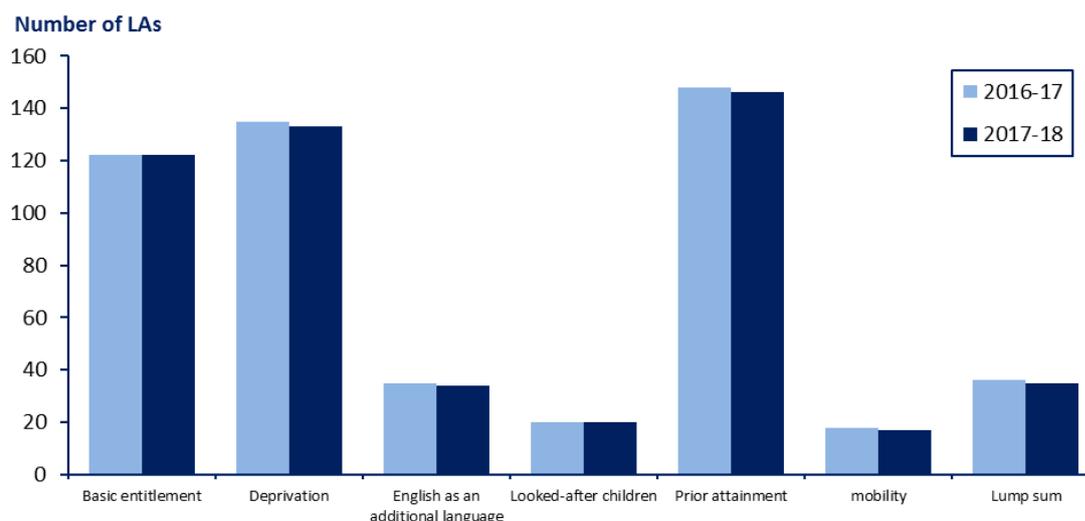
Funding for notional special educational needs (notional SEN) is not a separate formula factor. Rather, local authorities must specify how much of the schools block funding a school receives through the formula constitutes its notional SEN budget. In their funding formulae for 2017 to 2018, local authorities specify what percentage of funding allocated through each factor contributes to the notional SEN budget.



The chart above shows how, at overall local authority level, the notional SEN budget in 2017 to 2018 varies as a percentage of the total schools block formula allocation (before the application of MFG, capping and scaling). Some 125 (82%) of authorities are allocating between 5% and 15% of schools block funding as notional SEN.

The overall percentage of formula allocation which is designated as the notional SEN budget across all local authorities is 10%, the same as in 2014 to 2015, 2015 to 2016 and 2016 to 2017. The median notional SEN allocation is 8.8%. However, as the chart shows, like last year there is a wide variation across local authorities.

Formula factors used to allocate notional SEN



The chart above shows the number of local authorities for which each factor is being used to determine schools' notional SEN budgets. In 2017 to 2018 formulae, prior attainment is again the factor most commonly contributing to notional SEN; 146 of the 150 authorities featuring the factor in their formula are doing this. The majority of authorities are also assigning a percentage of their basic entitlement and deprivation funding into notional SEN. For the formula factors not displayed on the chart (such as sparsity, split sites, etc.) only at most a few authorities are using these for notional SEN in each case. Full details on the use of factors to calculate notional SEN in 2017 to 2018 can be found in the accompanying data file. Overall, the pattern of factors used to calculate notional SEN is similar to 2016 to 2017 formulae.

Growth fund

Subject to the approval of their schools forum, local authorities are able to retain some of their schools block funding centrally (i.e. rather than allocate it to their individual schools) for a growth fund. This can be used only for the purposes of supporting growth in pre-16 pupil numbers to meet basic need pressures, to support additional classes needed to meet the infant class size regulation, and to meet the costs of new schools. Authorities must use the fund on the same basis for the benefit of both maintained schools and academies in their area.

Some 132 of the 152 authorities are retaining a growth fund in 2017 to 2018, compared to 131 doing this in their 2016 to 2017 formulae. The total value of these growth funds is £168.7m. Growth fund amounts for individual authorities range from £35,000 to £7.5m.

Falling rolls fund

Local authorities were also able to retain funding centrally for falling rolls to prepare for a future population bulge, again subject to the approval of their schools forum. The falling

rolls fund should be restricted to population increases expected in two to three years in necessary schools which are classed by Ofsted as good or outstanding. The fund cannot be used by authorities to prop up unpopular or failing schools.

Only 28 authorities are retaining a falling rolls fund in their 2017 to 2018 formulae (compared with 30 in 2016 to 2017), with a total value of £10.1m. Falling rolls fund amounts for individual authorities range from £40,000 to £2m.

Information about the data file

Alongside this document, the DfE has published a detailed data file in Microsoft Excel format showing the 2017 to 2018 funding formula used by each local authority, as they stood at 9 March 2017.

“Proforma” sheet

The sheet entitled “Proforma” allows the full data for a single authority to be displayed on the screen. Click on the purple cell near the top of the page next to the LA Name label, then click on the drop-down arrow that appears alongside, to select a new local authority.

“FINAL MI Data” sheet

The sheet entitled “FINAL MI Data” gives the proforma data values for each authority in a large table. This section provides a description of all the columns displayed here.

Reception Uplift

The “Reception Uplift” column indicates which local authorities have opted to increase the count of primary pupils to which the basic entitlement primary indicator applies, to include pupils with deferred entry into reception later in the year. The other column in this section indicates the number of pupils this applies to.

Basic entitlement

This section shows the per-pupil funding amounts local authorities have chosen for the primary and secondary indicators in their 2017 to 2018 formulae; the number of pupils in mainstream maintained schools and academies in the authority as a whole to which each indicator applies; the total amount of schools block funding allocated to maintained schools and academies through each factor; the proportion of schools block funding allocated through each factor; and the proportion of the factor’s funding which contributes towards notional SEN budgets.

Deprivation, looked-after children, prior attainment, English as an additional language, mobility

These sections also show the per-pupil amounts chosen, the number of pupils, the total/proportion of funding allocated to schools through each factor, and contribution to notional SEN budgets. For the indicators where local authorities had a choice as to which specific measure to use for their formulae, columns indicate the selection. Explanations for the entries in these columns are given below. For each, the entry “N/A” means that a local authority has chosen not to use a particular factor or indicator.

Deprivation – Primary FSM Factor, Secondary FSM Factor:

- FSM % Primary / FSM % Secondary: Indicator used is the number of pupils who are eligible for FSM.
- FSM6 % Primary / FSM6 % Secondary: Indicator used is the number of pupils who are FSM Ever 6.

English as an additional language – Primary (1/2/3/NA), Secondary (1/2/3/NA):

- EAL 1 Primary / EAL 1 Secondary: Indicator used is the number of pupils with EAL who entered the compulsory school system in the last year.
- EAL 2 Primary / EAL 2 Secondary: Indicator used is the number of pupils with EAL who entered the compulsory school system in either of the last 2 years.
- EAL 3 Primary / EAL 3 Secondary: Indicator used is the number of pupils with EAL who entered the compulsory school system in any of the last 3 years.

Prior attainment – Primary Low Attainment (73/78/NA):

- Low Attainment % old FSP 73: Indicator used is the number pupils in years 5 to 6 who did not achieve 73 points or more in the old early years foundation stage profile.
- Low Attainment % old FSP 78: Indicator used is the number pupils in years 5 to 6 who did not achieve 78 points or more in the old early years foundation stage profile.

Lump sum

Lump sum funding is shown in two places in the data file. Most funding through the lump sum factor is shown in the group of columns entitled “Lump sum”. However there is also a small amount of lump sum funding displayed in the “Exceptional circumstances” section, in the first four columns of this group (all of which have a column title “Additional lump sum...”). The data here relates specifically to additional lump sum funding which authorities are allocating to schools which amalgamated during the 2016 to 2017 financial year. As explained previously, authorities must allocate such schools additional lump sum funding, so that they receive 85% of the combined lump sums of its predecessors. Authorities could also apply to continue protection for schools which amalgamated during the 2015 to 2016 financial year. The data are presented in this way because authorities recorded any additional lump sum funding for previous year amalgamations in a different section of their formula submission.

Therefore the total amount of funding that each authority is allocating through the lump sum factor is obtained by summing the values in the “Lump Sum total” and “Additional lump sum total” columns. Similarly, the proportion allocated through the lump sum factor is obtained by summing the values in the “Lump Sum proportion” and “Additional lump sum proportion” columns.

Sparsity

Sparsity funding is also shown in two places in the data file. Most funding through the sparsity factor is shown in the group of columns entitled “Sparsity”. However there is also a small amount of sparsity funding displayed in the “Exceptional circumstances” section, in the group of three columns following the additional lump sum data. The data here relates specifically to additional sparsity funding which authorities are allocating to very small, sparse secondary schools.

(London) fringe payments, split sites, rates, PFI funding, sixth form, exceptional circumstances

These sections of the data file show the total funding and proportions of funding allocated to schools through each factor.

Schools block

The “Total Funding Schools Block Formula Excl MFG Funding Total (£)” column gives the total amount of money allocated to mainstream maintained schools and academies in 2017 to 2018 under local authorities’ basic funding formulae.

Minimum funding guarantee

The MFG protects the per-pupil funding of schools from one year to the next and for 2017 to 2018 has been set at -1.5%. The column “Minimum Funding Guarantee (£)” is the total funding authorities are allocating to their schools, over and above the amounts derived through their basic formula, to ensure this condition is met.

In addition, local authorities are allowed to set capping and scaling factors to ensure that the amount of funding allocated through their formula (and including any additional funding to ensure the MFG is met) fits within the total DSG schools block available to them. Any change in the per-pupil funding amount in 2017 to 2018 compared to 2016 to 2017 for an individual school can be capped at a level specified by the local authority: these caps are given in the column “Capping Factor”. Any school which sees its per-pupil funding increase by more than the level of the cap will see any additional increase scaled back, to some extent (see next paragraph). For example, in this column a 0% cap means that the local authority will start scaling back any increase in per-pupil funding. A capping factor of 2% means that any rise in per-pupil funding of more than 2% will be scaled back.

The column “Scaling Factor” indicates the amounts by which schools’ increases in per pupil funding over the level of the cap will be reduced. So, for example, a 100% scaling factor means that ALL increases in per-pupil funding above the level of the cap will be removed – in other words the cap is a strict limit on the increase in per-pupil funding in 2017 to 2018 compared to 2016 to 2017. Similarly, a 50% scaling factor means that

schools will lose half of any per-pupil funding increase above the level of the cap. Authorities showing 0% values in both the “Capping Factor” column and the “Scaling Factor” column are not restricting per-pupil increases compared to 2016 to 2017 in order to stay within their available funding.

The “Total deduction if capping and scaling factors are applied (£)” column shows the total amounts that have been taken off school budgets due to the application of the capping and scaling factors. Clearly, any school requiring additional funding in addition to that specified by a local authority’s basic formula in order to meet the MFG will not also be subject to capping and scaling reductions. Any entry of zero in this column means that capping and scaling has not led to any deductions in funding compared to the basic formula for any schools in the local authority area.

Totals

The “Total Funding for Schools Block Formula (£)” column shows the total schools block funding allocated to mainstream maintained schools and academies in each local authority under their 2017 to 2018 formulae, after additions for MFG funding and deductions from capping and scaling. Note that these figures will not exactly match the total DSG schools block funding for 2017 to 2018 that has been allocated to each local authority. This is for a number of reasons. The funding formulae specify the funding allocated to individual schools, and so exclude central schools block budgets (such as the growth fund and falling rolls fund, which are shown in the correspondingly named columns). The DSG funding blocks are notional and local authorities can move funding between blocks. Also the funding formulae will reflect any brought forward over- and under-spends, and authorities supplementing DSG from other funding sources.

For the other columns in this section:

- % Distributed through Basic Entitlement – the proportion of schools block funding being allocated through the basic entitlement factor in each local authority, prior to MFG and capping and scaling.
- % Pupil Led Funding – the proportion of schools block funding being allocated through the pupil-led factors (i.e. basic entitlement, deprivation, looked-after children, prior attainment, English as an additional language, and mobility), prior to MFG and capping and scaling.
- Primary/Secondary Ratio – the local authority’s primary:secondary funding ratio; a figure of 1.24, for example, denotes a ratio of 1 : 1.24, meaning that secondary age pupils in a local authority receive, on average, 24% more funding per head than primary-age pupils.



Education & Skills
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Report to:	SCHOOLS FORUM
Relevant Officer:	Philip Thompson, Interim Head of SEND
Date of Meeting:	20 June 2017

SPECIAL EDUCATIONAL NEEDS UPDATE

1.0 Purpose of the report

- 1.1 To update Schools Forum on various developments regarding support for pupils with Special Educational Needs and Disabilities (SEND).

2.0 Recommendation(s):

2.1 Free School

To note the approval of the local authority's Expression of Interest for a new special free school.

2.2 Review of high needs provision

To note the local authority's plans for a review of high needs provision.

2.3 SERF update

That Schools Forum notes the local authority's plans to close the SERF facilities at Marton and Highfield.

2.4 SEND Service Review

To consider the SEND review detail and be made aware of future developments.

3.0 Background Information

3.1 Free School

The Local Authority has had approval from the Education and Skills Funding Agency (ESFA) and the Department for Education (DfE) to proceed with the Expression of Interest submitted for a Social Emotional and Mental Health (SEMH) Free School to be opened in Blackpool. There is currently no time line attached to this due to Purdah, and Schools Forum will be updated as things progress. The Expression of Interest is attached at Appendix 10(a) to this report.

- 3.2 The capital for the build will be funded by the ESFA as will the place funding. It is anticipated that the ESFA will cover the place funding for a maximum of three years and the local authority should anticipate having to cover the place funding long term. The top-up funding for the school will need to be covered by the high needs funding

block from when the school opens.

- 3.3 The school has been allocated 48 coeducational places to cover the age range 10-16, and the potential site for the school is yet to be agreed.
- 3.4 There is currently no SEMH or Autism specialist school in the Blackpool Local Authority area. The Pupil Referral Unit (PRU) in the area is over capacity with a number of pupils remaining in alternative provision for an entire Key Stage or more. Some of the reasons for this are: mainstream settings do not have the capacity and resources to provide the specialist provision required, the nature of their complex needs is preventing a successful reintegration back into mainstream school, and pupils require a longer-term intensive intervention before they are able to re-engage with mainstream education.
- 3.5 Currently a significant number of Blackpool pupils who need special provision are transported to out of borough independent special schools at considerable cost, starting from £32,000 up to £50,000. There are currently 66 pupils in a variety of age ranges placed out of area. This often means that pupils of primary and indeed secondary age travel for over 40-50 minutes to and from school. Not an ideal situation for what can be pupils who display challenging behaviours and are often our most vulnerable members of society. These journeys often include travelling long distances on motorways and can present considerable safety concerns for both staff and young people. There is also a considerable burden of expense.
- 3.6 These current schools cater for the diverse range of needs for pupils but do not provide links to the Blackpool local community and as a result of this, transition back to the area of Blackpool once school placements finish can be turbulent and is often unsuccessful.
- 3.7 Review of high needs provision
The DFE has given the local authority £57,000 to carry out a strategic review of high needs provision. The council is seeking applications from interested organisations to carry out the review in respect of provision for Blackpool pupils. The review will consider the effectiveness and value for money of the full range of provision both locally and out of area. The proposal is currently available on 'the Chest' procurement portal and applications close on 20 June 2017. A final report is expected by September 2017.
- 3.8 SERF update
Local authority SEND staff met with Highfield and Marton schools to discuss the closure of the SERF provision in both schools from September 2018.
- 3.9 After reviewing the needs of the pupils accessing these facilities it was deemed they were no longer financially viable for the local authority to sustain. The pupils

accessing these facilities will still continue to receive the same level of support required and the Council's SEND team will support the schools in applying and implementing EHC plans for these pupils. In closing both facilities it is anticipated to create a full-year saving on the high needs funding block of approximately £180,000.

3.10 SEND Service Review

An all options review of the local authority SEND team started in November 2016. The review has looked at capacity within the team, and job roles and responsibilities covered by the service. There are some draft proposals being worked on by the Commissioning team and the Director of Children's Services to change the structure and offer to schools from the SEND team. Once agreed, Schools Forum will be updated on the implementation of the new structure. It is anticipated the new structure will be delivered to staff in July with the view of implementation for September 2017. Whilst there were no cost savings attached to the review it is anticipated that approximately £75,000 will be saved through the reallocation of workloads and disestablishment of unfilled posts.

4.0 **List of acronyms:**

SEND - Special Educational Needs & Disabilities
SERF – Special Educational Resource Facility
ESFA – Education and Skills Funding Agency
DfE - Department for Education
SEMH – Social Emotional and Mental Health
PRU – Pupil Referral Unit

5.0 **List of Appendices:**

Appendix 10(a) - Expression of Interest submitted to the DfE for new special free school

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Local authority commissioned special free schools

**An expression of interest form for local
authorities interested in commissioning a
special free school**

October 2016

Overview

Since local authorities play a key role in placing pupils with statements or Education, Health and Care (EHC) plans, it is important that they shape the range of provision in their area. Previously, proposals to establish special free schools have only been taken forward in consultation with local authorities. **We are now providing a further opportunity for local authorities themselves to identify where a new special free school would benefit their area**, inform their Regional Schools Commissioner (RSC), and potentially seek proposals for the new school they want, with the Department for Education (DfE) providing capital funding and start-up grants. This is in addition to the central route for special free schools, which continues to operate.

This **expression of interest (EOI) form is for local authorities that would like a new special school**. It allows them to make a case that a special school would be beneficial in their area, including a case that it would help meet demographic growth, changing patterns of need, and cost pressures, without reducing inclusion. It provides RSCs with the initial information they need to understand what is wanted and why. If the EOI is successful, the opportunity will be advertised nationally, and if a strong proposal comes forward that both the local authority/authorities and the Secretary of State wish to take forward, the DfE will provide capital and start-up grant funding, subject to value for money assessments covering both the affordability of the site solution and the limitations on overall capital availability. Please see the accompanying guidance for further detail.

The form should be completed by a local authority representative (or representatives, if it is a joint bid) with the approval of the Director of Children's Services (DCS).

This opportunity is intended to identify and meet untapped demand for special free schools as a supplement to LA's existing resources. It **does not replace the 'presumption' process nor does it replace a local authority's duties to ensure appropriate placements for all children with Special Educational Needs (SEN)**.

You should use this form to provide all the necessary information and evidence for your proposal. Please:

- email your RSC during October to say whether you are interested and give any headline facts available (email addresses are in the guidance)
- return this EOI, completed, to freeschool.special@education.gov.uk copying in your RSC, **by midday on 11 November**.

More detailed information about this process can be found in the [local authority-commissioned special free schools guidance](#).

Section A – Key facts about the school and the local authorities that want to commission it

A1: Who is putting forward this expression of interest?

If this is a joint EOI, please fill in the table below for each LA involved and state the lead LA below. The Regional Schools Commissioner’s team may need to contact these people to understand more about the EOI. **Please note that including a LA on this list means that they have committed to commissioning places.**

Name of LA	Name of person leading	Contact details
<i>Lead LA: [name] (The LA in which the school would be located)</i>	Ian Morris-Iliffe- Strategic School Planning Manager	ian.morris-iliffe@blackpool.gov.uk Tel:01253 476729 Mobile: 07584606795
<i>[if applicable – name of 2nd LA. Please add rows for additional LAs who have committed to commissioning places.]</i>	Brendan Lee- Head of SEND, Lancashire	Brendan.lee@lancashire.gov.uk Tel:0300 123 6701

A2: What type of school is wanted?

Please provide key information about the school you would like to commission:

Category of SEN provision (if more than one type, with different top-up rates, please explain)	SEMH including other secondary needs including but not necessarily limited to Speech and Language and Autism
Per-pupil revenue funding you would expect to pay (if a range of rates, please explain)	£10k per place plus a top up rate per pupil based on the current banding system use in Blackpool. Average top up for this category is £8551. Total funding per place (including top up) would be approx. £18551
Age range	10-16
Gender (boys/girls/co-educational)	Co-educational
Total number of proposed places	48
Early years provision? If so, how many places?	
16-19 provision? If so, how many places?	
Community use/shared facilities	

Please use this space to expand on any of the key information above [max. 200 words]

There is currently no SEMH or Autism specialist school in the Blackpool Local Authority area. The Pupil Referral Unit (PRU) in the area is over capacity with a number of pupils remaining in alternative provision for an entire keystage or more. Some of the reasons for this are, mainstream settings do not have the capacity and resources to provide the specialist provision required, the nature of their complex needs is preventing a successful reintegration back into mainstream school and they require a longer term intensive intervention before they are able to reengage with mainstream education.

Currently a significant number of Blackpool pupils who need special provision are transported to out of borough independent special schools at considerable cost, starting from £32,000 up to £50,000. There are currently 66 pupils in a variety of age ranges placed out of area. This often means that pupils of primary and indeed secondary age travel for over 40-50 minutes to and from school. Not an ideal situation for what can be pupils who display challenging behaviours and are often our most vulnerable members of society. These journeys often include travelling long distances on motorways and can present considerable safety concerns for both staff and young people. There is also a considerable burden of expense

These current schools cater for the diverse range of needs for pupils but do not provide links to the Blackpool local community and as a result of this, transition back to the area of Blackpool once school placements finish can be turbulent and are often unsuccessful.

A3: Conversations with partners

Local authorities (in particular smaller ones) **must** speak to their neighbouring LAs to check whether they want to commit to commissioning places at the new school at the specified top-up rate. If they do not, LAs may put in a solo EOI. Authorities **may** speak to other partners in order to ensure that their EOI will complement the local landscape and be a close match for what families want. If you have not engaged with your Schools Forum before sending this EOI to your Regional Schools Commissioner, you will need to do so if successful.

Who?	Conversation summary (3 points max)
Your neighbouring LAs – please specify Lancashire Local Authority	It is likely that they would utilise Primary places in the new provision. Secondary places are yet to be determined. They currently have no primary SEMH places in the North of Lancashire, near Blackpool. They would like further discussion if the expression of interest was successful.
Optional: Parent Carer Forum view	Parents supportive of provision being provided locally to meet the needs of Blackpool pupils Proposed site is close to a current school and utilises empty council land for a sustainable purpose Reduced travelling and transport times for pupils will have a positive impact on behaviour.
Optional: Any other partners, Schools forum, existing FE colleges etc (please specify) Independent Specialist school provider- Witherslack Group of Schools	Capacity in their schools is currently maximum and the group are opening new provision in Bolton to cope with demand. This provision would not be accessible for Blackpool pupils due to distance. Support the idea and recognise Blackpool Local Authority needs the provision and have no concerns for the opening of a school to meet local demand.

Section B – The proposed location and site (if applicable)

Please describe where the school would be located and whether a site has been made available/identified. Making a site available on a peppercorn lease gives the greatest chance of the school opening successfully, and on time.

Please include as much detail as possible as this will help your EOI:

- **Address and postcode -Langdale Road, Blackpool FY4 4TY (corner of Cherry Tree Road) a vacant plot of land**
- **Size of site is 6,000sq meters**
- **Current and previous uses including planning designation (if known)- *this site was an old council adult day service, the plot is now demolished and vacant***
- **Estimated timescale for formal ratification that the LA will release the site for the school (if agreed)- *can be immediate***
- **Estimated date the site would be available for works to commence – *as soon as the agreement for the school is in place***
- **Tenure upon which the site will be made available (if agreed)- *leasehold with the agreement of a peppercorn rent payable to the LA for a 125 year lease***
- **If applicable, whether the site is co-located with another school etc.- *not co located however there is a primary academy (Mereside Primary Academy) next door.***
- **If you do not have a site please provide information on where this school would need to be located as this will ensure the Education Funding Agency (EFA) can look at property in the area should your EOI progress.**

Please provide the name and contact details for the main LA contact about the site. The EFA may contact this person to ask questions about the site. **If you know any of these site details before submitting your EOI, please let DfE know (by emailing FreeSchools.EFACAPITAL@education.gov.uk) so we can start conversations with you.**

Ian Morris-Iliffe-Strategic School Planning Manager Mobile: 07584606795

Please tick the box below to confirm that the relevant Lead Member for Corporate Property has seen this expression of interest and is content with the information provided about site (if provided).

I confirm that the Lead Member of Corporate Property at **Blackpool Local Authority** has seen this expression of interest and supports it.

Please tick to confirm ✓

Section C – Rationale for School

Please provide an explanation of how and why this provision is required and how it would benefit the local area. [500 words max.]

Please include:

- *How the school will fit into the broader spectrum of SEN provision in the region (including neighbouring LAs if appropriate)*
- *How it would help meet pressures on special educational provision*
- *The potential impact on inclusion, including (where applicable) types of expert support you would expect the school to provide to mainstream schools in the area*
- *Parental demand*

This special school will cater for young people with social and emotional needs whose associated behaviours and mental health issues (SEMH) have prevented them from learning within a mainstream school.

The pupils referred will have already accessed and exhausted current provision within Blackpool which will usually include a short term intensive intervention either through specialist outreach services or a Pupil Referral Unit.

Evidence suggests that many young people with a primary need of SEMH can also have underlying communication and social difficulties and the presenting behavioural difficulties can be caused by frustration with their education. Therefore, there may be young people referred who have a diagnosis of autism spectrum disorder (ASD) or a social communication difficulty.

There is a recognition that the young people referred to this provision will require a longer term intervention than is currently provided by the PRU or independent providers. However, the desired outcome remains that for all young people who attend in Key Stages 2, 3 and 4 is for them to reintegrate back into mainstream education.

It is anticipated that the new school will have a positive impact upon the current PRU

Provision as well as reducing the independent commissioned providers. Those pupils who require longer term placement will be accommodated and therefore more young people who will benefit from shorter term intervention will be more able to access provision.

Parental concerns for current provision being offered by Blackpool is the transport of young people to other LA areas and the risks this presents, there is also frustration with parent groups that Blackpool does not offer a SEMH and autism school based provision. Opening a free school would reduce significantly the cost of commissioned places and transport for Blackpool as well as meeting the needs of the increasing population of SEMH young people.

A new school would provide specialist expertise and advice to current mainstream and PRU provision in Blackpool to reduce the need for young people to attend specialist provision in the long term.

There is also a plan, when the free school opens to improve the transition and coordinated approach to support young people with SEMH and autism needs into more positive destinations. Currently in Blackpool this is difficult to coordinate outside of the LA area.

Blackpool council promotes collaborative working with partners to improve quality, efficiency and to drive forward integrated working for more effective service delivery. Therefore it is expected that the new school will develop good links and joint working with Social Care, the Early Help Team and Pupil Welfare Education Welfare Officers (EWOs). The Service will also engage with other health partners, where involved, and work closely with Special Needs Officers to ensure that appropriate support is in place. Where relevant, the school will also work with the Youth Offending Team and in the case of Looked After Children, the Virtual School for Children Looked After.

Section D – Pupil data and existing SEN provision

The purpose of this section is to help us to understand the need for a new school in the context of how existing provision is used, and future expected growth in need. We want to approve EOIs that:

- address demographic growth
- help LAs meet what pupils and parents want
- help LAs manage within their budgetary constraints

We do not want to approve EOIs that have the side-effect of decreasing inclusion in mainstream schools, or of creating excess spare capacity in existing special schools. (eg. if several LAs each want a similar school, any one of those might make sense on its own but in aggregate there might not be enough need.) In this section you need to explain how the places in this school would be filled and where the pupils would come from (D1). You also need to explain the general demographic trends and placement trends for *all* pupils with EHC plans (D2).

D1: Pupils who would go to the new special school

Please indicate how you expect the places in this school to be filled, and the impact on inclusion. [500 words max.]

Please include:

- *Where the pupils will come from – what is the balance of demographic growth (eg new housing developments) vs changing patterns of need (eg which are the schools the pupils would attend if this school did not go ahead)?*
- *The impact on numbers and proportion of students with SEN at mainstream schools*
- *How the school would be financially sustainable within budgetary constraints in the long term, including (if applicable) how it would help deliver wider value for money (for example in reducing transport costs)*

At present Blackpool LA commissions 16 independent providers out of the LA area, to deliver long term specialist provision for our vulnerable young people. It would be preferable to reduce this number by returning learners to Blackpool allowing us to invest in local specialist provision in order to meet the needs of our own learning community. By having the significant majority of our SEMH learners in one provision we will also be able to develop more robust admissions and quality assurance procedures thereby ensuring that we provide suitable learning environment to secure good outcomes for some of our most vulnerable young people. The main focus of the new free school is for pupils who are finding it difficult to access mainstream school because of SEMH and autism difficulties.

The school would be funded by reducing the number of commissioned places with the independent providers and by significantly reducing transport cost for this vulnerable group. A new school would provide specialist expertise and advice to current mainstream and PRU provision in Blackpool to reduce the need for young people to attend specialist provision in the long term.

The new school will be expected to accommodate 48 pupils and make provision for full time, day places. There will be no boarding facilities at the school. Young people will be admitted from School Year 5 to Year 11 therefore the age range will be between 9 and 16 years of age. However, we do appreciate that there will need to be phased approach to admissions, starting with a smaller number of pupils when the new school opens with the intention of being at full capacity within two years of opening. Young people attending this new provision will have an Education and Health Care Plan, which will be subject to review on at least an annual basis. Therefore, the admission of pupils will be overseen by the Special Educational Needs Team in liaison with the Head teacher of the new school.

D2: Trends in your specialist provision for all children with EHC plans

Please use the table below to describe the recent, current and projected trends of specialist provision that caters for **children with EHC plans living in your LA(s), of the age range for which you want the new school** (drawing upon [SEN2 Data](#)). If this is a joint bid, ie. other LAs are committed to commissioning places, either fill in the table once for the LAs together, or copy/paste the table and fill it in for each LA (please say which you have done). **The projected data for 2020 should show the pattern you expect if this EOI is successful.**

	No. of Settings	Please indicate the no. of pupils with an EHC plan living in your LA who are placed within these settings		
		2012	2016 (as at Sep 2016)	2020
Resourced provision and units inside LA	5	14	14	14
Resourced provision and units outside LA	0	0	0	0
Special schools (either maintained or academies) inside LA	3	267	300	518
Special schools (either maintained or academies) outside LA	6	10	9	6
Independent / non-maintained special schools inside LA	0	0	0	0
Independent / non-maintained special schools outside LA	16	68	89	31
Mainstream schools inside LA	37	156	117	136
Mainstream schools outside LA	17	17	23	20
General FE colleges (if relevant) inside LA	2	0	69	52
General FE colleges (if relevant) outside LA	1	0	22	31
Specialist FE providers (if relevant) inside LA	1	0	13	16
Specialist FE providers (if relevant) outside LA	3	1	2	1

Please provide a brief explanation of any recent trends and the rationale for future projections [200 words max.]

Please include:

- anything the RSC should know about why you are expecting the changes you have described from now to 2020
- any changes to capacity you are already expecting (eg. planned expansions / closures / other new schools and how this school would sit alongside those)
- details of any wave 12 free school applications

In Blackpool we have seen an increase in the number of young people needing education, Health and Care Plans/Statements rise over a short period of time. In 2012 513 young people had statements, that number has risen to 658 in 2016 and we project the number to increase to 825 by 2020. This increase is currently unsustainable and cannot be support with current funding allocations. The new school would reduce a significant cost burden for the Local Authority and see the number of Independent Specialist Provider commissioned places reduce. This would also significantly reduce the transport cost of sending these young people to the independent providers.

In Blackpool we have had a change in the level of young people with SEN having their needs met by mainstream provision. This has resulted in our PRU being oversubscribed, the number of independent specialist places increase and the number of places in our special schools increasing. This new school would reduce the number of independent specialist places whilst providing outreach services to mainstream schools to support young people with SEMH and communication difficulties. By providing school on school support it is expected the inclusion rate of SEN in mainstream will increase and in turn reduce the number of special school places required for people who have cognition and learning difficulties who then display challenging behaviour, that aim would be to meet unmet needs in mainstream that wouldn't then manifest its self as a SEMH need.

Confirmation

I confirm that the Director of Children's Services at **Blackpool Local Authority** has seen this expression of interest and supports it.

Please tick to confirm

Date (DD/MM/YYYY)	
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