

Notice of Meeting

Schools Forum

Monday 9th December 2019 at 5.00pm
At Shaw House Church Road Newbury
RG14 2DR

Date of despatch of Agenda: Tuesday, 3 December 2019

For further information about this Agenda, or to inspect any background documents referred to in Part I reports, please contact Jessica Bailiss on (01635) 503124
e-mail: jessica.bailiss@westberks.gov.uk

Further information and Minutes are also available on the Council's website at www.westberks.gov.uk



Agenda - Schools Forum to be held on Monday, 9 December 2019 (continued)

Forum Members: Reverend Mark Bennet, Dominic Boeck, Jonathon Chishick, Catie Colston, Jacquie Davies, Antony Gallagher, Keith Harvey, Alan Henderson, Jon Hewitt, Brian Jenkins, Hilary Latimer, Sheila Loy, Ross Mackinnon, Ian Nichol, Erik Pattenden, Janet Patterson, Chris Prosser, David Ramsden, Graham Spellman (Vice-Chairman), Bruce Steiner (Chairman), Suzanne Taylor and Charlotte Wilson

Agenda

Part I

Page No.

1	Apologies	
2	Minutes of previous meeting dated 14th October 2019	1 - 8
3	Actions arising from previous meetings	9 - 10
4	Declarations of Interest	
5	Membership	

Items for Decision

6	De-delegations 2020/21 (Ian Pearson)	11 - 48
7	Additional Funding Criteria (Melanie Ellis)	49 - 66
8	Resourced Schools (Jane Seymour)	67 - 72
9	School Meal Catering and Cleaning Contracts (Robert Bradfield)	73 - 86
10	School Funding Formula and Consultation (Melanie Ellis)	87 - 112

Items for Discussion

11	Draft High Needs Budget (Jane Seymour)	113 - 128
12	Draft Central Schools' Budget (Melanie Ellis)	129 - 134
13	High Needs Place Funding (Jane Seymour)	135 - 138



Items for Information

- | | | |
|----|---|-----------|
| 14 | Proposed banding system for funding children with EHCPs attending PRUs (Jane Seymour) | 139 - 166 |
| 15 | DSG Monitoring 2019/20 Month 7 (Ian Pearson/Melanie Ellis) | 167 - 176 |
| 16 | Schools: Deficit Recovery (Melanie Ellis) | 177 - 180 |
| 17 | Forward Plan | 181 - 182 |
| 18 | Date of the next meeting
<i>Monday 20th of January 2020, 5pm at Shaw House</i> | |

Sarah Clarke
Head of Legal and Strategic Support

If you require this information in a different format or translation, please contact Moira Fraser on telephone (01635) 519045.



This page is intentionally left blank

Note: These Minutes will remain DRAFT until approved at the next meeting of the Committee

SCHOOLS FORUM

**MINUTES OF THE MEETING HELD ON
MONDAY, 14 OCTOBER 2019**

Present: Reverend Mark Bennet, Jonathon Chishick, Catie Colston, Jacquie Davies, Antony Gallagher, Keith Harvey, Brian Jenkins, Hilary Latimer, Brandon Mills (In place of Jon Hewitt), Erik Pattenden, Janet Patterson, David Ramsden, Graham Spellman (Vice-Chairman), Bruce Steiner (Chairman) and Suzanne Taylor

Also Present: Ian Pearson (Head of Education Service), Jane Seymour (Service Manager, SEN & Disabled Children's Team) and Annette Yellen (Accountant for Schools Funding and the DSG), Jessica Bailiss (Policy Officer (Executive Support))

Apologies for inability to attend the meeting: Jon Hewitt, Sheila Loy, Ian Nichol and Chris Prosser

PART I

26 Election of Chairman

Graham Spellman invited the Schools' Forum to nominate and vote on the positions of Chairman for the coming year.

RESOLVED that Bruce Steiner would continue as Chairman of the Schools' Forum for the 2019/20 municipal year.

27 Minutes of previous meeting dated 17th July and 15th June 2019

The minutes of the meeting held on the 17th June and 15th July 2019 were approved as a true and correct record and signed by the Chairman.

28 Actions arising from previous meetings

The Schools' Forum noted the actions from the last meeting which were either in hand or had been completed.

Jul-Ac1 – both items (election of Chairman and the Membership/Constitution report) were on the Schools' Forum agenda for 14th October 2019.

Jul-Ac2 – Melanie Ellis reported that a section regarding the number of schools predicting a deficit in year two, would be added the Schools' Deficit report for the next Forum in December 2019.

Jul-Ac3 – Jessica Bailiss reported that the forward plan had been updated with the relevant contracts that needed to be considered by the Forum in October 2019 and the relevant Officers had been invited to attend.

Catie Colston referred to the minutes of the Schools' Forum meeting that had taken place in June 2019 (page two, second paragraph) and asked for an update regarding finance training for schools. Melanie Ellis would provide an update at the next round of meetings in November/December.

SCHOOLS FORUM - 14 OCTOBER 2019 - MINUTES

RESOLVED that:

- Action Jul – Ac2 be carried forward to the next Schools' Forum meeting in December.
- Melanie Ellis to provide an update on finance training for schools at the next meeting on 9th December 2019.

29 **Declarations of Interest**

There were no declarations of interest received.

30 **Membership**

Jessica Bailiss provided the following updates regarding Membership:

- David Ramsden, Jon Hewitt and Bryan Jenkins had consulted the necessary forums and confirmed that they would continue for a further term.
- There were still a number of vacancies on the Forum, including a maintained primary business manager, a maintained secondary governor and academy positions. The necessary action was being taken to try and fill the positions.

31 **Schools' Forum Membership and Constitution from October 2019 (Jessica Bailiss)**

Jessica Bailiss introduced the report (Agenda Item 7), which aimed to review and where necessary update the membership and Constitution of the Schools Forum. The Schools' Forum was required to review its membership and constitution annually. The last change made to the constitution was in 2018 and since then there had not been any legislative changes requiring a change to the current practice.

Table one showed a breakdown of pupil numbers compared to 2018 by sector and it could be seen that there has been an increase in pupil numbers overall. In July another school had converted to an academy increasing the pupil numbers in the sector. Based on the increase in pupil numbers, particularly in the academy sector, it was proposed that the number of School Members on the Forum was increased by one academy member taking the total membership to 25. This was set out under table 3 of the report.

Jessica Bailiss reported that the constitution had been updated to reflect the proposed increase in membership and recent election activity that had been taking place to elect Governor representatives. These changes were highlighted in the report under section five of the report.

The Schools Forum was invited to approve the membership and the Constitution for the Schools Forum from October 2019.

Jonathan Chishick queried why the term of office was only three years and if this could be increased to four to reflect the term of office for the Council's own elected Members. Ian Pearson stated that that this could be looked into and reported on at the next meeting.

Reverend Mark Bennet referred to academies and that there were variances between Trusts. Some Trusts had Governors and other Directors. Academies were coordinated by Central Government unlike maintained schools and therefore it was possible that governors and directors could sit outside of West Berkshire. Ian Pearson concurred that if there were no local governing boards for academies then these positions could sit outside of the area. This would be taken into consideration going forward.

Catie Colston noted that for academies the Schools' Forum's membership was not phased like it was for maintained schools. She queried if the proportion of academy primary and secondary school members sitting on the Forum was still accurate. Ian

SCHOOLS FORUM - 14 OCTOBER 2019 - MINUTES

Pearson highlighted that the vast majority of academy pupils were in the secondary phase and therefore historically there had not been an issue. Reverend Mark Bennett added that academies were unable to vote on a large proportion of the Schools' Forum's business. The different maintained groups were required to make particular decisions on funding and this was why the split was required. Academies did not have the same split of responsibilities. Catie Colston suggested that the point be noted going forward.

RESOLVED that:

- Jessica Bailiss would look into whether the term of office for members of the Forum could be extended to four years.
- The Schools' Forum agreed the Constitution and membership from October 2019, including an increase in the membership by one academy member to reflect the increase in pupil numbers in that sector.

32 De-delegations 2020/21 (Melanie Ellis/Lisa Potts)

Melanie Ellis introduced the report (Agenda Item eight) regarding de-delegation proposals for 2020/21. It was reported that the information needed to go back to the Heads Funding Group (HFG) in November 2019 so that recommendations could be formed. These recommendations would then be considered by the Schools' Forum on 9th December 2019.

RESOLVED that the de-delegation proposals for 2020/19 be added to the work programme for the next meeting of the HFG and Schools' Forum.

33 High Needs Block - Invest to Save Update (Michelle Sancho)

Ian Pearson introduced the report (Agenda Item 9), which aimed to provide an update on the behaviour and PPEP care projects undertaken as part of the Invest to Save initiative.

The report detailed work undertaken, including a new approach called Therapeutic Thinking. This approach had been received very positively by schools. Evaluation results of the training and engagement days undertaken as part of the Therapeutic Thinking project were detailed under section four of the report. The recommendation was for High Needs Block (HNB) to continue investment in this area.

The report has been considered by the Heads Funding Group and although there was support for the Therapeutic Thinking approach, it was felt that the recommendation to fund a three year fixed term post of the Therapeutic Thinking Schools Officer, needed to be considered again once more information was available on the funding of the HNB going forward.

Ian Pearson explained that the project looked at managing behaviour in a different way rather than dealing with the symptoms. Hilary Latimer added that the training provided had asked attendees to consider children displaying behavioural issues as 'unlucky children' and this caused a different approach to thinking.

Gary Upton reported that school trade union members had discussed the concept of Therapeutic Thinking as a behavioural system. Staff had raised concerns about the issue of excusing behaviour rather than explaining. These concerns had been raised from teachers outside of the area. Ian Pearson suggested that the consultation results and feedback from schools on the Therapeutic Thinking Project be taken to the Education Consultation Meeting for discussion. David Ramsden commented that Therapeutic Thinking suggested that Headteachers look at poor behaviour from the child's point of view and he thought that this could have been misinterpreted in some cases. Suzanne Taylor stated that it was important that this was noted if the work was to be rolled out.

SCHOOLS FORUM - 14 OCTOBER 2019 - MINUTES

Reverend Mark Bennett referred to the concept of invest to save and based on this, it could be more costly to pull funding from the project than to retain it. Ian Pearson reminded the Forum that £100k of funding had been allocated to invest to save initiatives. This money was a one off sum and therefore the Forum would then need to take a view of what projects had provided good value for money and decide if further investment should be made.

David Ramsden queried who was overseeing the process. Ian Pearson reported that at a previous Forum meeting it had been agreed that there should be an Invest to Save Strategy and secondly a post to deliver the strategy going forward.

The Chairman summarised that there was no desire to pull the funding from existing invest to save projects however, going forward they needed to be considered in context of the HNB as a whole, once further understanding on funding for the HNB was known.

RESOLVED that the report was noted and that the recommendation set out in section 2.1 would be considered by the Schools' Forum once more information on funding for the HNB was available.

34 DSG Budget Overview 2020/21 (Melanie Ellis)

Melanie Ellis introduced the report, which set out the announcements made in relation to the Dedicated Schools' Grant (DSG) 2020/21 and the National Funding Formula, along with the proposed timetable for setting the 2021 budget.

Melanie Ellis reported that formula details had not yet been received from the Department for Education (DfE). Melanie Ellis stated that the delay in information would provide less time for the consultation phase and would only allow two meetings of the Heads Funding Group (HFG) and Schools' Forum to review the formula information, rather than three. The draft timetable was set out in section 11 of the report.

Keith Harvey reported that schools had received allocations from the Department for Education for the funding formula and queried how this related to information that would be sent out from the Local Authority. Melanie Ellis confirmed that the Schools' Finance Team sent out indicative formula information, which at this stage was just a guide for schools. Keith Harvey suggested that a clarification email be sent out to all schools.

Jonathan Chishick referred to page 90 of the report under section 4.2 (point 7) which stated that the teachers' pay grant and teachers' pension employer contributions grant would both continue to be paid separately from the National Funding Formula (NFF) and rates would be published in due course. He queried if the 2.75% was included. Ian Pearson reported that the general principal was that teacher pay was uplifted and then a budget was provided to cover this off. Jonathan Chishick stated it was difficult for governors to know if funding would be received or if schools needed to provide funding individually.

David Ramsden stated that the 2.75 referred to by Jonathan Chishick was awarded by the DfE. Ian Pearson stated that the cost per school was dependant on the schools' own pay policy.

Councillor Erik Pattendon queried the timetable for setting all elements of the DSG budget. He asked if 10 days to carry out consultation with schools was enough. Melanie Ellis confirmed that the dates were set based on statutory requirements and therefore there was little flexibility.

RESOLVED that Melanie Ellis coordinate communication with all schools to clarify information sent to schools by the DfE and indicative funding formula information.

35 Scheme for Financing Schools (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 11), which sought approval of the revised Scheme of Financing Schools. A decision was required only from maintained schools members. The document had gone out for consultation with schools however, no comments had been received.

RESOLVED that maintained school members of the Schools' Forum approved the revised Scheme for Financing Schools.

36 Schools: deficit recovery (Melanie Ellis)

Melanie Ellis introduced the report which provided detail of the four schools, which had submitted deficit budgets for 2019/20 and the two schools which had ended the 2018/19 financial year with unlicensed deficit balances.

Four schools submitted a West Berkshire Council Deficit Budget License Application for the financial year 2019/20. All four had licensed deficits in the financial year 2018/19. Two schools had ended 2018/19 with a deficit however had set a balanced budget going forward.

Positively the table under section 3.4, showed that all four schools expected to be out of deficit by 2020/21.

RESOLVED that further information on deficit schools including the information referenced under Action Jul-Ac2 would be brought to the next meeting of the Schools' Forum on 9th December 2019.

37 DSG Monitoring 2019/20 Month 6 (Ian Pearson)

Ian Pearson introduced the report, which set out the current financial position of the services funded by the Dedicated Schools Grant (DSG), highlighting any under or overspends.

Ian Pearson stated that there had been a significant deficit within the High Needs Block (HNB) in the past. In 2019/20 there was a deficit of £2.2 million.

Section 4.5 of the report outlined the quarter two forecast for each of the blocks and section 4.5 provided detail on the HNB. It stated that there was an underspend of £376k for the HNB, but it was important to note that this was against a planned deficit. Positively this underspend in the area had revised the deficit down to £1.6 million but there were another six months to go.

David Ramsden referred to the promise by central Government of £700 million nationally, the following years for high needs services. Ian Pearson advised that although the extra funding for high needs services was positive, it was unknown how much would be allocated to West Berkshire and if any funding would remain once the deficit had been funded.

RESOLVED that that the Schools' Forum noted the report and that further information would be brought to the next meeting of the Schools' Forum on 9th December in line with the recommendation under section 2.1 of the report.

38 SENDIASS Contract (Thomas Ng)

Ian Pearson introduced the report, which aimed to update the Heads Funding Group and Schools' Forum on the progress of the Special Educational Needs and Disability Information, Advice and Support Service Contract (SENDIASS). The Schools' Forum had to be consulted on contracts with schools, particularly when up for renewal. The

SCHOOLS FORUM - 14 OCTOBER 2019 - MINUTES

SENDIASS Contract was not yet up for renewal and therefore was being presented for information.

It was explained that the SENDIASS contract provided a service for parents rather than schools. It was a service that had to be legally provided and was funded by the High Needs Block. The feedback from parents as highlighted in section 4.1 of the report was very positive. The contract was due to be retendered in 2021 and therefore would be brought back to the Schools' Forum in due course.

David Ramsden queried what the cost of the contract was however, Ian Pearson stated that this was commercially sensitive information. David Ramsden further queried what the timescale was for the tendering process. Ian Pearson reported that generally work on contracts commenced a year in advance and therefore anticipated that work would commence around July/September 2020.

Catie Colston acknowledged that 44 schools had been involved in the consultation on the contract and asked what percentage of parents had responded. Ian Pearson reported that all parents supported by the service were given the option to comment. 18 parents had responded from a total of about 110. It was acknowledged that those unhappy with a service would normally let their views be known.

Jane Seymour confirmed that the service was available to all children with special education needs and not just those with an Education, Health and Care Plan.

RESOLVED that the Schools' Forum noted the report.

39 Forward Plan

RESOLVED that the Schools' Forum noted the forward plan.

40 Any Other Business

There was no other business.

41 Date of the next meeting

The next meeting would take place on 9th December 2019, 5 – 7pm at Shaw House.

42 Exclusion of Press and Public

RESOLVED that members of the press and public be excluded from the meeting for the under-mentioned item of business on the grounds that it involves the likely disclosure of exempt information as contained in Paragraphs 3 and 6 of Part 1 of Schedule 12A of the Local Government Act 1972, as amended by the [Local Government \(Access to Information\)\(Variation\) Order 2006](#). [Rule 8.10.4 of the Constitution also refers](#).

43 SEN Engaging Potential Contract (Jane Seymour)

(Paragraph 3 – information relating to financial/business affairs of a particular person)
(Paragraph 6 – information – information relating to proposed action to be taken by the Local Authority)

The Schools Forum considered an exempt report (Agenda Item 19) which aimed to consult the Schools' Forum on the contract for SEMH provision for 14 secondary age students, currently held by Engaging Potential.

RESOLVED that the contract should be retendered for 2020-23.

Reason for the decision: As outlined in the exempt report.

Other options considered: As outlined in the exempt report.

44 Review Report on Schools' Catering and Cleaning Contracts (Andy Sharp)

*(Paragraph 3 – information relating to financial/business affairs of a particular person)
(Paragraph 6 – information – information relating to proposed action to be taken by the Local Authority)*

The Schools Forum considered an exempt report (Agenda Item 20) which presented the findings of a review undertaken into the recent tendering process in relation to the provision of schools meals catering and to provide recommendation to ensure future tendering arrangements are effective.

RESOLVED that the Schools' Forum noted the report.

(The meeting commenced at 5.00 pm and closed at 6.18 pm)

CHAIRMAN

Date of Signature

This page is intentionally left blank

Agenda Item 3

Actions from previous meeting

Ref No.	Date of meeting(s) raised	Item	Action	Responsible Officer	Comment / Update
Oct19 - Ac1	14th October	Actions from previous meeting	Melanie Ellis to provide an update on finance training for schools at the next meeting on 9 th December 2019.	Melanie Ellis	Finance training is being set up by the Schools' Team.
Oct19 - Ac2	14th October	Schools' Forum Membership and Constitution from October 2019	Jessica Bailiss would look into whether the term of office for members of the Forum could be extended to four years.	Jessica Bailiss	The ESFA's Good Practice Guidance does not specify a length of time for Term of Office. The Term of Office can therefore be extended to four years.
Oct19 - Ac3	14th October	De-delegations 2020/21	the de-delegation proposals for 2020/19 be added to the work programme for the next meeting of the HFG and Schools' Forum.	Jessica Bailiss	This is on the agenda for 9th December 2019.
Oct19 - Ac4		DSG Budget Overview 2020/21	Melanie Ellis coordinate communication with all schools to clarify information sent to schools by the DfE and indicative funding formula information.	Melanie Ellis	This will be clarified as part of the consultation with schools.

Ongoing Actions

Ref No.	Date of meeting(s) raised	Item	Action	Responsible Officer	Comment / Update
Jan19 - Ac1	21st January 11th March 2019 17th June 2019 14th October	Membership	An election be conducted for the position of Secondary Governor Representative on the Schools' Forum.	Jessica Bailiss	Secondary School Headteachers have been contacted to see if there is any interest amongst governors to join the Forum.
Jul - Ac2	15th July 2019 14th October	Schools: Deficit Recovery	Melanie Ellis would add a section to the Schools Deficit report on the number of schools predicting a deficit in year two, in time for the next Schools' Forum meeting in October 2019.	Melanie Ellis	This information is included under agenda item 16

This page is intentionally left blank

De-delegation Proposals 2020/21

Report being considered by:	Schools Forum		
On:	9 th December 2019		
Report Author:	Melanie Ellis, Ian Pearson		
Item for:	Decision	By:	All Maintained Schools Representatives

1. Purpose of the Report

- 1.1 This report sets out the details, cost, and charges to schools of the services on which maintained school representatives are required to vote (on an annual basis) whether or not they should be de-delegated.

2. Recommendation

- 2.1 That representatives of maintained primary schools should agree to de-delegate funds in the 2019/20 financial year for:

- Behaviour Support Services
- Ethnic Minority Support
- Trade Union Representation
- Schools in Financial Difficulty
- CLEAPSS
- Statutory and Regulatory Duties comprising:
 - Statutory accounting functions in respect of schools
 - Internal Audit of schools
 - Administration of pensions for school staff
 - Health and Safety (level 1 support)

- 2.2 That representatives of maintained secondary schools should agree to de-delegate funds in the 2019/20 financial year for:

- Behaviour Support Services
- Ethnic Minority Support
- Trade Union Representation
- CLEAPSS
- Statutory and Regulatory Duties comprising:
 - Statutory accounting functions in respect of schools
 - Internal Audit of schools
 - Administration of pensions for school staff
 - Health and Safety (level 1 support)

- 2.3 That representatives of maintained special, nursery and PRU heads should agree to de-delegate funds in the 2019/20 financial year for:

- Statutory and Regulatory Duties comprising:
 - Statutory accounting functions in respect of schools
 - Internal Audit of schools
 - Administration of pensions for school staff

- Health and Safety (level 1 support)

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
---	-------------------------------	---

3. Summary of Proposals

TABLE 1	2020/21 Primary Budget £	Proposed by HFG	2020/21 Secondary Budget £	Proposed by HFG	2020/21 Early Years & High Needs Budgets £	Proposed by HFG
Therapeutic Thinking Support	187,039	Yes	50,995	Yes	n/a	n/a
Ethnic Minority Support	230,909	Yes	5,806	Yes	n/a	n/a
Trade Union Representation	40,743	Yes	11,108	Yes	n/a	n/a
CLEAPSS	1,876	Yes	1,217	Yes	n/a	n/a
Statutory and Regulatory Duties Option 1	200,735	No	54,729	No	11,915	No
Statutory and Regulatory Duties Option 2	148,568	Yes	40,506	Yes	8,818	Yes
Schools In Financial Difficulty	tbc					

4. Background

4.1 The Schools' Forum in October and December 2018 agreed for the following services to be centrally provided to primary and secondary maintained schools in the 2019/20 financial year through the pooling of funding:

- Behaviour Support Services
- Ethnic Minority Support
- Trade Union Representation
- Schools in Financial Difficulty (primary only)
- CLEAPSS
- Statutory and Regulatory Duties comprising:
 - Statutory accounting functions in respect of schools
 - Internal Audit of schools
 - Administration of pensions for school staff
 - Health and Safety (level 1 support)

4.2 The schools funding regulations for 2020/21 have now been published and these confirm that similar arrangements for de-delegation of the cost of these services will apply for 2020/21. Funding arrangements are expected to change in 2021/22, but details of the changes have not yet been announced.

4.3 Primary and secondary school representatives are required to recommend to Schools Forum whether or not funds should be de-delegated in the financial year 2020/21 for:

- Behaviour Support Services
- Ethnic Minority Support
- Trade Union Representation
- Schools in Financial Difficulty (primary only)
- CLEAPSS

- 4.4 Funds cannot be de-delegated from Special and Nursery Schools and PRUs for these services, but those schools will have the option to buy back these services at a cost based on the same amount per pupil as for primary and secondary schools.
- 4.5 Representatives of all maintained schools (including Special and Nursery Schools and PRUs) are required to recommend to Schools Forum whether or not funds should be de-delegated for the services which make up Statutory and Regulatory Duties.
- 4.6 Academies and other non-maintained schools also may be able to choose to buy into any of the above services subject to service provider agreement.
- 4.7 Appendix A sets out the total cost of each service and an initial estimate of the amount to be de-delegated from each school. This estimate is based on the October 2018 census, however the final amounts will be based on the October 2019 census when that data becomes available.

5. Therapeutic Thinking Service (previously Behaviour Intervention)

- 5.1 The Therapeutic Thinking Service proposal for 2020/21 is set out in Appendix B.
- 5.2 Table 2 shows the budget and unit charge for 2020/21 compared to 2019/20. The total cost will be divided by the total numbers of pupils in the October 2019 census to determine a unit charge per pupil on which the de-delegated amount per school will be based. As all schools will have access to all aspects of the service, the same unit charge will apply to both primary and secondary schools. Based on the October 2018 census this is estimated to be £15.95 per pupil but the final rate will be determined according to the October 2019 census.

TABLE 2	2019/20		2020/21	
	Unit Charge per pupil	Budget	Estimated Unit Charge per pupil	Budget
Maintained Primary Schools	£14.22	£180,808	£15.95	£187,039
Maintained Secondary Schools	£14.22	£54,482	£15.95	£50,995
Total		£235,290		£238,034

6. Ethnic Minority and Traveller Achievement Service

- 6.1 The detail of the Ethnic Minority and Traveller Achievement Service (EMTAS) is set out in Appendix C.
- 6.2 Table 3 shows the budget and the estimated unit charge for the service for 2020/21 compared to 2019/20. The total cost in respect of Primary and Secondary schools will be divided by the total number of pupils recorded as having English as an additional language (EAL) in the October 2018 census to determine a unit charge per EAL pupil on which the de-delegated amount per school will be based. As all schools will have access to all aspects of the service, the same unit charge will apply to both primary and secondary schools. The estimated unit charge is based on the October 2018 census, but the final rate will be determined according to the number of EAL pupils in the October 2019 census.

TABLE 3	2019/20		2020/21	
	Unit Charge per pupil with EAL	Budget	Estimated Unit Charge per pupil with EAL	Budget
Maintained Primary Schools	£345.65	£239,167	£341.02	£230,909
Maintained Secondary Schools	£345.65	£5,880	£341.02	£5,806
		£245,047		£236,715

7. Trade Union Representation

- 7.1 The detail of the service provided by Trade Union representatives to schools is set out in Appendix D.
- 7.2 Table 4 shows the budget and unit charge for the service for 2020/21 compared to 2019/20. The proposal for 2020/21 is based on the cost of 1FTE supply teacher on UPS3. It is assumed there will also be some buy in from academy schools. The total net cost in respect of primary and secondary schools will be divided by the total number of pupils in the October 2019 census to determine a unit charge per pupil on which the de-delegated amount per school will be based on. As all schools have access to all representatives (regardless of which school they are based in), the same unit charge will apply to both primary and secondary schools. Based on the October 2018 census this currently estimated to be £3.47 per pupil but the final rate will be determined according to the October 2019 census.

TABLE 4	2019/20		2020/21	
	Unit Charge per pupil	Budget	Estimated Unit Charge per pupil	Estimated Budget
Maintained Primary Schools	£3.28	£41,753	£3.47	£40,743
Maintained Secondary Schools	£3.28	£12,581	£3.47	£11,108
		£54,334		£51,851

8. Schools in Financial Difficulty

- 8.1 This fund is largely used for one off exceptional costs such as those in relation to staffing restructures.
- 8.2 The Schools in Financial Difficulty reserve at the end of financial year 2018/19 was £252,000. Bids amounting to £71,000 have been approved in 2019/20, therefore a decision needs to be made whether to de-delegate this service in 2020/21, in order to top up the fund, or whether to leave the reserve at £181,000, assuming no further bids are received.

9. Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS)

- 9.1 The detail of the service provided by this subscription is set out in Appendix E.
- 9.2 As the actual pricing from CLEAPSS will not be available until after the schools budget has been set, an assumption has been made on the 2020/21 fee. Any over or under spend will be recovered the following year, as in all de-delegated services. Table 5 shows the budget and unit charge for the service for 2020/21 compared to 2019/20. The unit charge includes the administration fee. Note that secondary schools will need to pay the fee relating to sixth form pupils separately as de-delegation is based on pre 16 pupils only.

TABLE 5	2019/20			2020/21		
	Unit Charge per pupil	Charge per school	Budget	Estimated Unit Charge per pupil	Estimated Charge per school	Estimated Budget
Maintained Primary Schools	£0.16		£2,034	£0.16		£1,876
Maintained Secondary Schools	£0.16	£225	£1,288	£0.16	£235	£1,217
			£3,322			£3,093

10. Statutory and Regulatory Duties

- 10.1 Statutory regulatory duties consist of the statutory responsibilities held by the local authority in respect of maintained schools. These consist of Accountancy, Internal Audit, Pension scheme administration and Health and Safety. The Accountancy, audit and pension administration services are described in appendix F.
- 10.2 In 2019/20 funds to provide level 1 Health and Safety support were de-delegated but individual schools were given the choice whether or not to buy back level 2 support. The Health and Safety service is proposing two alternative options for de-delegation, as set out in appendix G. Option 1 is to de-delegate funds to provide level 1 and 2 support for all maintained primary and secondary schools. Option 2 is the same arrangement as for 2019/20.
- 10.3 Table 6 shows the budget and estimated unit charges for these services in 2020/21 compared to 2019/20. The total cost will be divided by the total numbers of pupils in the October 2019 census to determine a unit charge per pupil on which the de-delegated amount per school will be based. The same unit charges will apply to both primary and secondary schools. The estimated unit charges shown are based on the October 2018 census but the final rates will be determined according to the October 2019 census.

TABLE 6	2019/20		2020/21				
	Charge per Pupil	Budget	Estimated Unit Charge per pupil	Estimated Total Budget	Estimated Primary Budget	Estimated Secondary Budget	Estimated budget for Other *
Accountancy	£2.83	£48,715	£3.06	£47,857	£35,929	£9,796	£2,133
Audit	£2.68	£46,154	£2.93	£45,700	£34,309	£9,354	£2,037
Pension Scheme Administration	£2.09	£35,948	£2.35	£36,729	£27,574	£7,518	£1,637
Health and Safety Option 1 (level 1 & 2)			£8.78	£137,093	£102,923	£28,061	£6,109
Health and Safety Option 2 (level 1)	£3.77	£64,959	£4.33	£67,606	£50,755	£13,838	£3,013
Total Option 1			£17.12	£267,379	£200,735	£54,729	£11,915
Total Option 2	£11.37	£195,776	£12.67	£197,892	£148,568	£40,506	£8,818

NOTE:

2019/20 Health and Safety Option 1 proposal was £8.04 per pupil to include Level 1 & 2 support

* Estimated Other refers to Nursery, Special Schools and PRU's

11. Consultation and Engagement

- 11.1 The proposals set out in this report will be included in the consultation with all schools on the proposed school funding arrangements for 2020/21.

12. Appendices

Appendix A – Indicative De-delegations per school for 2020/21

Appendix B – Therapeutic Thinking Support Service

Appendix C – Ethnic Minority & Traveller Achievement Service

Appendix D – Trade Union Representation Service

Appendix E – CLEAPSS Service

Appendix F – Accountancy, Audit and Pension Administration

Appendix G - Health and Safety

Appendix H – Health and Safety Service Level Provision

Appendix I – Health and Safety Legal Duty Holders

Indicative De-Delegations for 2020/21 - Based on October 2018 Census Data													
		Behaviour Intervention	Ethnic Minority Support	Trade Union Representation	CLEAPSS	Statutory Accounting Functions	Internal Audit of Schools	Pension Scheme Administration	Health and Safety Support Option 1	Health and Safety Support Option 2	Total Statutory and Regulatory Duties Option 1	Total Statutory and Regulatory Duties Option 2	
Proposed Primary Delegation		£187,039	£230,909	£40,743	£1,876	£35,929	£34,309	£27,574	£102,923	£50,755	£200,735	£148,568	
Proposed Secondary Delegation		£50,995	£5,806	£11,108	£1,217	£9,796	£9,354	£7,518	£28,061	£13,838	£54,729	£40,506	
Total Proposed Delegation		£238,034	£236,715	£51,851	£3,093	£45,724	£43,664	£35,092	£130,984	£64,593	£255,464	£189,074	
Estimated income from other maintained schools		£0	£341	£2,418	£76	£2,133	£2,036	£1,637	£6,109	£3,013	£11,915	£8,818	
Total Cost of Service		£238,034	£237,056	£54,269	£3,169	£47,857	£45,700	£36,729	£137,093	£67,606	£267,379	£197,892	
Indicative cost per primary pupil		£15.95	£341.02	£3.47	£0.16	£3.06	£2.93	£2.35	£8.78	£4.33	£17.12	£12.67	
Indicative cost per secondary pupil		£15.95	£341.02	£3.47	£0.16	£3.06	£2.93	£2.35	£8.78	£4.33	£17.12	£12.67	
Indicative cost per other maintained school pupil		n/a	£341.02	£3.47	£0.16	£3.06	£2.93	£2.35	£8.78	£4.33	£17.12	£12.67	
Fixed cost per secondary school		n/a	n/a	n/a	£235.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
School	Pupil No's	EAL No's	Indicative Delegation for each Service by School										
Aldermaston Church of England Primary School	168	0.0	2,680	0	584	27	515	492	395	1,475	727	2,876	2,129
Basildon Church of England Primary School	144	0.0	2,297	0	500	23	441	421	339	1,264	623	2,465	1,824
Beeton Church of England Controlled Primary School	45	2.1	718	714	156	7	138	132	106	395	195	770	570
Beenhams Primary School	71	2.1	1,133	712	247	11	218	208	167	623	307	1,215	900
Birch Copse Primary School	423	12.8	6,747	4,371	1,470	68	1,296	1,238	995	3,713	1,831	7,241	5,359
Bradfield Church of England Primary School	164	0.0	2,616	0	570	26	503	480	386	1,439	710	2,807	2,078
Brighton Church of England Aided Primary School	100	1.2	1,595	401	347	16	306	293	235	878	433	1,712	1,267
Brimpton Church of England Primary School	56	0.0	893	0	195	9	172	164	132	492	242	959	710
Buckebury Church of England Primary School	112	0.0	1,786	0	389	18	343	328	263	983	485	1,917	1,419
Burghfield St. Mary's Church of England Primary School	213	3.5	3,398	1,184	740	34	653	623	501	1,870	922	3,646	2,690
Calcot Infant School & Nursery	204	26.9	3,254	9,179	709	33	625	597	480	1,791	883	3,492	2,585
Calcot Junior School	288	8.0	4,594	2,728	1,001	46	882	843	677	2,528	1,247	4,930	3,649
Chaddelorth St. Andrew's Church of England Primary School	24	0.0	383	0	83	4	74	70	56	211	104	411	304
Cheveley Primary School	202	2.3	3,222	783	702	32	619	591	475	1,773	874	3,458	2,559
Cold Ash St. Mark's Church of England Primary School	180	3.5	2,871	1,204	625	29	552	527	423	1,580	779	3,081	2,281
Compton Church of England Primary School	183	3.4	2,919	1,170	636	29	561	535	430	1,606	792	3,133	2,319
Curridge Primary School	99	3.5	1,579	1,206	344	16	303	290	233	869	429	1,695	1,254
Dow nsway Primary School	214	9.3	3,413	3,173	744	34	656	626	503	1,878	926	3,663	2,711
Enborne Church of England Primary School	66	0.0	1,053	0	229	11	202	193	155	579	286	1,130	836
Englefield Church of England Primary School	107	1.2	1,707	401	372	17	328	313	252	939	463	1,832	1,356
Falkland Primary School	450	12.7	7,178	4,328	1,564	72	1,379	1,317	1,058	3,950	1,948	7,703	5,701
Garland Junior School	213	7.0	3,398	2,387	740	34	653	623	501	1,870	922	3,646	2,699
Hampstead Norreys Church of England Primary School	87	0.0	1,388	0	302	14	287	255	205	764	377	1,489	1,102
Hemitage Primary School	187	3.5	2,983	1,203	650	30	573	547	440	1,641	809	3,201	2,369
Hungerford Primary School	389	14.7	6,205	5,028	1,352	62	1,192	1,138	915	3,414	1,684	6,659	4,929
The Isleys Primary School	63	0.0	1,005	0	219	10	193	184	148	553	273	1,078	798
Inken Primary School	70	1.1	1,117	367	243	11	214	205	165	614	303	1,198	887
John Rankin Infant & Nursery School	254	26.1	4,052	8,909	883	41	778	743	597	2,229	1,099	4,348	3,218
John Rankin Junior School	348	15.0	5,551	5,115	1,209	56	1,066	1,018	818	3,055	1,506	5,957	4,409
Kennet Valley Primary School	189	11.7	3,015	4,003	657	30	579	553	444	1,659	818	3,235	2,395
Kintbury St. Mary's Church of England Primary School	164	0.0	2,616	0	670	26	503	480	386	1,439	710	2,807	2,078
Long Lane Primary School	214	7.0	3,413	2,380	744	34	656	626	503	1,878	926	3,663	2,711
Mortimer St. Johns Church of England Infant School	171	12.3	2,728	4,203	594	27	524	500	402	1,501	740	2,927	2,187
Mortimer St. Mary's Church of England Junior School	220	1.0	3,509	341	764	35	674	644	517	1,931	952	3,786	2,787
Mrs. Bland's Infant & Nursery School	165	13.5	2,632	4,604	673	26	506	483	388	1,448	714	2,825	2,091
Pangbourne Primary School	199	11.6	3,174	3,969	691	32	610	582	468	1,747	861	3,407	2,521
Parsons Down Infant School	167	12.0	2,664	4,105	580	27	512	489	393	1,466	723	2,859	2,116
Parsons Down Junior School	292	4.0	4,658	1,364	1,015	47	895	854	687	2,563	1,264	4,999	3,700
Purley Church of England Infants School	112	5.8	1,786	1,969	389	18	343	328	263	983	485	1,917	1,419
Robert Sandilands Primary School & Nursery	242	28.5	3,860	9,732	841	39	741	708	569	2,124	1,047	4,143	3,066
Shaw -cum-Donnington Church of England Primary School	88	10.7	1,404	3,650	306	14	270	257	207	772	381	1,506	1,115
Shefford Church of England Primary School	50	1.3	798	426	174	8	153	146	118	439	216	856	633
Springfield Primary School	301	18.7	4,801	6,366	1,046	48	922	881	708	2,642	1,303	5,153	3,814
Spurcroft Primary School	444	22.7	7,082	7,745	1,543	71	1,360	1,299	1,044	3,897	1,922	7,601	5,625
St. Finian's Catholic Primary School	178	15.5	2,839	5,296	618	28	545	521	419	1,562	770	3,047	2,255
St. John the Evangelist Infant & Nursery School	180	34.5	2,871	11,765	625	29	552	527	423	1,580	779	3,081	2,281
St. Joseph's Catholic Primary School	201	64.6	3,206	22,047	698	32	616	588	473	1,764	870	3,441	2,547
St. Nicolas Church of England Junior School	255	11.0	4,067	3,751	886	41	781	746	600	2,238	1,104	4,365	3,231
St. Pauls Catholic Primary School	327	44.1	5,216	15,027	1,136	52	1,002	957	789	2,870	1,415	5,598	4,143
Stockcross Church of England Primary School	100	1.2	1,595	401	347	16	306	293	235	878	433	1,712	1,267
Strealey Church of England Voluntary Controlled Primary School	94	0.0	1,499	0	327	15	288	275	221	825	407	1,609	1,191
Sulhamstead and Upton Nervet Church of England Voluntary	106	1.2	1,691	397	368	17	325	310	249	930	459	1,815	1,343
Thatcham Park Church of England Primary School	363	21.6	5,790	7,350	1,261	58	1,112	1,062	854	3,186	1,571	6,214	4,599
Theale Church of England Primary School	306	13.9	4,881	4,743	1,063	49	938	895	720	2,686	1,325	5,238	3,877
Welford and Wickham Church of England Primary School	97	0.0	1,547	0	337	16	297	284	228	851	420	1,661	1,229
Westwood Farm Infant School	177	19.0	2,823	6,485	615	28	542	518	416	1,554	766	3,030	2,243
Westwood Farm Junior School	232	6.0	3,701	2,046	806	37	711	679	546	2,036	1,004	3,972	2,939
The Willows Primary School	359	36.9	5,726	12,597	1,247	57	1,100	1,050	844	3,151	1,554	6,146	4,549
The Winchcombe School	437	83.2	6,971	28,386	1,518	70	1,339	1,279	1,028	3,836	1,892	7,481	5,537
Woolhampton Church of England Primary School	89	0.0	1,420	0	309	14	273	260	209	781	385	1,524	1,128
Yattendon Church of England Primary School	83	3.5	1,324	1,196	288	13	254	243	195	729	359	1,421	1,052
The Downs School	992	4.0	15,823	1,364	3,447	394	3,040	2,903	2,333	8,707	4,294	16,982	12,589
Little Heath School	1,287	11.0	20,529	3,760	4,472	441	3,943	3,766	3,026	11,296	5,571	22,032	16,306
The Willink School	918	2.0	14,643	682	3,190	382	2,813	2,686	2,159	8,058	3,974	15,715	11,631
PRIMARY TOTAL	11,726	677	187,039	230,909	40,743	1,876	35,929	34,309	27,574	102,923	50,755	200,735	148,568
SECONDARY TOTAL	3,197	17	50,995	5,806	11,108	1,217	9,796	9,354	7,518	28,061	13,838	54,729	40,506
TOTAL ALL PRIMARY AND SECONDARY SCHOOLS	14,923	694	238,034	236,715	51,851	3,093	45,724	43,664	35,092	130,984	64,593	255,464	189,074
Other Maintained Schools													
Hungerford Nursery	106		n/a	n/a	368	n/a	325	310	249	930	459	1,815	1,343
Victoria Park Nursery	113		n/a	n/a	393	n/a	346	331	266	992	489	1,934	1,432
Total within Early Years Block			0	0	761	0	671	641	515	1,922	948	3,749	2,775

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2020/21

Therapeutic Thinking Support Team

Outline of Proposed Service 2020/21

The Therapeutic Thinking Support Team (TTST) formerly the Behaviour Intervention Team (BIT) offers evidence-based advice and support to schools. The type of involvement includes whole school support, staff training, staff support, class or year group support as well as individual support.

Key Features

These themes stem from the behaviour review:

1. Quick and flexible response to challenging cases in schools.
2. Different levels of response within the team (whole school, group, individual).
3. Advice and support using newly developed SEMH Range Guidance and Behaviour Action Guidance.
4. Support and advice in relation to Therapeutic Thinking; developing therapeutic plans, anxiety mapping, conscious and subconscious checklists

Team Members

1. The Team –
 - Beth Cartwright (TTST Manager & Senior EP)
 - Amy Bushell (TTST EP)
 - Gerry Heaton (Primary TTST Advisor)
 - Sue Keepax (Secondary TTST Advisor)
 - Rachel Wallace (TTST Worker)
 - Kayleigh Chocian (TTST Worker)
 - Jessica Durham (TTST Worker)
 - Roslyn Arthur (Exclusions Officer)
 - Piyush Bharania (Admin Assistant)

In addition to the above, schools have access to a team of educational psychologists and graphic facilitators who run circle of adult meetings to support schools with pupils at risk of exclusion. A Circle of Adults meeting is led by 2 trained workers and involves key staff and professionals from the school. It lasts 90 minutes and provides a structured approach to problem-solving and identifying agreed strategies.

The service has changed name to represent an increased emphasis on a therapeutic way of working that recognises adverse childhood experiences and trauma. An increased offer has been maintained with a range of professionals and

expertise in the team. This will be delivered without a significant increase in the cost of the service. This is due to a more efficient deployment of resources.

2. Rapid Response: capacity to respond rapidly to school concerns. This could relate to children but also whole school situations that arise. Behaviour would be the main focus but wouldn't exclude other complex situations.
3. For those needing some quick advice, signposting, or consultation with a TTST Educational Psychologist, Beth is available for telephone consultations.
4. TTST referrals will be triaged weekly and the most appropriate level of support offered within 5 days.
5. The team will be informed by evidence based practice which will result in clear suggestions of what needs to happen to move the situation forward.
6. Partners and working relationships: In partnership with other agencies Beth will continue to develop a clear referral pathway for social emotional and mental health issues. This will include consideration of EHA, iCollege, EPS, EWS, and ASD support teachers.
7. All of the above sits neatly with Local Authority social and emotional mental Health and well-being agenda and restorative themes.
8. Research indicates that a number of children and young people presenting with challenging behaviour have unidentified mental health problems. Revised request for involvement forms have been created along with screening tools to identify any mental health problems. This will enable these needs to be addressed by TTST team members or for referrals to be made to appropriate services.

What would schools get?

1. Screening and signposting for identified mental health difficulties.
2. Having identified a child or young person's need, a TTST worker will offer an intervention to develop the unmet need, e.g. Social skills through Lego Therapy, reading and social emotional skills through Storylinks
3. Immediate write up and actions as well as agreed review of cases where appropriate.
4. Links with other support services and help in securing necessary actions
5. More direct support with very complex cases involving a wide range of services.
6. Access to support for challenging whole school situations through advisors with senior level management experience and experienced educational psychologists.
7. Direct links into PPP (Pupil Placement Panel & Fair Access process), VCF (Vulnerable Children's Fund) and other relevant systems/services
8. Support from workers where appropriate to help implement/model strategies in school.

9. Clear information of key personnel and agencies within West Berkshire –regularly updated.
10. Suggestions and links regarding potential training needs
11. Access to circle of adults meetings facilitated by an educational psychologist and a TTST worker for pupils at risk of permanent exclusion.

Feedback from 2018/19 delivery

Comments from Primary Schools:

‘Improved understanding of children’s perspective for teacher providing ability to build change with them and give them positive power in their classroom’.

‘We have had BIT team support for a number of pupils and to support staff working with SEMH children. Staff confidence has improved and in most children there has been an improvement in behaviour and staff approaches to that behaviour’

‘Staff engaged well with the process as it was non-judgemental, collaborative and supportive. The strategies given were well thought out, specific to the class and realistic in their expectation. Staff were willing to try them immediately and continue using them as they found they were effective.’

Comments from Secondary Schools:

‘The Secondary BIT worker and BIT EP are both exceptional in their flexibility, creativity and approach with staff in school. We always feel like our needs are addressed – often when we haven’t realised what our needs were.’

‘Objective views on whole school behaviour have become an important part of our quality assurance.’

‘The supervision is fantastic for those of our staff with a strongly therapeutic role.’

‘...more of the same!’

Proposed Cost of Delivery in 2020/21

The following table summarises the proposed cost of the service for 2020/21. It is based on employing the team members outlined above.

	2018/19 £	2019/20 £	2020/21 Proposed £	% increase
Staffing Costs	203,230	207,750	210,245	
Other Costs	6,150	6,150	6,150	
Support Service Recharges	20,940	21,390	21,639	
Total Cost	230,320	235,290	238,034	1.17%
Less Surplus Brought Forward	-12,690			
Amount to be De-Delegated	217,630	235,290	238,034	1.17%

The overall cost of delivering the service has increased by 1.17% which takes into account the expected April 2020 pay award and salary increments. As the underspend in 2018/19 has been requested to be added to 2019/20 budgets there is no carry forward from previous years.

This does not take into account income which will be earned from any Academies which choose to buy back this service. Any additional income received from this source will reduce the net cost and the charge to maintained schools.

Method of charging in 2020/21

The total net cost of the service will be divided by the total number of pupils recorded in the October 2019 census to arrive at a per pupil amount for charging purposes. Using October 2018 census data to provide an indicative amount, this would equate to £15.95 per pupil. Appendix A of the main report shows the indicative total amount per school.

Other Options which *may* be considered

1. The local authority offer a fully traded service (likely to increase the cost to individual schools).
2. Schools “pay as you go” either by employing/using own staff when needed or purchasing support from external providers (may include the local authority if still able to offer this service).
3. Local authority to consider an alternative (cheaper) service to offer.

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2019/20

Ethnic Minority & Traveller Achievement Service (EMTAS)

Context

EMTAS has been funded through a de-delegation process as agreed with the Heads Funding Group. All of the support for Black Minority Ethnic, English as an additional language (EAL) pupils and Gypsy, Roma and Traveller (GRT) pupils is provided by the West Berkshire EMTAS Service.

Current Structure

The current service is led by a Team Manager (0.8FTE), supported by a Learning Support Adviser (a qualified teacher) for 0.6 FTE. There are 5 part time Pupil Support Officers (Teaching Assistant level posts) who are employed for a total of 3.0 FTE. The service has administrative support for 1 day per week.

The Team Manager is responsible for the day to day management of the service.

- Organisation of English language assessments of new arrivals and advanced bilingual speakers;
- Arranging advice and support for individual pupils, including those with EAL and SEND, EHC planning.
- Arranging support for first language GCSE/AS/A2 papers; SATs maths translation.
- Delivery of school INSET focusing on EAL teaching and learning.
- Leading training for teachers and teaching assistants on EAL and Equalities.
- Organisation of tailored packages of support to schools meet the needs of ethnic minority pupils and those from Gypsy, Roma, Traveller families.
- Joint working with other agencies to support schools with ethnic minority pupils.
- Provision of language assessments and support of unaccompanied asylum seeking children (UASC) in schools.
- Advice and guidance documents and resources to schools.

The Learning Support Adviser is responsible for providing support to schools. This includes:

- Carrying out the English language assessments for new arrivals. Providing assessment reports with recommendations and guidance for classroom teachers.
- Tracking the attainment of GRT pupils termly.
- Support and guidance to schools with GRT pupils and managing the Great 121 project which trains teaching assistants to work on short term intensive programmes of learning to enable GRT pupils to narrow the gap in attainment with their peers.

The Pupil Support Officers (PSO) work in schools supporting individual and small groups of pupils.

- Bilingual support is provided for Polish, Portuguese, Spanish, Italian and Romanian pupils.
- Support is focused on helping pupils to access the curriculum and English acquisition which can include pre-teaching of concepts; support for written work; translations; support for external examinations.
- Unaccompanied Asylum Seeking children and young people receive weekly support in class from EMTAS
- PSOs support schools with parent meetings/ FSM letters/interpreting for parents at SEND reviews/EHC planning/CP and CIN cases.
- The Pupil Support Officer for GRT pupils has a wider brief involving intensive liaison between families and staff as well as supporting pupils in schools. GRT families are

supported with attendance, admissions, transition, access to extra-curricular activities and engagement with learning.

Benefits of Service

EAL assessments

Referrals from schools for EAL assessments increased slightly from 101 to 106 in the academic year 2018/19.

In 2018/19 English assessments were carried out in 21 primary schools and 4 secondary schools. The autumn term has continued to have the highest number of referrals for new arrivals than in other terms.

EAL assessments, including guidance and reports, have been completed in the following schools in 2018/19

Birch Copse	John Rankin Infants
Calcot Infant	St.Paul's Catholic
Falkland	Thatcham Park
Inkpen	Spurcroft
Long Lane	Kennet Valley
Mortimer St. John's Infant	Theale
Parsons Down Infant	St. Nicolas Junior
St. John the Evangelist Infant	Mrs Bland's Infant
St. Joseph's Catholic	Robert Sandilands
Shaw cum Donnington	The Willows
Westwood Farm Infant School	
St. Bartholomew's (Academy)	The Downs
Park House (Academy)	Denefield (Academy)

Pupil Support Officer (Romanian)

Bilingual support has been provided in the following schools in 2018/19:

The Castle	Kennet Valley
Thatcham Park	Hungerford

Schools have also received assistance with Romanian first language assessments, CP cases, Early Years, Speech and Language, SEND, EHC planning and parental liaison.

Pupil Support Officer (Polish)

Polish bilingual support and/or translation has been provided in the following schools in 2018/19:

Theale Primary	Inkpen
Thatcham Park	Kennet Valley
Yattendon	Robert Sandilands
Parsons Down Infants	Birch Copse
St John the Evangelist	The Willows
St. Joseph's Catholic	Brookfields
Westwood Farm Infant	The Castle
Denefield (Academy)	Little Heath
Park House (Academy)	The Downs

The Polish PSO has carried out the oral component of GCSE Polish and relevant tuition and 'A' level Polish. 100% pass rate at A* and A was achieved in 2018.

Schools have also received assistance with Polish first language assessments and EHC planning meetings, translating documents and enabling the parents and children to have their opinions heard.

Pupil Support Officer (Portuguese/Italian/Spanish)

Portuguese, Brazilian, Spanish and Italian pupils in the following schools have received bilingual PSO support in this academic year.

St.Joseph's Catholic	Thatcham Park
Robert Sandilands	Shaw cum Donnington
Theale Primary	
Little Heath	Park House (Academy)

Schools have also received assistance with Portuguese, Spanish and Italian first language assessments and EHC planning meetings, enabling the parents and children to have their opinions heard.

EMTAS delivered the GCSE Portuguese in secondary schools as requested.

Pupil Support Officer (Urdu)

Bilingual support and/or translation has been provided in the following schools in 2018/19:

Westwood Farm Juniors	Spurcroft
Denefield	

Pupil Support Officer (UASC)

Five secondary aged unaccompanied asylum seeking children from Eritrea, Pakistan and Vietnam have been supported this year in three different secondary schools. EMTAS has continued to support pupils who arrived as part of the Syrian Resettlement programme. EMTAS provides one to one academic, exam and pastoral support in lessons and in tutor time. This PSO also provides information for Personal Education Planning meetings, liaises with SENCOs, Social Workers, Heads of Year and the Virtual School. Support has been provided at the following schools this year:

Park House (Academy)	Denefield (Academy)
St. Bartholomew's (Academy)	Kennet School (Academy)
Robert Sandilands	

Teaching Assistant funding

EMTAS provides funding for Teaching Assistants within schools to support specific ethnic minority pupils. EMTAS increased the hourly rate to £10.43 per hour in September 2018 to be more in line with current Teaching Assistant pay.

Number of TA funded hours given to schools:

2018/19
990 hours (EAL)
150 hours (GRT)
Total £10,571.30

Schools in receipt of GReaT 1 to 1 project funding during 2018/19 to provide targeted intervention for Gypsy, Roma and Traveller pupils. (hours included in the figures above):

Mrs Bland's	Aldermaston
Garland Junior	Hampstead Norreys
Yattendon	

Training provided (both general and school specific)

2018/19
'Meeting the needs of New Arrivals with English as an additional language' to teachers
EAL Co-ordinator's Network meeting
'Every Child a Talker' to Early Years Practitioners
EAL training for Teaching Assistants
GRT training for one to one support: Yattendon Primary School Aldermaston Primary School

Number of families supported by Pupil Support Officer (GRT)

West Berkshire has 122 children who are ascribed as Gypsy, Roma or Traveller.
36 West Berkshire schools have Gypsy, Roma and Traveller pupils on roll.

Approximately 35 GRT children and families have been supported by the PSO GRT and work continues with new families being ascribed to GRT status. Transition support has been provided between schools and also when pupils have been transferring from out of West Berkshire into our schools. This work involves 'in year' changes as well as end of Key Stage transitions.

Number of schools supported with GRT pupils

The following schools have received support from EMTAS for Gypsy, Roma and Traveller pupils. EMTAS Pupil Support Officer for GRT pupils has been involved in 368 sessions/meetings in 2018/19 in support of children and families from GRT backgrounds.

Aldermaston	Yattendon
Beenham	Kintbury St. Mary's
Garland Junior	John Rankin Juniors
Hermitage	I-College
Fir Tree (Academy)	Mrs Bland's Infants
Hampstead Norreys	Hungerford Primary
The Willink	Kennet (Academy)
The Downs	John O'Gaunt (Academy)
Trinity (Academy)	Park House (Academy)
Theale Green (Academy)	

Schools have been supported with engagement with their GRT families, issues around behaviour, avoiding exclusion, intervention for gaps in learning, transport, admissions and attendance.

Number of pupils attending the Autumn 2017 Michaelmas Fair 'School'

EMTAS run a 'school' for the children travelling with the Michaelmas Fair. 23 pupils attended over the three days ranging in age from 4 to 13 years. They took part in lessons which focused on the

De-delegation Proposals 2020/21

core curriculum areas of literacy and numeracy. Feedback from parents and Northcroft Leisure Centre staff was 100% positive.

Number of outreach sessions on Traveller Site

8 outreach sessions have been delivered from September 2018 to July 2019 on the 'Bus of Hope'. These have taken place monthly at Paices Hill Traveller site and have provided Parent and Toddler activities for families. These sessions have been supported by the Family Hub staff. Children have attended sessions at different times over the course of the year; some of these families were travelling and staying temporarily on the transit part of the site.

Proposed Cost of Delivery in 2020/21

The following table summarises the proposed cost of the service for 2020/21 in comparison with 2019/20 and 2018/19.

	2018/19 £	2019/20 £	2020/21 Proposed £	% increase
Staffing Costs	185,480	196,920	198,640	
Other Costs	31,720	26,020	26,020	
Support Service Recharges	21,720	22,294	22,466	
Total Cost	238,920	245,234	247,126	0.77%
Less Surplus Brought Forward	-38,300	-35,170	-10,070	
	200,620	210,064	237,056	12.8%
Less income from Special and Nursery Schools and PRUs	-27,143	0	0	
Amount to be De-Delegated	173,477	210,064	237,056	12.8%

The overall cost of delivering the service has increased by 0.77% which takes into account the expected April 2020 pay award and salary increments. The underspend from 18/19 is used to off-set the cost of service for 20/21. Unfortunately this underspend is lower than previous years, therefore increasing the overall cost of de-delegation by 12.8%.

Method of charging in 2019/20

The total cost of the service will be divided by the total number of pupils recorded as having English as an additional language (for up to 3 years after they enter the statutory school system) in the October 2018 census to arrive at a per pupil amount for charging purposes. Using October 2017 census data to provide an indicative amount, this would equate to £341.02 per pupil. Appendix A of the main report shows the indicative total amount per school.

Other Options which *may* be considered

Schools receive a high quality level of support in West Berkshire which has been highly valued by those that have used the service. The centrally funded service has allowed all schools to receive the level of support that they need which has not been directly linked to the number of pupils in schools.

If schools did not support a centrally delivered service to meet the needs of English as an additional language learners/Black Minority Ethnic pupils and those from the Gypsy Roma Traveller community they could expect to have to purchase support at the following rates:

De-delegation Proposals 2020/21

An EAL assessment and report	£500-£600
Support for individual pupils by a Pupil Support Officer	£200 a day
Training on Equality and Diversity including Equality Act requirements; EAL bilingualism, meeting the needs of GRT pupils tailored to schools	
Requirements	£600-£800 a day
Tailored support provided by staff with relevant expertise	£400-£500 a day

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2020-21

Trade Union Representation Service

Outline of Proposed Service 2020/21

West Berkshire Council has a school trade union facilities agreement which includes provision for compensating individual schools for release time for teacher trade union representatives they employ. Compensation is paid from the dedicated schools grant.

Union representatives attend joint consultation meetings with the authority and meetings with head teachers and HR on a variety of employee relations matters. The latter includes TUPE consultation meetings where schools converted to academy status; consultation on reorganisations of teaching and support to staff (note: NASUWT and ATL also represent non teaching staff; NUT only represents teachers); disciplinary issues; grievances; ill health cases; capability cases; and settlement agreements

What union officers do

Union officers use 'facilities time' to work with members experiencing professional difficulties (casework) and to support groups of members either in individual schools or through negotiation and consultation with the local authority acting on behalf of its schools (collective work). The casework dealt with by union officers falls into two broad categories: individual issues and collective issues.

Individual casework issues

The union officers spend most of the facilities time dealing with members. Union members in West Berkshire schools are able to contact their union representative directly by email or telephone. Issues raised by members in this way are known as casework. Casework can be divided into capability; disciplinary; grievance; and contracts, pay and conditions

Advice is often given on how the teacher can seek to resolve the matter for themselves. However, there are a number of cases where the union officer has to make contact with school management, human resources providers or an LA officer directly. Employees are entitled to be accompanied by a union officer at formal meetings under school HR procedures.

Contracts, Pay and Conditions issues such as pay determination appeals and questions of what teachers can be directed to do are becoming increasingly common.

Collective Issues

These include consultation on changes to working conditions such as pay policies, sickness absence policies, codes of conduct restructuring and redundancy.

This school year has seen an increase in the number of school restructurings accompanied by the risk of redundancy, as school budgets come under increasing pressure. The redundancy procedure is complex and often involves multiple meetings. The threat of redundancy can quickly undermine morale in a school and often the role of union officers is to reassure and support employees as well as ensuring that correct procedures are followed.

Benefits of Service

The following data gives information on the level and types of support provided in 2015/16:

Number of contacts made to/by union officers in 2015/16

Casework	Email	Phone	In person	Meeting
Capability Issues ¹	26	12	11	6
Pay & Conditions	19	7	4	3
Contracts	4	3	0	1
Disciplinary Issues	5	5	3	2
Grievance	4	6	1	1
Redundancy**				20
Restructuring**				8
TOTAL	58	33	19	41

Collective	In Person
LA Meetings ²	27**
Del Train	9
Personal	
Receive Train	14
Research	Not recorded
Union Briefing	15

¹ Includes formal support through appraisal

² Such as Joint Consultative Panel and Education Liaison meetings.

** Number of attendances. Officers of several unions are normally present at each meeting

Notes

This is hierarchical, i.e. an email that leads to a meeting is not recorded.

Email: number of members supported by an exchange of emails

Phone: number of members supported through at least one phone call.

In person: number of members with whom a officer has met at least once

Meeting: number of members supported at a meeting with management.

Hearing: number of members supported at a hearing

Officers also spend time on internal union organisation such as attending, committee and general meetings. These activities are not undertaken in 'facilities time' Each union has a support infrastructure for its officers that includes reference resources as well as briefings and training courses included above.

Proposed Cost of Delivery in 2020/21

The following table summarises the proposed cost of the service for 2020/21, compared to 2019/20. It is based on engaging a representative from each of the unions:

Union	2019/20	Proposed 2020/21
NASUWT	£15,950	£15,786
NUT	£15,900	£15,736
ATL	£13,665	£13,524
NAHT	£3,530	£3,494
ASCL	£2,425	£2,400
Support Service Recharges	£5,150	£5,094
Total Cost	£56,620	£56,034
Income from Academies	£1,730	£1,765
Cost to Maintained Schools	£54,890	£54,269
Income from Nursery and Special Schools and PRUs	£2,286	£2,418
Cost to Primary and Secondary Schools	£52,604	£51,851

The proposed budget for 2020/21 is based on:

- Reimbursement to schools providing release time for teacher trade union activities is dependent on agreement by Schools Forum in respect of maintained primary and secondary schools and from other schools which elect to buy in the facilities time - approximately equivalent to 1fte supply teacher across all unions, paid on UPS 3;
- Each trade union to have five days for activities including attendance at local authority consultative meetings;
- Balance of budget available is divided proportionately by the number of current members in each union as at 1st June (the budget will be adjusted depending on the actual level of buy back from other schools).

Note that representatives work across all sectors, and it is irrelevant what type of school they are employed by. Therefore the total net cost is divided between all schools de-delegating rather than taking each sector separately.

Method of charging in 2020/21

The total cost of the service will be divided by the total number of pupils recorded in the October 2018 census to arrive at a per pupil amount for charging purposes. Using October 2018 census data to provide an indicative amount, this would equate to £3.47 per primary and secondary pupil. Appendix A of the main report shows the indicative total amount per school. Academies and other schools may choose to buy into the service at the same per pupil rate (this would provide funding for additional hours).

Other Options which *may* be considered

It should be noted that once a decision has been made to discontinue pooling arrangements, it would be almost impossible to reverse that decision at a later date. Therefore the HFG and SF need to be aware that a decision to cease pooling arrangements for this budget would be permanent.

Currently some academies are using their allocation for trade union facilities time to set up school based consultative arrangements, rather than 'buying in' to local authority arrangements. This might be the preferred model for all secondary schools in the future with de-delegation and funding of release time for representatives to undertake union duties in another WBC school to be confined to the Primary sector.

There may also be the option to consider a reduced service at a lower cost to schools.

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2020-21

CLEAPSS Service

Outline of Proposed Service 2020/21

West Berkshire Council has an agreement with CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Services) which includes the provision of support and advice to teachers, technicians, head teachers and governors/trustees on how best to use high quality practical work to support pupils learning in science, design & technology and, most recently, art & design.

All but two of the 182 authorities, with the duty to provide education, in England, Wales and Northern Ireland and the various islands, are members of CLEAPSS.

The Local Authority can offer schools and academies the opportunity to purchase an annual CLEAPSS subscription at a heavily discounted price from that which schools would pay to CLEAPSS independent of West Berkshire Council.

The CLEAPSS service also requires the provision of a Radiation Protection Officer (RPO) and the Radiation Protection Adviser (RPA) for secondary schools and academies who will require some radiation sources on site as part of the national curriculum.

Benefits of Service

CLEAPSS covers:

- Health & safety including model risk assessments
- Chemicals, living organisms, equipment
- Sources of resources
- Laboratory design, facilities and fittings
- Technicians and their jobs
- D&T facilities and fittings

CLEAPSS provides:

- Termly newsletters for primary and secondary schools
- A wide range of free publications
- Model and special risk assessments
- Low-cost training courses for technicians, teachers and local authority officers
- A telephone helpline
- A monitoring service, e.g. for mercury spills
- Evaluations of equipment
- Advice on repairs
- A H&S / Review of service publishers, exam boards and other organizations producing teaching resources

The local authority will have met the conditions of membership if all community schools subscribe.

Costs and Method of charging for 2020/21

CLEAPSS set the pricing each year in January/February for the financial year April to March ahead. In 2019/20 the charge to schools was 15 pence per pupil including administration costs. For secondary schools who require the service of a Radiation Protection Officer (delivered by WBC Health & Safety Team) and a Radiation Protection Adviser (delivered by CLEAPSS) there are additional costs of £185 per annum for the Radiation Protection Officer and £50 per annum for the Radiation Protection Adviser totalling £235 for the RPA and RPO services.

The proposal for 2020/21 is to set a rate per pupil of 16 pence per pupil which we hope will cover any increase in the CLEAPSS fee and the cost of administration. As the de-delegation covers pre-16 pupils only, maintained secondary schools will need to pay the 6th form element of the fee as a separate sum. Any shortfall or surplus will be carried forward to the following year.

The charges for the RPA and RPO service will be maintained as above.

Other Options which *may* be considered

Independent, Academies, Foundation and VA schools may purchase the CLEAPSS subscription directly through CLEAPSS at an increased price.

The proposed cost per pupil/school is shown in the table below in comparison with the cost of buying this service directly from CLEAPSS.

School	Cost through local authority per pupil	Cost directly per pupil (min 200 pupils/ 350 secondary)	Radiation Protection Advisor	Radiation Protection Officer
Nursery	16p	30p	N/A	N/A
Primary	16p	30p	N/A	N/A
Secondary	16p	30p	£50	£185
Special	16p	30p	N/A	N/A
PRU	16p	30p	N/A	N/A
Primary Academy	16p	30p	N/A	N/A
Secondary Academy	16p	30p	£50	£185
Incorporated Colleges	16p	30p	£50	£185

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2020-21

Statutory and Regulatory Duties - Accountancy, Audit and Pension Scheme Administration

Accountancy (Statutory Functions)

Description of Duties:

Consolidation of school accounts into Council's year end statement of accounts.

Overview of school budget submissions & budget monitoring reports.

Monitoring of schools in financial difficulty/deficit.

Monitoring adherence to Scheme for Financing Schools.

Returns to Central Government – CFR, CFO grants return.

Administration of grants & other funding to maintained schools eg. PPG, budget allocations & adjustments.

Budgeting and accounting functions relating to maintained schools (Sch 2, 74)

Cost: £47,857

0.31 FTE Accountants; 0.43 FTE Senior Accountant; 0.1 FTE Finance Manager
Total FTE 0.84

Pension Scheme Administration

Description of Duties:

Administration of Teachers and Local Government pension schemes in relation to staff working in maintained schools:

Amending and updating employee records in relation to pensions

Responding to queries from employees in relation to pensions

Completion of statutory monthly returns to Teachers Pensions and Local Government pension scheme, including service and pay calculations.

Cost: £36,729

1.0 FTE Pensions Assistant

Internal Audit of Schools – Statutory Requirements

Description of Duties:

Annual internal audit of maintained schools according to level of risk - circa 10 schools are audited per year. Each audit takes on average 7 days. The audit covers Governance; financial planning and management; financial policy, processes and records; benchmarking and value for money; school fund, SFVS.

We also carry out follow-up reviews for those schools that have a weak or very weak audit report opinion.

There is provision for adhoc advice to schools/issuing the Anti Fraud Advisory Bulletins and the investigation of any financial irregularities. We also monitor compliance with submitting the SFVS returns.

We have also included an element of time for the planning and monitoring of the school visit programme, and liaising with Accountancy /governor support etc on queries when they arise.

Cost: £45,700

0.65 FTE Senior Auditor; 0.09 FTE Audit Manager

West Berkshire Council Maintained Schools**Proposal to De-Delegate Formula Funding 2020-21****Statutory and Regulatory Duties – Health and Safety****1. Introduction**

- 1.1 The Council has an established, professional and well regarded Health and Safety Team that already supports West Berkshire schools, currently through two service level options, Level One and Two.

2. Background and Legislative Context

- 2.1 The principal legislation in the United Kingdom for health and safety is the Health and Safety at Work Etc Act 1974. There is also a considerable amount of health and safety legislation under the Health and Safety at Work Etc Act 1974 including the Management of Health and Safety at Work Regulations etc.
- 2.2 The Management of Health and Safety at Work Regulations set out that every employer shall appoint one or more competent persons to assist him in undertaking the measures s/he needs to take to comply with the requirements imposed by the relevant statutory provisions.
- 2.3 The regulations state that the employer shall ensure that the number of competent persons appointed, the time available for them to fulfil their functions and the means at their disposal are adequate having regard to the size of the undertaking, the risks to which employees are exposed and the distribution of those risks throughout the organisation. It should be noted that the regulations do not suggest any limit or scope to the competent advice or how it should be delivered practically.
- 2.4 The regulations also state that where there is a competent person in the employer's employment, that person shall be appointed in preference to a competent person not in his employment.
- 2.5 The duties imposed by the health and safety at work Act 1974 and associated regulations apply to the Council as an employer and it would also apply to the Council in relation to Local Authority maintained schools as the Council is the employer.
- 2.6 In the case of Foundation and Voluntary Aided schools the Governors are the employer. In independent schools and Academies the Governors or the Academy Trust are the employers.
- 2.7 The Council also has the general "duty to educate", even where the Governors or an Academy Trust are the employer, there could be some limited involvement for the Council if a serious incident were to occur. See Appendix I for further information on the legal duty holders.

3. The Councils Health & Safety Support Service to Schools

- 3.1 The Council offers a health and safety support services to West Berkshire schools through two service level options, Level One and Two.
- 3.2 The Level One service suggests compliance with the Management of Health and Safety at Work Regulations in terms of access to competent advice for health and safety. The Level One service includes for a health and safety needs assessment of schools but all other services are remote and delivered by email and/or telephone contact. All other services set out in Level Two are not included and require additional payment from schools.
- 3.3 Schools health and safety needs assessments are completed less frequently for Level One schools and there is no additional support to improve on the areas identified in the needs assessment report. The schools are expected to make the improvements themselves. The issues discussed at 3.2 and 3.3 are not necessarily compatible with 2.3 above.
- 3.4 The Level Two service is a comprehensive health and safety support service and covers all aspects of health and safety management and support including necessary health and safety training.
- 3.5 Two members of the health and safety team provide the Level Two service to the schools that opt to purchase the service. The Health and Safety Team provide a compliance, advice and training role for schools. However, the work of the team relies on the buy-back which thus far has been reasonably stable but does not fully cover the cost of the two posts.
- 3.6 This brings with it difficulty in future planning and the risk that if there is a drop off in buy-back that one of the posts could be vulnerable. This in turn would make the service unviable as it would not be possible to maintain the service with one post/person.
- 3.7 As the Council is the employer and therefore the principal legal duty holder (notwithstanding any delegated responsibilities to a schools and its Head Teachers and Governors) in relation to health and safety, it makes sense to ensure an adequate, effective and efficient health and safety service is provided to Local Authority maintained schools and then a buy-back option offered to non-maintained schools.
- 3.8 Other options that could be considered would be to try to staff the team to match income levels e.g. reduce hours for remaining posts, look at alternative contracts such as term time only etc. These are not likely to be practical and may lead to the loss of quality staff that historically have been hard to attract to West Berkshire.
- 3.9 The Council could also remove the buy-back service completely and operate within the scope and resources of the Level 1 service. This would mean removing both Schools Senior Health and Safety Adviser posts and retaining the currently vacant Schools Health and Safety Adviser post (some adjustment to person specification / job description / grade and pay would likely be necessary).
- 3.10 The Council would also need to review the scope of the service but it is likely that we would remove or drastically reduce health and safety training available to schools.

- 3.11 The service would likely comprise of access to competent advice (mostly remote via email and phone), accident/incident investigation via Crest and schools needs assessments but on a less frequent basis.
- 3.12 No services would be offered to schools other than those that are Council maintained.

4. Update on position since last year

- 4.1 An options paper setting out a number of alternative ways that the schools health and safety service could be funded into the future was taken to the Schools Funding Forum in 2019/20.
- 4.2 There were options to move to a uniform service level delivered to all maintained schools and funded by all maintained schools paying an equal share based on pupil numbers. The other option was to remain with the part funded and part buy-back service as we are. Head Teachers voted to remain as we are with a Level 1 core service (funded by all schools) and the Level 2 buy-back support service.
- 4.3 Head Teachers accepted that if the Level 2 buy-back drops off then this would jeopardise the future provision of the service and requested that a further report be brought for their consideration if that was to happen.
- 4.4 As was somewhat expected at this time last year the overall buy-back of the service by schools did reduce slightly with around five schools dropping out due to budget constraints.
- 4.5 Buy back of Level 2 for the year 2019/20 is around £107,558 with staffing costs around £140,000 including overheads, leaving a shortfall of around £33,000. These figures allow for the saving on the vacant post.
- 4.6 Funding for the Level 1 post (Approx £37k), which is held vacant still offsets this but we need to establish the structure and funding for the Schools H&S Team going forward as the current system is unlikely to be viable in the longer term.
- 4.7 We were successful in retaining work for health and safety support service to the Excalibur Academies Trust for approximately £18,000 per annum. We have also been successful in gaining work and income of just over £7000 from Park House Academy and St Gabriel's independent school. This is included in the £107,558

5. Proposals

Option 1

- 5.1 In order to meet the requirements of the employer under the Health and Safety at Work Etc. Act 1974 and the Management of Health and Safety at Work Regulations and other related health and safety legislation the Council considers that the schools health and safety service should be provided to all Council maintained schools, thus removing the differing levels of service.
- 5.2 To delete one (currently vacant) of the three posts currently supporting schools to reduce costs but to maintain a viable service including the provision of training etc.
- 5.3 The two posts will provide a health and safety service to all maintained schools. Some site visits and needs assessments would need to be more evenly distributed

to accommodate the extra schools and spread the workload over a longer period with 2.2 FTE posts.

- 5.4 We could, for example move schools health and safety needs assessments to a results and risk based approach similar to Ofsted inspections. See Appendix H for further details of the service level provision.
- 5.5 All Council maintained schools would equitably share the cost of funding the two post via the DSG or other system in future.
- 5.6 A buy-back option would be offered to non-maintained schools where the Council is not the employer and therefore is not the main duty holder in relation to health and safety. Any income generated from the buy-back service would be offset to reduce costs for the Local Authority maintained schools.

Option 1 – Level 1 and Level 2	Proposed 2020/21 £
Staffing Costs 0.2 FTE H&S Manager 2.0 FTE Senior H&S Officer	119,630
Other Costs – IT System	5,000
Support Service Recharges	12,463
Total Cost	137,093
Income from Nursery and Special Schools and PRUs	-6,109
Cost to Maintained Primary and Secondary Schools	130,984
Estimated cost per pupil	£8.78

Option 2

- 5.7 Maintain the current split in the service levels and funding, with a Level 1 service funded through the DSG with those schools equally and equitably sharing the costs of the provision of the Level 1 service.
- 5.8 Those schools that decide to purchase the Level Two schools health and safety service will then be provided the Level 2 health and safety service.
- 5.9 It is likely that we would need to change the service offer in the near future as the service is already operating at a deficit of around £30,000 that is only being offset by not appointing to the vacant post but this has a knock on effect on staff and service delivery and arguably risk.

Option 2 – Level 1 only	Proposed 2020/21 £
Staffing Costs 0.2 FTE H&S Manager 1.0 FTE H&S Officer (vacant)	56,460
Other Costs – IT System	5,000
Support Service Recharges	6,146
Total Cost	67,606
Income from Nursery and Special Schools and PRUs	-3,013
Cost to Maintained Primary and Secondary Schools	64,593
Estimated cost per pupil	£4.33

6. Recommendation

- 6.1 Schools consider the options set out above and choose the best option that suits their needs, resources and meets legal requirements for financial year 2020/21.
- 6.2 Schools consider the issue discussed in paragraphs 3.9 to 3.12 and indicate if they wish this option to be explored further and possibly presented as an alternative option in future.

7. Conclusion

- 7.1 The Council recognises that safety is important but needs to be approached creatively and should not be seen as simply another legal burden or bureaucratic chore. A planned approach to managing risk should be seen as an enabler, not just to prevent accidents and work related health problems for both staff and pupils but to build a culture of sensible risk management, linked to a curriculum where teaching young people can develop their capability to assess and manage risk.
- 7.2 Risk is part of life but accidents do not need to be, so while schools need to make sure staff, pupils and visitors are safe, they also need to make sure that pupils are helped to become risk aware without becoming unnecessarily risk averse.
- 7.3 The Council will continue to support sensible and pro-active health and safety management in schools by providing a supportive infrastructure and service to schools.

West Berkshire Council Maintained Schools

Health and Safety Service 2020/21

Overview of Service

West Berkshire Council has a professional and dedicated Schools Health and Safety Team who provide support and advice to schools on all aspects of health and safety including policy development and effective implementation, user friendly guidance and information, support in completing risk assessments, a complete range of health and safety training, a regularly updated website, SLA online, safety alerts and health and safety newsletters.

Schools Health & Safety Needs Assessment

Schools Health & Safety Needs Assessment are designed to measure levels of compliance with legislation and best practice. The associated action plan will help you prioritise your improvements.

The assessment is conducted using a process of objective evidence gathering including a review of safety documentation, discussions with relevant managers and staff and a tour/inspection of the site.

We have operated the current system of needs assessments for four years now and have seen schools develop their health and safety management system but continued improvement is still required.

In order to free resource time that could be better utilised helping schools improve on the areas identified in the needs assessments, we propose to continue with the needs assessments with an amended schedule and to develop topic based assessments that will enable greater depth and time to be devoted to specific topics.

We propose that we would move the needs assessment process onto re-inspection frequencies similar to Ofsted.

Schools achieving a score of 91% and above on the previous needs assessment will require a new needs assessment completed in up to 5 years. For those schools purchasing the Level Two Health and Safety Service, support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed, where required.

Schools achieving a score of 80% to 90% on the previous needs assessment will require a new needs assessment completed in up to 4 years. For those schools purchasing the Level Two Health and Safety Service, support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed, where required.

Schools achieving a score of 60% to 79% on the previous needs assessment will require a new needs assessment completed in up to 3 years. For those schools purchasing the Level Two Health and Safety Service, support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed, where required.

Schools achieving a score of 59% and below on the previous needs assessment will require a new needs assessment completed in up to 1 year. For those schools purchasing the Level Two Health and Safety Service, support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed, where required.

Those schools purchasing the Level 2 Health and Safety Service will be able to request a new needs assessment at any time, which will be booked at the earliest mutually convenient opportunity at no additional cost to the school.

There are 20 questions in the Schools Needs Assessment, each carrying a maximum of 4 marks giving a total maximum possible score of 80. Any question marked not applicable will reduce the total maximum score possible accordingly. Terminology has been taken from Ofsted, which should make it more familiar to schools and the scoring system has been influenced by British Safety Council and RoSPA health and safety audit systems. The frequency of needs assessments discussed above has been included in Table 1 below.

Table 1

Benchmark	Overall Score	Description	Score Range Achieved	Frequency between needs assessments
Outstanding	91%+	Schools judged as 'outstanding' on the previous needs assessment will require a new needs assessment completed in up to 5 years. Support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed for all maintained schools and those schools purchasing the service.	91% and above	Up to 5 years
Good	80% to 90%	(1) Schools judged as 'good' on the previous needs assessment will require a new needs assessment completed in up to 4 years. Support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed for all maintained schools and those schools purchasing the service.	80% to 90%	Up to 4 years
Requires Improvement	55% to 79%	(2) Schools judged as 'requires improvement' on the previous needs assessment will require a new needs assessment completed in up to 2 years. Support will be provided in intervening year on the areas identified for improvement and topic specific assessments will be completed for all maintained schools and those schools purchasing the service.	60% to 79%	Up to 3 years
Inadequate	Up to 54%	(3) Schools judged as 'inadequate' on the previous needs assessment will require a new needs assessment completed in up to 1 year. Support will be provided in intervening months on the areas identified for improvement and topic specific assessments will be completed for all maintained schools and those schools purchasing the service.	59% and below	Up to 1 year

West Berkshire Council Health and Safety

Table 2

Level 1 Service (All West Berkshire Council schools)	
<p>Summary The core elements (accident/incident reporting, advice and health and safety needs assessments) of the Level 1 Health and Safety Service are provided to all WBC schools.</p> <p>Health and Safety Training can be purchased at good value on a cost per person per course basis or schools can request a quotation via SLA Online for bespoke or onsite health and safety training.</p>	
Service Provided	Service Standard
1) Advice	This is a 'REMOTE' service i.e. no 'in depth' support on site. Services will generally only be provided via email or telephone.
2) Training	The Health and Safety Team run school specific health and safety courses, which are accessible to Level 1 schools and Academies for a fee. Further details of courses available and costs can be obtained from CYP Training
3) Health and Safety Needs Assessment	<p>Schools will receive a health and safety needs assessment designed to assess and measure levels of compliance with health and safety legislation and best practice. The associated action plan will help you prioritise your improvement plan.</p> <p>Health and Safety Needs Assessments will be completed for Level 1 school on a 5 yearly risk based cycle. Where the overall score of the previous needs assessment recommends a needs assessment in less than 5 years the school will be required to purchase the 'additional' needs assessment. This will be recorded on the completed report from the needs assessment and left to the discretion of the school.</p>
4) Accident Reporting & Recording System	The Crest system is provided to all schools as it is a requirement that all schools must use the system. Failure to use the Crest system appropriately could affect a schools insurance cover.

Table 2

Health and Safety Level Two Service and the Proposed Combined Service	
<p>Summary</p> <p>The aim of this service is to provide schools with a named, dedicated and professional Health and Safety Adviser to provide 'on site support and advice' to the school, guiding and prioritising the integration of an effective and efficient safety management system and documentation in support of the School's Health and Safety Policy.</p> <p>The schools dedicated Health and Safety Adviser will begin by arranging and completing a Health and Safety Audit (Needs Assessment) of the school that will help to identify the strengths and areas for improvement in the schools existing arrangements. The Schools dedicated Health and Safety Adviser will then continue to work closely with the school to help plan, develop and implement your health and safety policy and the areas for improvement you need.</p> <p>The Management of Health and Safety at Work Regulations require you to appoint someone competent to help you meet your health and safety duties. A competent person is someone with the necessary skills, knowledge and experience to manage health and safety.</p> <p>West Berkshire Council, Schools Health and Safety Team will be your competent person and help ensure you meet your health and safety duties. Details of the Health and Safety service are listed below in further detail.</p>	
Service Provided	Service Standard
1) Advice	Advice and support will be provided to the school on specific questions/issues. If required the schools dedicated Health and Safety Adviser will arrange to visit the school and meet with relevant persons to ensure the enquiry is resolved.
2) Health and Safety Needs Assessment	<p>Schools will receive a health and safety needs assessment designed to assess and measure levels of compliance with health and safety legislation and best practice. The associated action plan will help you prioritise your improvement plan.</p> <p>Your dedicated Health and Safety Adviser will then arrange to assist and support the school in progressing the recommendations to ensure continual improvement.</p> <p>Health and Safety Needs Assessments will be completed for all maintained schools and those schools purchasing the service on a cycle subject to the outcome of the previous needs assessment as per Table 1 above.</p> <p>Schools will be able to request a new needs assessment at any time, which will be booked at the earliest mutually convenient opportunity at no additional cost to the school.</p>
3) School Safety Policy:	<p>Review existing against a model H&S Policy that is school specific, in line with the LA Safety Policy, and conforms to appropriate local and legislative requirements.</p> <p>Ensure the Policy identifies key commitments with current signature.</p> <p>Ensure that the Policy, Organisation and arrangements are carried out and accurately reflect practice.</p>
4) Safety Organisation:	Review and provide documentation that identifies how health and safety is/shall become 'embedded' in daily operations at the school. Identify and/or nominate key staff tasked with

	health and safety responsibilities.
5) Planning and implementing:	<p>Review the existing arrangements; ensure the school adequately documents the standards and procedures required for a safe place of work.</p> <p>Following written review and prioritisation of issues, help the school to progress the areas for improvement by providing support and guidance. Improvement will be achieved with the schools full commitment and involvement.</p>
6) Health and Safety Risk Assessment:	<p>Provide the school with initial or refresher training to nominated persons regarding completion of <i>local</i> Risk Assessments.</p> <p>Provide on-site review of the schools risk assessments, to support their completion.</p> <p>Provide basic refresher training to nominated groups of key staff. Ensure a practical understanding of the training by jointly completing several specific health and safety risk assessments required by the school.</p> <p>Provide support and guidance in terms of prioritising risk assessments to be completed or reviewed etc.</p>
7) Telephone/Incident response:	<p>Provide general telephone health and safety advice as required.</p> <p>Please note that where the topic is of a specific nature, additional time may be required for a detailed response following the initial call.</p> <p>Whilst every endeavour is made to provide an immediate answer to health and safety queries via telephone/email, requests may require additional research time. Therefore, where it is not possible to provide an answer of sufficient depth at the time of the call, or the same day, every endeavour shall be made to provide a follow-up call the next working day.</p> <p>Should the associated risk to safety or health warrant a school visit, this shall be arranged by the Health and Safety Team.</p>
8) Health and Safety Training	<p>The Health and Safety Team run school specific health and safety courses. All health and safety training is included FOR all maintained schools and those schools purchasing the service.</p> <p>Further details of courses available and costs can be obtained from CYP Training</p> <p>On-site training such as twilight or inset days etc. can also be arranged at no additional cost.</p>
9) Fire Management	<p>Schools will receive a regular site visit to complete a review of the schools Fire Risk Assessment (FRA) with their Health and Safety Advisor.</p> <p>Your advisor will also: Complete a site inspection to verify recommendations have been implemented. Discuss any issues outstanding and how to address these.</p>

	<p>Your advisor will help schools to complete an assessment to ensure you have adequate numbers of appropriately trained staff to deal with fire safety issues.</p> <p>Your advisor can also provide Fire Awareness training to school staff at an agreed time and date on site.</p>
10) Asbestos Management	<p>Schools will receive a regular site visit to complete a condition check of ACM (asbestos containing materials) with their Health and Safety Advisor.</p> <p>Your advisor will also review: The Asbestos Management Plan The Asbestos Register The Asbestos Survey</p> <p>Additionally any asbestos related risk assessment you may have in place will be reviewed to ensure it is correct and relevant.</p> <p>Your advisor can also provide tool box talks to your staff to allay any fears they may have regarding retained ACMs and also to highlight their responsibilities in respect of Health and Safety regarding asbestos.</p>
11) Legionella Management	<p>Schools will receive a regular site visit to complete a review of the legionella risk assessment with their Health and Safety Advisor.</p> <p>The advisor will also check that the school are working within the written scheme suggested and in line with the recommendations of the risk assessment.</p>
12) Playground Equipment	<p>Schools will receive a regular site visit to complete a playground equipment inspection with their Health and Safety Advisor. This will be a guided check to ensure staff are confident with what should be checked, what should be recorded and what action to take.</p> <p>We will also review the playground equipment risk assessment with the school to ensure it is suitable and sufficient.</p> <p>This will give a specific opportunity for any concerns to be discussed and queries answered.</p> <p>We can also provide on-site training and support to staff if required.</p>
13) First Aid	<p>Schools will receive support and assistance to ensure the school's first aid needs assessments are in place and up to date and an appropriate number of staff are identified and trained to deliver first aid.</p>
14) Accident / Incident investigation and enforcement action	<p>Schools will receive full on-site support and advice from your named and dedicated Health and Safety Adviser during an accident investigation for a serious accident or enforcement action by an enforcing authority such as the Health and Safety Executive.</p>
15) Accident Reporting & Recording System	<p>The Councils Accident Reporting & Recording System is provided to all schools to allow them to record and monitor accidents/incidents. Schools must use the Councils Accident Reporting & Recording System as failure to do so could</p>

	invalidate insurance cover.
16) CHAS	<p>Assessing health and safety competence can be a lengthy and time consuming process. CHAS assesses applicants: health and safety policy, their organisation for health and safety and their specific health and safety arrangements to a standard acceptable to our buyers and others. In essence, CHAS completes the initial health and safety application process for you.</p> <p>Using CHAS will help you select a competent contractor or supplier but you still need to check they are competent to carry out your project by checking they have appropriate experience and take references etc.</p>
17) Safety Schemes In Partnership (SSIP)	<p>An important feature of the SSIP Forum is the HSE's message that a buyer can be confident a supplier who is registered or accredited as compliant or approved with an SSIP member has been assessed to the Core Criteria standard.</p> <p>There are numerous pre-qualification health and safety schemes including CHAS, EXOR, SAFEcontractor etc. SSIP brings most of the pre-qualification schemes together under one umbrella via a 'deem to satisfy' agreement.</p> <p>This means that buyers using the SSIP database will have access to thousands of contractors who are accredited as compliant to the HSE's Core Criteria (stage one) standard. Using SSIP will help you select a competent contractor or supplier but you still need to check they are competent to carry out your project by checking they have appropriate experience and take references etc.</p> <p>Access to SSIP is included for Level 2 schools.</p>

School responsibilities

Whilst the duty to comply with statutory requirements cannot be delegated and remains with Schools and in some cases the Local Authority, the tasks involved with the effective implementation of health and safety management in schools is delegated to Head Teachers. For this approach to be successful, each school must do all that is reasonably practicable to ensure the health, safety and welfare of their staff, pupils and non-employees.

The operation of an effective health and safety management system at the school is central to achieving the above, with key areas being:

- The school Health and Safety Policy
- Organising for health and safety
- Planning and implementing safety controls
- Monitoring school health and safety performance
- Auditing and reviewing health and safety compliance and best practice.

Schools must also use the Council's Crest system to record accidents and incidents relating to the health and safety of their staff, pupils or visitors.

West Berkshire Council Schools Health and Safety Team

The Schools Health and Safety Team is made up of two Senior Schools Health and Safety Advisors and a Health and Safety Manager who also manages Corporate Health and Safety.

Mike Lindburn - Health & Safety Manager

Mike has a wide range of experience in both the public and private sectors for over twenty years, providing strategic direction and operational management on health and safety. Applying initiative and practical, cost-effective solutions whenever possible. He is professional and hard working with good leadership, management and influencing skills.

Mike is a Chartered Member of the Institute of Occupational Safety and Health (CMIOSH), has a Level 5 Institute of Leadership & Management certificate in Leadership, is an Associate Member of Institute of Environmental Management and Audit (AIEMA), has achieved BIOH Asbestos Specialist, BOHS P901 Legionella and completed RoSPA Operational playground inspection course.

Wendy Manning - Senior Health & Safety Advisor (Schools)

Wendy is a Chartered Member of IOSH (CMIOSH) and has over 13 year's post-qualification experience in health and safety in the public sector working in various roles. Wendy has since completed schools related training for RoSPA Operational Playground Inspection, CLEAPSS Radiation Protection Officer & Auditing Science.

Wendy has worked with multi-disciplinary teams often working in very high risk and dynamic environments where resources are limited and priorities constantly changing. Wendy has strong negotiation and influencing skills and is able to adapt and respond quickly to changing demands. Her health and safety advice always aims to be cost effective, flexible and realistic for the environment they are implemented in, achievable, jargon-free and simple to follow especially for those with little or no health and safety experience.

Alice Pye - Senior Health & Safety Advisor (Schools)

Alice has over 15 years' experience as an Environmental Health officer. As well as health and safety enforcement she has worked in many other disciplines of Environmental Health so has a wide range of knowledge to bring to the team.

Alice has excellent organisational and communication skills and will work well with schools by building positive relationships. Much of her previous role involved working with partners to find practical solutions to issues as well as providing guidance and advice to help achieve the best possible outcome often in difficult situations.

Working with businesses to achieve health and safety compliance means she has a good working knowledge of the legislative requirements and their practical implications as well as experience in accident investigation.

To discuss any aspect of the Health & Safety Service please contact:

schoolshealthandsafety@westberks.gov.uk

Key contacts:

- Mike Lindburn – Health & Safety Manager
Tel: (01635 519204)
Email: mike.lindburn@westberks.gov.uk

- Alice Pye – Senior Health & Safety Advisor
Tel: (01635 519630)
Email: alice.pye1@westberks.gov.uk

- Wendy Manning Senior Health & Safety Advisor
Tel: (01635 519303)
Email: wendy.manning@westberks.gov.uk

West Berkshire Council Maintained Schools

Legal Duty Holders for Health and Safety

England and Wales	
School type	Employer
Community schools	The local authority
Community special schools	
Voluntary controlled schools	
Maintained nursery schools	
Pupil referral units	
Foundation schools	The governing body
Foundation special schools	
Voluntary aided schools	
Independent schools	The governing body or proprietor
England	
Academies and free schools	The Academy Trust

Criteria and Budgets for Additional Funds 2020/21

Report being considered by: Schools' Forum
On: 9th December 2019
Report Author: Melanie Ellis, Ian Pearson
Item for: Decision **By:** All Forum Members

1. Purpose of the Report

- 1.1 To set out the proposed criteria and budgets for additional funds for 2020/21, as recommended by Heads Funding Group.

2. Recommendation

- 2.1 Agree the proposals in order go out to consultation with schools.

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
---	-------------------------------	------------------------------

3. Introduction/Background

- 3.1 School funding regulations allow for a few exceptional circumstances to be funded outside the formula and be top sliced from the DSG. For each fund the Schools' Forum need to agree clear criteria setting out the circumstances in which payments could be made and the basis for calculating the sum to be paid.

- 1) A growth fund for the purpose of supporting growth in pre-16 pupil numbers to meet basic need; to support additional classes needed to meet infant class size regulation; and to meet the costs of new schools. Growth funding is within the Local Authorities' Schools Block NFF allocations.
- 2) A falling rolls fund, where a school has surplus places and faces a funding shortfall but an increase in pupils in the near future is expected.
- 3) Funding for schools in financial difficulty where a school phase has agreed to de-delegate this funding (primary phase only in West Berkshire). There needs to be agreed criteria on how this funding is to be determined and allocated to schools.
- 4) Funding can be used from the high needs block to allocate additional funding to schools which have a disproportionate number of high needs pupils. This has to be determined by a formulaic method.

- 3.2 For each of these funds local authorities are required to produce criteria on which any fund is to be allocated. These should provide a transparent and consistent basis (with differences permitted between phases) for the allocation of the funding.

The criteria should both set out the circumstances in which a payment could be made and provide a basis for calculating the sum to be paid.

- 3.3 In 2018/19 the Schools Forum agreed to cease the Falling Rolls fund because only one school in four years had qualified for a payment. Funds are held for each of the other three circumstances. These now need to be reviewed and amended where appropriate. The forthcoming school funding consultation will invite views from schools.

4. Proposals

- 4.1 To agree the proposed criteria for the Growth Fund, Financial Difficulty Fund and Additional High Needs Fund in order for them to go out to consultation with Schools. The criteria for each fund are included in the appendices for members of the group to review and to propose any amendments.
- 4.2 The budget for each fund also needs to be agreed. Previous year's budgets and actual are shown in Table 1.

TABLE 1	Growth Fund	Primary Schools in Financial difficulty	Additional High Needs Funding	Falling Rolls Fund
2014/15 Budget	250,000	115,470	48,000	120,000
2014/15 Actual spend	148,341	112,297	38,576	0
2015/16 Budget	250,000	115,110	50,000	40,000
2015/19 Actual Spend	158,563	18,677	87,966	0
2016/17 Budget Set	250,000	117,320	127,690	40,000
2016/17 Actual Spend	100,922	137,930	114,033	0
2017/18 Budget Set	162,000	119,980	100,000	40,000
2017/18 Actual Spend	126,287	55,551	100,972	0
2018/19 Budget Set	280,710	379,120	100,000	0
2018/19 Actual Spend	87,500	127,073	83,609	0
2019/20 Budget Set	655,800	252,047	100,000	0

- 4.3 The growth funding from 2019/20 is allocated to local authorities using a formulaic method based on lagged growth data. The 2019/20 Schools Block growth fund allocation for WBC was £555k, which included funding for the new primary school Highwood Copse which was expected to open in September 2019. We have not yet received the 2020/21 allocation.
- 4.4 The primary schools in financial difficulty fund had £252k remaining at the end of 2018/19 and it was not topped up in 2019/20. Bids amounting to £71,000 have been approved in 2019/20, therefore a decision needs to be made whether to de-delegate this service in 2020/21, in order to top up the fund, or whether to leave the reserve at £181,000, assuming no further bids are received.
- 4.5 It is apparent that the number of schools with a disproportionate number of high needs pupils is continuing to grow, and funding needs to be set aside from the high

needs block at the current level of spend, in order to fund those schools qualifying. It is proposed that this remains at £100k.

5. Appendices

Appendix A – Proposed Growth Fund Criteria 2020/21

Appendix B – Proposed Primary Schools in Financial Difficulty Fund Criteria 2020/21

Appendix C – Proposed Additional High Needs Fund Criteria 2020/21

This page is intentionally left blank

West Berkshire Council Schools Growth Fund Criteria 2020/21

1. Background

- 1.1 Growth funding is within the Local Authorities' Schools Block NFF allocations. For 2020/21 growth funding will be allocated to Local Authorities using the same methodology as in 2019/20 ie based on the growth in pupil numbers between the October 2018 and the October 2019 censuses. The purpose of the growth fund is to support maintained schools and Academies which are required to provide extra places in order to meet basic need within the Authority and to meet the cost of new and reorganised schools including pre-opening and diseconomy costs. It can also include funding schools where very limited pupil number growth requires an additional class as required by infant class size regulations. It cannot be used for general growth in pupil numbers at a school due to a school's popularity.
- 1.2 The growth fund is ring-fenced so that it can only be used for the purpose of supporting growth in pre 16 pupil numbers to meet basic need. Any funding remaining at the end of the financial year may be carried forward to the following funding period, as with any other centrally retained budget, and the Local Authority can choose to use it specifically for growth. Any over spent growth funding will form part of the overall DSG surplus or deficit balance.
- 1.3 As it is within the schools block, a movement of funding from the schools formula into the growth fund would not be treated as a transfer between blocks. The schools forum still needs to agree the total growth fund. The schools forum must also be consulted on the total size of the growth fund from each phase, and should receive regular updates on the use of the funding.
- 1.4 Local authorities are required to provide on a transparent and consistent basis the criteria on which any growth funding is to be allocated. The criteria should both set out the circumstances and have clear objective trigger points for a school to qualify for payment and provide a clear formula for calculating the sum to be paid.
- 1.5 The criteria and funding for 2020/21 **as agreed by the Schools' Forum at its meeting in December 2019** is set out below.

2. Growth Fund Criteria

2.1 New School

Pre opening costs payable to a new school such as for the Headteacher and other staffing and recruitment costs prior to opening and initial equipping allowance *where the school is opening in response to basic need in the area.*

Funding will be actual cost of staff appointed and in post prior to the opening of the new school up to a maximum of £75,000, plus a fixed one-off lump sum of £25,000 for all other purchases necessary before the school opens.

Diseconomies of scale. The total pupil numbers required by the new school to ensure viability will be agreed in advance with the school on an annual basis whilst the school is growing to full capacity and funding paid via the school formula will be based on this number. This will be reviewed on an annual basis and the estimates adjusted to take into account the actual pupil numbers in the previous funding period. Funding protection will be paid to the school based on the difference between the agreed pupil numbers and the actual pupil numbers for 3 full years.

2.2 Extending Age Range (including new schools)

This is payable to a school which has extended its age range and set up a new class in agreement with the authority *in response to basic need in the area*. Funding is payable from the growth fund where the new pupil numbers have not been added to the school formula funding in agreement with the DfE (i.e. the deadline for such agreement was missed) or the new pupil numbers are greater than the number agreed with the DfE.

Funding will be total Basic Needs Entitlement per additional pupil in the new class (pro rata for the remainder of the financial year).

2.3 Provision of an Extra Class

This is payable where a school has *agreed with the authority to provide an extra class in order to meet basic need in the area* (either as a bulge class or as an ongoing commitment).

Funding will be total Basic Needs Entitlement per additional pupil in the new class up to a maximum of £60,000 per class (approx. 17 pupils in primary, 11 pupils in secondary) pro rata for the remainder of the financial year. £60,000 will pay for a full time teacher at mid scale, a term time only Teaching Assistant, and approximately £9,000 for other costs.

2.4 Increase in Pupil Admission Number (PAN)

This is payable where a school has increased its admission number by 5 or more pupils *in agreement with the authority*, but this has not necessitated an additional class, though is in response to basic need in the area.

Funding will be 50% of the Basic Needs Entitlement per additional pupil up to a maximum of £25,000 (approx. 17 pupils in primary, 11 pupils in secondary) pro rata for the remainder of the financial year.

2.5 KS1 Classes (infant class size)

This is payable to a school with infant classes which is required to set up an additional class in the Autumn term as required by infant class size regulations, and the school cannot accommodate all its additional reception and Key Stage 1 pupils in classes of 30 or less i.e. the total number of pupils in the 3 year groups exceeds a multiple of 30. (see Appendix A for examples).

In order to qualify for the additional funding, the school must have set up an additional class and employed an additional teacher, and must not have exceeded its admission number unless requested to by the LA.

Funding will be a fixed sum of £60,000 for each new class (to pay for a mid scale teacher plus a teaching assistant and approximately £9,000 towards other costs), pro rata for the remainder of the financial year.

Before setting up an additional class and employing an additional teacher, schools should be aware that this additional in-year payment is temporary one-off funding for the remainder of the financial year in order to meet the pupil's basic need until full per pupil funding is received the following April. Schools will be required to meet the costs of the additional class from their formula pupil funding and lump sum from the following financial year. Schools accessing the infant class size funding where pupil numbers are just 2 or 3 above the limit, should carefully consider the longer term financial implications of employing an additional teacher (approximately 11 additional pupils are needed to pay for a midscale teacher, or 9 additional pupils for a newly qualified teacher).

3. Funding

- 3.1 Funding requests from schools are to be submitted to WBC Schools' Accountancy who will make payment following approval by the Head of Education if he is satisfied that the criteria are met. All approvals will be reported to Schools' Forum.
- 3.2 Any overspends on the fund will be met from a top slice of the following years DSG allocation. Any funding remaining at the end of the financial year may be carried forward to the following funding period, as with any other centrally retained budget, and the Local Authority can choose to use it specifically for growth.

Examples of Infant Class Size Additional In-Year Funding

Example 1

	October 2018 Census	October 2019 Census
Reception Pupil Numbers	23	31
Year 1 Pupil Numbers	20	25
Year 2 Pupil Numbers	22	20
Total Pupil Numbers	65	76
Number of Classes run by school	3	3

Although pupil numbers have increased by 11, and the reception class exceeds 30, under infant class size regulations the school is still only required to run 3 classes, therefore no additional in-year funding will be payable. Total pupil numbers would need to exceed 90 to trigger the requirement for a 4th class.

Example 2

	October 2018 Census	October 2019 Census
Reception Pupil Numbers	20	21
Year 1 Pupil Numbers	20	20
Year 2 Pupil Numbers	19	20
Total Pupil Numbers	59	61
Number of Classes run by school	3	3

Total pupil numbers have increased by 2 taking the total over 60 and requiring 3 classes. However the school is already running and funding 3 classes within their existing budget, so no additional in-year funding will be payable – their budget requirement for the year has not changed by the admission of these 2 pupils.

Example 3

	October 2018 Census	October 2019 Census
Reception Pupil Numbers	20	21
Year 1 Pupil Numbers	20	20
Year 2 Pupil Numbers	19	20
Total Pupil Numbers	59	61
Number of Classes run by school	2	3

Same pupil numbers as the above example, except the school were operating with 2 classes. The school is therefore eligible for additional in-year funding if they operate a third class. However if their budget with just 2 extra pupils would not sustain the cost of an additional teacher beyond the following April, then they would need to carefully consider the implications of accepting an additional pupil taking them over 60 (unless exceptions to the regulations apply, such as pupils with a statement of SEN naming the school or pupils moving into the area outside the normal admission round).

Example 4

	October 2018 Census	October 2019 Census
Reception Pupil Numbers	20	30
Year 1 Pupil Numbers	20	20
Year 2 Pupil Numbers	19	21
Total Pupil Numbers	59	71
Number of Classes run by school	2	3

The school were running and funding 2 classes before the September admissions took them over 60 pupils. Additional in-year funding would therefore be payable for the additional class, and the additional 12 pupils will generate enough funding to sustain the cost of the additional teacher from April 2020.

This page is intentionally left blank

West Berkshire Council Schools Primary Schools in Financial Difficulty Fund Criteria 2020/21

1. Background

- 1.1 Local authorities are required to delegate to all schools the contingency previously held for schools in financial difficulty. Each phase in the maintained sector has the option of de-delegating this funding to continue to have this funding centrally retained.
- 1.2 The primary school members of the Schools Forum opted to continue to de-delegate this funding in 2019/20.
- 1.3 The Schools' Forum is required to set clear criteria for the allocation of this funding. The current criteria is set out below.

2. Primary Schools' In Financial Difficulty Fund Criteria (Maintained Only)

- 2.1 If a school has a deficit budget it can request additional support funding. If a school can meet all of the following criteria, a bid for additional funding can be made by the school to be considered by the Schools' Forum:
 1. The school has sought and followed the advice of the Schools' Accountancy Service **prior** to going into deficit
 2. The school has (up to) a five year robust deficit recovery plan in place which has been discussed with and verified by the Schools' Accountancy Service.
 3. The school has experienced one of the following exceptional unforeseen circumstances which has taken the school into deficit:
 - **Short term downturn in pupil numbers:** expenditure to maintain current staffing structure where evidence can be provided that the numbers are likely to recover within a two to three year period and where downsizing of staff and resultant redundancy costs in order to balance the budget on a short term basis would not be an efficient use of resources.
 - **Sudden permanent downturn in pupil numbers in a school causing concern** (i.e. Ofsted category of notice to improve or worse): expenditure to maintain current staffing levels on a temporary basis where to reduce the staffing levels immediately in order to balance the budget would be detrimental to the recovery of standards in the short term.

- **Unforeseen sudden permanent downturn in pupil numbers:** expenditure to cover staffing costs during a short term interim period whilst restructuring takes place and in order where possible to avoid redundancies (such as through natural wastage).
- **Redundancy payments,** where the staffing reductions are required in order to balance the budget, but these costs would put the school further into a deficit position and take the school longer to recover the deficit.
- **Any other one off costs** incurred on recovery of the deficit, such as specialist consultancy advice/support. (it was agreed by Schools' Forum on 11th July 2016 that where West Berkshire's Accountancy Service are engaged for such support, the cost can be charged direct to this fund without making a separate bid).

3. **Additional Circumstances**

From April 2018: Schools not currently in deficit but required to restructure to avoid going into deficit, may also make a bid for reimbursement towards their one-off redundancy costs.

From April 2019: Schools not currently in deficit that incur unforeseen exceptional one off expenditure which will result in school ending the year with an unplanned deficit may also make a bid.

4. **Applications**

In order to access this funding, a school will need to complete and submit an application (Annex A) to WBC Schools Accountancy who will arrange a panel (usually the next Heads Funding Group) to assess the application. The school will be invited to present their case in person to the panel and answer questions. The panel will also be provided with benchmarking information produced by Schools' Accountancy (which will be shared with the school prior to the meeting). The panel will recommend the amount and duration of the financial support to Schools' Forum for approval or not.

Annex A

Application to Access Funding from the Contingency for Primary Schools in Financial Difficulty 2020/21

School Name	
-------------	--

A. In accordance with the criteria set by the Schools’ Forum on 9th December 2019, this School is applying for financial support to meet exceptional costs which would otherwise take the school into a deficit position or increase their deficit position arising from:

Tick box as appropriate.

Temporary short term downturn in pupil numbers (funding is sought to maintain current staffing structure in short term where to make staff redundant to balance the budget just on a short term basis would not be an efficient use of resources)	
Permanant downturn in pupil numbers and school is causing concern i.e. school is in OFSTED category (funding is sought to maintain staffing levels in the short term where to reduce staffing levels immediately in order to balance the budget would be detrimental to the recovery of standards)	
Permanant downturn in pupil numbers (funding is sought to cover staffing costs in short term whilst restructuring takes place over time in order to avoid redundancies, such as through natural wastage)	
Cost of redundancies for staffing reductions required in order to balance the school budget and avoid a deficit or towards recovering a deficit.	
Other one off exceptional costs (specify)	

Note that funding is available for exceptional circumstances only, and is unlikely to be considered for circumstances outside those listed above.

B. What budget advice has been sought from the Schools’ Accountancy Service? Please give dates and details below:

C. Has the school’s current 5 year budget plan/deficit recovery plan been discussed with, checked and verified by the Schools’ Accountancy Service? Please give dates and details below:

D. Background to the School’s Deficit Budget

<i>Reasons for the current/projected budget deficit:</i>
--



What plans are in place/being considered to address the deficit:

E. Budget Plan: attach your current 5 year budget plan to the application, which will EXCLUDE the additional funding being sought. Please complete the table below and describe the assumptions made, in particular staffing and pupil number projections. Note that in order to support information provided on this form Schools' Accountancy will provide the latest benchmarking tables for the panel meeting.

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Total Pupil No's for funding						
Teaching Staff FTE						
Support Staff FTE						
In Year Budget Balance £'000 (show deficit as minus)						
Cumulative Budget Balance £'000 (show deficit as minus)						
Funding Sought (£'000)						
Cumulative Budget Balance if funding sought is received £'000						

Assumptions:

F. Funding being Sought

Provide explanation on why additional funding is being sought (in relation to the box(s) ticked in part A of this form and backed up by the information provided in parts D and E)



Provide the amount of funding being sought with breakdown of how this has been calculated e.g. cost of the redundancy or the posts to be maintained and in which financial years

What will be the implication for the school if this additional funding is not available?

	Signed	Dated
Headteacher		
Chair of Governors		

On completion, please e-mail this form and latest budget plan to:
schoolsaccountancy@westberks.gov.uk

The school will be invited to attend and present their application to a panel (usually the Heads Funding Group) who will consider the application and make a recommendation to the Schools' Forum for approval or not. The final decision rests with the Schools' Forum.

This page is intentionally left blank

West Berkshire Council Schools

Additional High Needs Fund Criteria 2020/21

1. Background

- 1.1 Local authorities can provide additional targeted support to individual schools from its high needs block where it would be unreasonable to expect the first £6,000 of support for that schools high needs pupils to be met by them from its (pre 16) formula funding due to an exceptional number of such pupils on its roll.
- 1.2 The guidance from the DfE has stated that the additional funding paid to schools should be formulaic based on the number of high needs pupils in each school. It cannot take into account lower level needs of pupils. The formula or criteria should be as clear and simple as possible, and should be devised so that additional funds are targeted only to a minority of schools which have particular difficulties because of their **disproportionate number** of high needs pupils or their characteristics.
- 1.3 The Schools' Forum agreed the methodology at its meeting in **December 2019**, and this is set out below.

2. Methodology and Process

- 2.1 There will be an additional payment to schools where the actual number of pre 16 high needs pupils (i.e. pupils in mainstream receiving top ups) is significantly (1%) above the average of all schools in West Berkshire.
- 2.2 Where the actual number of pre 16 high needs pupils per school is 1% above the West Berkshire average (the average will be calculated using the number of high needs pupils in January 2020 and shown in the pink column on the attachment), each additional high needs pupil will attract £6,000 in addition to the top up. The number of additional pupils will be calculated on a proportionate basis rather than rounding up or down to whole pupil numbers to avoid a funding cliff-edge.
- 2.3 The funding will be paid pro rata each term based on the actual number of pre 16 pupils receiving top ups at that time for the number of days in that term i.e. calculated and paid in April, October and January.
- 2.4 The attached table shows for each school how many high needs pupils equals the average + 1% (the pink column) before qualifying for additional funding in 2020/21. Schools will receive £6,000 per 1.0 high needs pupils they have on roll *above this average number*. Note that funding may be a proportion of £6,000 if the calculation is less than 1.0.
- 2.5 The amount of funding to be set aside for this purpose in the high needs budget will be £100,000.



Cost Centre	SCHOOL	Relevant Data			Indicative Funding		
		Total Pre 16 Pupil No.s (Oct 2018 Census) less RU Pupils	Mainstream Pre 16 Pupil No.s Receiving Top Ups January 2019	Notional SEN Budget 2019/20	Average No. of Pupils Formula Funded	High Needs Pupils Above Average (un rounded)	Indicative Add'l Funding
	Primary				2.17%	1% above LA avg	£6,000
	Secondary				2.50%	1% above LA avg	
91000	Aldermaston Church of England Primary School	168	2	40,174	3.64	0.00	0
91100	Basildon Church of England Primary School	144	3	45,243	3.12	0.00	0
91300	Beedon Church of England Controlled Primary School	45	0	12,455	0.98	0.00	0
91400	Beenham Primary School	71	2	19,862	1.54	0.46	2,758
91200	Birch Copse Primary School	423	3	98,791	9.18	0.00	0
91500	Bradfield Church of England Primary School	164	3	47,995	3.56	0.00	0
91600	Brightwalton Church of England Aided Primary School	100	1	28,936	2.17	0.00	0
91700	Brimpton Church of England Primary School	56	1	17,628	1.21	0.00	0
91800	Bucklebury Church of England Primary School	112	1	34,363	2.43	0.00	0
91900	Burghfield St. Mary's Church of England Primary School	213	3	54,378	4.62	0.00	0
92000	Calcot Infant School & Nursery	204	2	38,498	4.43	0.00	0
92100	Calcot Junior School	288	1	125,261	6.25	0.00	0
95600	Chaddleworth St. Andrew's C of E Primary School	24	0	15,218	0.52	0.00	0
92400	Chieveley Primary School	202	1	45,657	4.38	0.00	0
95900	Cold Ash St. Mark's Church of England Primary School	180	2	33,569	3.91	0.00	0
92200	Compton Church of England Primary School	183	3	55,073	3.97	0.00	0
92300	Curridge Primary School	99	1	16,305	2.15	0.00	0
92500	Downsway Primary School	214	3	72,518	4.64	0.00	0
92800	Enborne Church of England Primary School	66	0	27,637	1.43	0.00	0
92900	Englefield Church of England Primary School	107	2	26,297	2.32	0.00	0
93000	Falkland Primary School	450	4	117,024	9.76	0.00	0
93100	Fir Tree Primary School & Nursery	172	2	64,638	3.73	0.00	0
93200	Francis Baily Primary School	568	7	165,764	12.32	0.00	0
93400	Garland Junior School	213	3	71,986	4.62	0.00	0
93500	Hampstead Norreys Church of England Primary School	87	0	27,709	1.89	0.00	0
93600	Hermitage Primary School	187	3	57,375	4.06	0.00	0
93700	Hungerford Primary School	389	5	105,536	8.44	0.00	0
92700	The Ilsleys' Primary School	63	0	7,537	1.37	0.00	0
93800	Inkpen Primary School	70	1	22,670	1.52	0.00	0
93900	John Rankin Infant & Nursery School	254	4	53,372	5.51	0.00	0
94000	John Rankin Junior School	348	6	129,801	7.55	0.00	0
94100	Kennet Valley Primary School	189	2	84,361	4.10	0.00	0
94200	Kintbury St. Mary's Church of England Primary School	164	2	47,268	3.56	0.00	0
94300	Lambour Church of England Primary School	182	1	81,521	3.95	0.00	0
94400	Long Lane Primary School	214	2	60,889	4.64	0.00	0
95800	Mortimer St. John's Church of England Infant School	171	2	66,317	3.71	0.00	0
97500	Mortimer St. Mary's Church of England Junior School	220	3	64,100	4.77	0.00	0
94500	Mrs. Bland's Infant & Nursery School	165	0	36,460	3.58	0.00	0
94600	Pangbourne Primary School	199	1	51,927	4.32	0.00	0
94700	Parsons Down Infant School	167	2	44,519	3.62	0.00	0
94800	Parsons Down Junior School	292	4	103,218	6.34	0.00	0
94900	Purley Church of England Infants School	112	4	37,378	2.43	1.57	9,421
95000	Robert Sandilands Primary School & Nursery	242	3	90,339	5.25	0.00	0
95100	Shaw-cum-Donnington Church of England Primary School	88	2	30,557	1.91	0.09	545
95200	Shefford Church of England Primary School	50	2	18,650	1.08	0.92	5,491
95300	Speenhamland Primary School	287	2	119,920	6.23	0.00	0
95400	Springfield Primary School	301	6	82,332	6.53	0.00	0
95500	Spurcroft Primary School	444	5	142,115	9.63	0.00	0
95700	St. Finian's Catholic Primary School	178	1	64,010	3.86	0.00	0
97700	St. John the Evangelist Infant & Nursery School	180	1	41,562	3.91	0.00	0
97800	St. Joseph's Catholic Primary School	201	2	84,968	4.36	0.00	0
96200	St. Nicolas Church of England Junior School	255	4	71,206	5.53	0.00	0
96100	St. Pauls Catholic Primary School	327	0	117,272	7.09	0.00	0
96300	Stockcross Church of England Primary School	100	0	24,079	2.17	0.00	0
96400	Streatley Church of England VC Primary School	94	0	24,164	2.04	0.00	0
96500	Sulhamstead and Ufton Nenet C of E VA Primary School	106	3	27,383	2.30	0.70	4,202
99700	Thatcham Park Church of England Primary School	363	3	125,838	7.88	0.00	0
96600	Theale Church of England Primary School	297	3	49,751	6.44	0.00	0
96700	Welford and Wickham Church of England Primary School	97	0	25,952	2.10	0.00	0
96800	Westwood Farm Infant School	169	4	47,556	3.67	0.33	2,001
96900	Westwood Farm Junior School	231	4	70,663	5.01	0.00	0
97000	Whitelands Park Primary School	347	5	113,135	7.53	0.00	0
98700	The Willows Primary School	359	5	164,135	7.79	0.00	0
99400	The Winchcombe School	426	8	131,768	9.24	0.00	0
97300	Woolhampton Church of England Primary School	89	0	24,385	1.93	0.00	0
97400	Yattendon Church of England Primary School	83	0	25,466	1.80	0.00	0
98900	Denefield School	961	11	286,691	23.99	0.00	0
98800	The Downs School	922	14	234,121	23.02	0.00	0
99000	John O'Gaunt Community Technology College	363	14	207,794	9.06	4.94	29,618
99100	Kennet School	1,433	16	505,483	35.78	0.00	0
99200	Little Heath School	1,287	14	327,611	32.13	0.00	0
99300	Park House School	867	11	308,384	21.65	0.00	0
99800	St. Bartholomew's School	1,313	13	301,651	32.78	0.00	0
99500	Theale Green Community School	388	3	135,422	9.69	0.00	0
99900	Trinity School & Performing Arts College	834	23	399,019	20.82	2.18	13,056
99600	The Willink School	918	20	229,558	22.92	0.00	0
	PRIMARY TOTAL	13,253	155		288	4	24,417
	SECONDARY TOTAL	9,286	139		232	7	42,674
	TOTAL ALL SCHOOLS	22,539	294		519	11	67,091

Resourced Schools

Report being considered by: Schools Forum

On: 9th December 2019

Report Author: Jane Seymour

Item for: Decision **By:** All Forum Members

1. Purpose of the Report

- 1.1 To inform the HFG / Schools' Forum of proposed action in response to concerns expressed by some mainstream schools with resourced units that they have a shortfall in funding, and to seek agreement from the HFG / Schools' Forum.

2. Recommendation

- 2.1 That the Schools' Forum agree to the proposed action.

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
---	-------------------------------	------------------------------

3. Introduction/Background

- 3.1 Some mainstream schools with resourced units have raised concerns about the formula for funding resourced units, in that they say funding does not meet their budget requirements and they have, in some cases, been relying on carried forward underspends which are now running out.
- 3.2 It is important that resourced units are funded in a fair way which allows schools to meet the needs of the pupils.
- 3.3 Given the significant pressure on the HNB, it is also important that any review of resourced unit funding is robust and does not result in a system which over funds.
- 3.4 At the present time we have relatively little detailed information from schools with resourced units to determine what the specific pressures are, and whether all schools with resourced units are experiencing these types of pressures. It could be, for example, that pressures relate mainly to the way particular types of need are funded, rather than necessarily being general to all resourced schools.
- 3.5 We have limited information about resourced unit budget spend in academies as academies are not required to submit this information to the Local Authority.
- 3.6 In order to be able to target any review of resourced unit funding, it is proposed that a survey will be sent to all resourced units asking for information about their expenditure against different budget headings, budget surpluses and carry forwards, staffing (compared to assumed staffing ratios in the bandings), salary costs etc.

- 3.7 This information will enable a more targeted review of resourced school funding to take place.
- 3.8 It is proposed that the survey is sent out in December 2019.
- 3.9 The results of the survey may enable any necessary changes to be made to the resourced unit banding system in April 2020, but any increase in cost would need to be considered in the context of the HNB shortfall for 2020-21.

4. Supporting Information

- 4.1 The proposed survey is attached.

5. Proposals

- 5.1 That a survey is sent to all schools with resourced units in December 2019 to identify specific pressure areas and enable a targeted review of resourced school funding to take place.
- 5.2 That any potential changes required to the resourced unit banding system are identified and considered by the HFG / Schools Forum in March 2020, in the context of the HNB shortfall in 2020-21.

6. Consultation and Engagement

- 6.1 Consultation has taken place with West Berkshire Council's Accountancy Service and with a mainstream school with a resourced unit.

7. Appendices

- 7.1 Appendix 1 - Proposed survey.

Resourced School Funding Survey

2018-19 Budget

Place funding (incl occupied and un-occupied)	
Pupil Led Funding in School Formula	
SEN High Needs Top Up funding	
Carried forward 17-18	
TOTAL BUDGET	0

2018-19 Spend

Total budget	
Expenditure	
Variance	0

2018-19 Numbers on roll (maximum during the year)

2019-20 Budget

Place funding (incl occupied and un-occupied)	
Pupil Led Funding in School Formula	
SEN High Needs Top Up funding	
Carried forward 18-19	0

2019-20 Spend

Total budget	
Forecast expenditure	
Variance	0

2019-20 Numbers on roll (current)

SALARIES 2019-20 (annual budget)

Name	Role	FTE	Fixed/Perm	Salary	Band	TLR	SEN	NI	Pension	Total
<i>example</i>	<i>Teacher</i>	<i>0.8fte</i>	<i>Permanent</i>	<i>31740</i>	<i>4</i>	<i>2400</i>	<i>1300</i>	<i>4280</i>	<i>6380</i>	<i>46100</i>
										0
										0
										0
										0
										0
										0
										0
										0
										0
Total				0	0	0	0	0	0	0

Other staffing costs 2019-20

Supply cover	
Recruitment	
Insurance	
Training	
Expenses	
Total	0

Non Staffing Costs 2019-20

Teaching resources	
Equipment	
Furniture	
Consumables	
Printing	
Telephones	
Stationery	
IT	
Other	
Total	0

Total budget 2019-20	0
-----------------------------	---

Funding allocated from main school budget to resource budget 2019-20

Purpose	Amount
Total	

Funding allocated from resource budget to main school budget 2019-20

Purpose	Amount
Total	

Any other issues you would like to raise about funding for the resourced unit (please be specific)

--

This page is intentionally left blank

School Meals

Report being considered by: Schools' Forum
On: 9 December 2019
Report Author: Amerie Bailey/Robert Bradfield
Item for: Decision **By:** All school representatives

1. Purpose of the Report

To update the Schools' Forum on progress made with school meal arrangements and outline the procurement approach taken/requested by schools. The report confirms the corporate position of WBC around funding. The report also summarises the schools cleaning procurement arrangements.

2. Recommendation

Schools' Forum to ratify the procurement approach taken by schools/WBC and note that all funding requirements are to be met through DSG.

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
---	-------------------------------	---

3. Introduction/Background

A contract with ISS had been awarded in 2012 for five years and reached the end of its initial term in July 2017. The contract contains provision for an extension for up to four years based upon mutual agreement between the Council and the Provider (ISS). In 2017 at the end of the initial term, the contract was extended for two years. In 2019 there was an option to extend the contract for up two further years. In the autumn of 2018 the strategic planning for the tender process commenced and it was agreed to undertake a category management approach to catering services within the Council. This tender was abandoned due to technical issues, and the contract with ISS extended to 31st July 2020.

The contract in place with ISS is one in which participating schools agreed to a model of 'cross-subsidy' whereby the more profitable schools offset the costs of schools that do not make a profit. The number of schools participating in this model has reduced over time, with a number of schools now contracting directly with school meal providers.

The fragmentation of the 'cross-subsidy' school meals contract has resulted in 'profitable' schools realising their ability to achieve a meal price below the grant funded level, with some schools achieving substantially cheaper meal prices than the £2.30 grant level. The effect of this has been an erosion of schools participating in the contract let by WBC, and a decrease in margin for the school meals provider.

During the recent abandoned tender process, it became apparent that the schools remaining in the contract (at this point in time) required a subsidy (not cross-subsidy) to enable school meals to be delivered at £2.30 to schools. WBC subsidised the school meal provision to the maximum of £133,606 spread over the two financial years of the extended

School Meals

contract term to enable school meals contract with ISS to continue through to end July 2020.

A presentation was made by WBC officer to schools in September (hosted by Bucklebury Primary School), that outlined the approaches taken by other local authorities; and market research from providers. Full copy can be found in appendices.

Summary of this research fits with the assertion that a further fragmented pool of schools will likely result with increased school meal prices. This is based on economies of scale that are less likely to be achievable with profit making schools dropping out of the cross subsidised model.

A request for schools to decide on a procurement strategy by the 8th November was made. This was to drive a decision that can be taken to Heads Funding Group and the Schools Forum, in time for any subsequent procurement activity to take place in line with the expiry of the existing ISS contract.

An interim survey was sent to schools, with the information provided below.

The date for confirmation of each schools position was extended to the 15th November in consultation with Andy Higgs, who communicated this to schools week commencing 4th November.

4. Supporting Information

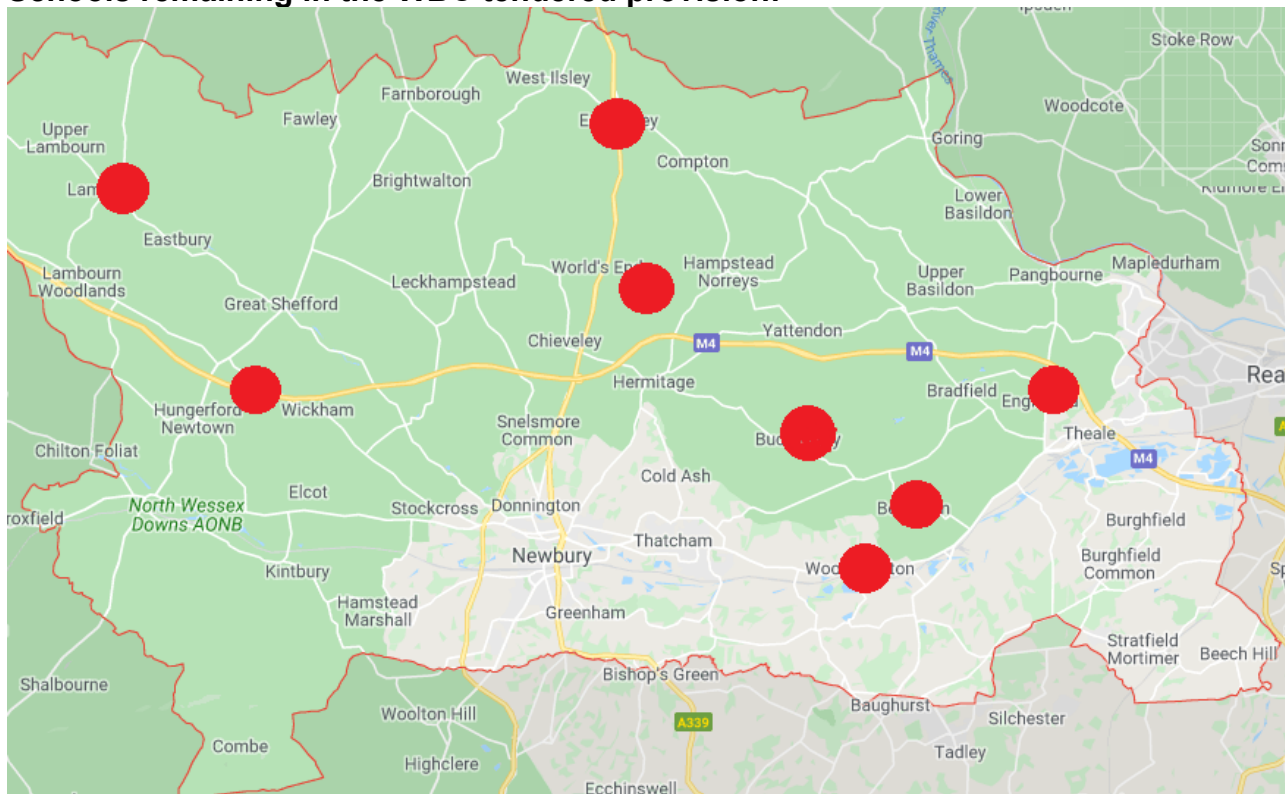
The response from schools to date is outlined below, with 33 total responses to date:

School	Decision
Hungerford Primary	In
Englefield C.E. (VA) Primary School	In
Woolhampton C.E. (VA) Primary School	In
Hampstead Norreys C.E. (VC) Primary School	In
The Ilsleys Primary School	In
Beenham	In
Lambourn	In
Bucklebury	In
Thatcham Park CE	Out
Yattendon	Out
Shaw-cum-Donnington	Out
Pangbourn	Out
St Nicolas	Out
Francis Baily Primary School	Out
The Winchcombe School	Out
Falkland Primary School	Out
Birch Copse Primary School	Out
John Rankin Junior School	Out
Springfield Primary School	Out
John Rankin Infant & Nursery School	Out
Pangbourne Primary School	Out

School Meals

Mortimer St Mary's C.E. (VA) Junior School	Out
Aldermaston C.E. (VC) Primary School	Out
Stockcross C.E. (VA) School	Out
Welford & Wickham School	Out
Shaw-cum-Donnington C.E. (VC) Primary School	Out
Yattendon C.E. (VA) Primary School	Out
Park House Secondary	Out
Robert Sandilands	Out
Enborne	Out
Theale	Out
Beedon Primary	Out
Compton Primary	Out

Schools remaining in the WBC tendered provision:



All of the schools opted into a West Berks led tender have indicated they would like to be part of a cross subsidised model. This may be in hope of achieving a cheaper rate through economies shared with other, more profitable, schools. On this basis, a follow on query to schools has been sent (response to be tabled at HFG) asking if they wish to proceed on the basis of this smaller group of schools.

Should these schools wish to proceed, then WBC Commissioning Service will undertake a tender on behalf of the remaining schools.

On the basis of the market research, it will be advised that schools opt for a cross-subsidised model with no cap on rates. A guide can be published to indicate to providers what the schools wish it to be. This will ensure (as best as possible) that schools get a response from the supplier market.

5. Options for Consideration

Undertake a tender for schools on a cross-subsidised model, with no cap on rates

Undertake a tender for schools on a cross-subsidised model, with a cap on rates

Undertake a tender for schools on a site by site basis, with no cap on rates

Undertake a tender for schools on a site by site basis, with a cap on rates

6. Proposals

Undertake a tender for schools on a cross-subsidised model, with no cap on rates.

7. Conclusion

Schools catering contract with ISS will end in July 2020. The number of schools participating in this contract has reduced to 8 (as of Nov 2019).

Commercial viability of a number of schools indicates that prices will need to be higher than £2.30.

West Berkshire Council Commissioning Team are proposing to undertake a tender on behalf of the remaining schools (listed above), on an uncapped basis so as not to restrict interest from suppliers.

Free school meals funding is limited to DSG.

8. Consultation and Engagement

Schools; Andy Higgs (lead Head Teacher); Commissioning.

9. Appendices

1. Schools cleaning
2. Schools presentation.

Appendix 1:

Schools cleaning

Schools have a rolling arrangement with Heart cleaning company which will terminate on 31st March 2020.

A large number of schools have made independent arrangements. A small number of schools have requested the support of WBC to source cleaning services on their behalf:

In/Out of cleaning tender	School
In	Enborne C.E. (VA) Primary School
In	Hampstead Norreys C.E. (VC) Primary School
In	The Ilsleys Primary School
In	Woolhampton C.E. (VA) Primary School

Sourcing for the schools will commence in January for a service commencement in April 2020.

Appendix 2:

Slide 1

Supplier Market Engagement and Benchmarking

Schools Catering Provision August 2019
Amerie Bailey
Contracts and Commissioning

West Berkshire
COUNCIL

Slide 2

Questions That Were Asked

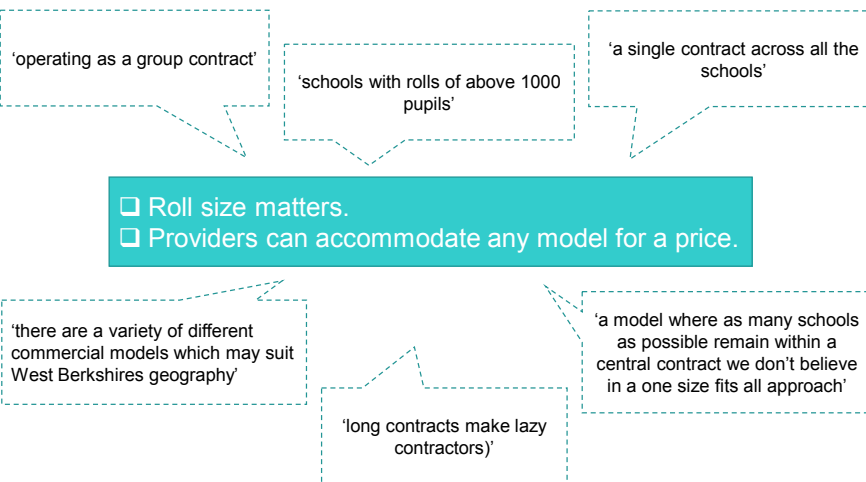
1. In your experience, What model might suit West Berkshire's geography?
2. Would it be more beneficial for schools to be within a central contract or as stand-alone contracting sites?
3. Would a central contract with the same meal price for all school regardless of size or uptake require a subsidy?
4. Would there be a cost implication for single site contracts within the portfolio
5. Where the price exceeds the current grant funding of £2.30?
 - a. How many and which sites are they?
 - b. What models may reduce their cost burden?
6. If a number of other unitary authorities were to tender jointly would there likely be any economy?
7. What service/ model could be provided for £2.30?
8. What inflationary index clauses would you expect to see?
9. In your experience, what savings in terms of the meal price (if any) could be realised by serving a cold food only provision?
10. Would this mean a carried in service versus utilising the existing school food kitchens for preparation?



Slide 3

Question 1 Takeaway Points

In your experience, What model might suit West Berkshire's geography?



Slide 4

Question 2 Takeaway Points

Would it be more beneficial for schools to be within a central contract or as stand-alone contracting sites?

'Smaller schools would gain greater benefit'

'encompass all schools'


'schools bound in for the duration'

- Roll size matters.
- Variation in prices unless cross subsidised by schools.
- Economies of scale.
- Schools committed to duration of contact.
- Small schools benefit from central contract with larger schools
- Importance of investment in service at school level (improve uptake).

'accurate pricing'

'smaller schools higher price'

'the only way to drive economies of scale and to minimise any potential subsidies'



Slide 5

Question 3 Takeaway Points

Would a central contract with the same meal price for all school regardless of size or uptake require a subsidy?

'Depend on the size'

'probably be yes'

'it is impossible to predict'


'whether the funding that schools receive will keep up with inflation'

- All dependent on take up of school meals and overall contract value
- Single price was supported.

'This would depend on that meal price and lots of other factors'

'we would recommend the same meal price across the group'

'Price banding could apply to different sized Schools'



Slide 6

Question 4 Takeaway Points

Would there be a cost implication for single site contracts within the portfolio?

'There may be varying costs for single site contracts dependent on size'


'Single site contracts will result in a wide pricing band'

'size and employment costs of the school kitchen team'

Independent prices to schools will mean a dramatic variation in favour of larger schools/ take up.

'promotion of the school meals service'

'some form of payback'



Slide 7

Question 5a Takeaway Points

Where the price exceeds the current grant funding of £2.30?
A: How many and which sites are they?

'Few of our contracts exceed the grant funding of £2.30'

'(LGPS), London Living Wage and the size of schools'

'price to exceed grant funding of £2.30'

'hard to attract a contractor'

School Participation

take up of meals within each school.


TUPE and other employment costs.

Minimum on roll requirement between 100 – 250 to achieve target rate. (49 Out of 77 total) This effects 66% of the current schools in the contract.

'This is impossible to calculate'

'approximately £2.30 is achievable needs to be serving in excess of 180 meals per day'

'In a Group situation, we would endeavour to keep the meal price for all Schools below £2.30'



Slide 8

Question 5b Takeaway Points

**Where the price exceeds the current grant funding of £2.30?
B: What models may reduce their cost burden?**

'Keystage 1 feeding'

'increase volume and participation'

'simplified menu'

'sent in service'

'do not believe that there will be a cost to burden'

'Staffing structures'

- Schools supporting attractiveness of offer. Eg theme days and mandatory free school meals.
- Menu choice reduction to smaller schools and carried schools.
- Increased volume and participation.
- Remove Council rebate.


'menus could be reduced to reduce wastage'

'Remove the income requirement'

'Enforce an 'all pupil' dining model'

'Remove the hot meal service from the smallest schools'

'a central / local production kitchen'



Slide 9

Question 6 Takeaway Points

If a number of other unitary authorities were to tender jointly would there likely be any economy?

'We do not believe this would be the case'

'Yes – volumes would be higher'

'once a cluster of schools reaches c.20 our prices have bottomed out'


'No, not really'

- May offer economies of scale – Ref Benchmarking slide.
- Savings potentially on procurement activity rather than delivery

'We would already be charging a heavily discounted management fee for the West Berkshire contract'

'savings are found in the cost of the tendering project'

'More business helps to achieve a better meal price'



Slide 10

Question 7 Takeaway Points

What service/ model could be provided for £2.30?

'Food For Life Served Here Silver menu for less than £2.30'

'fresh food offer, management of the contract and development of the staff'

'Its not possible to determine'

'TUPE would have the main influence'

'a superb service'


A provider has indicated a subsidy would be required at £2.30 rate.
 Some have indicated that they think it may be possible subject to school participation levels.

'pupil numbers and meal uptake'

'a requirement for a subsidy in excess of £140,000 per annum'

'option to close the kitchens and deliver cold packed lunches to some of the smaller schools'

'cost of logistics for this style of service often may outweigh savings'



Slide 11

Question 8 Takeaway Points

What inflationary index clauses would you expect to see?

'RPI and CPI'

'Food inflation clause, which is generally linked to the RPI/CPI inflation index.'

'Labour inflation clause – linked to any statutory increases in minimum wage/London Living wage'


Clauses for food and labour inflation are required. Minimum being CPI

'subject to any significant changes in government legislation'

'beyond our control'

'fix the meal price over the term'

'5p increase per annum'



Slide 12

Additional Questions



Slide 13

Question 9 Takeaway Points

In your experience, what savings in terms of the meal price (if any) could be realised by serving a cold food only provision?

'a reduction in the labour required on each site'

'savings are often reduced by transport'

'reheated on site using the schools existing facilities'


Logistics outweigh savings.
 Meal numbers will reduce.

'No real saving.'

'What you save in prep costs you loose in falling numbers'

'potential savings are offset by reductions in throughput / uptake'

'meal numbers may drop significantly especially for KS2 pupils'



Slide 14

Question 10 Takeaway Points

Would this mean a carried in service versus utilising the existing school food kitchens for preparation?

'This is not an option that ... would proactively promote'

'we never replaced a hot meal service with a cold food only provision.'


'We would estimate both are achievable by a caterer determined to do so'

- Reluctance from providers to deliver this model.
- Census data impact.
- Lowering of quality.
- Decrease in uptake.
- Logistics and cost of facilitating.

'Carried in / delivered food is rarely as good as freshly prepared on site'

'Fridays fish and chips'

'requires the use of a number of well-equipped mother kitchens for the preparation of food'



Slide 15


Benchmarking

What did we do?
We consulted with Other Unitary Authorities.

Reading	Bracknell Forest	Slough	Wokingham	Windsor & Maidenhead
---------	------------------	--------	-----------	----------------------

Takeaway Points:

- West Berkshire in comparison has a more challenging geography and demographic, which influences access and take up of meals.
- Role numbers are low across a large number of schools.
- Schools have had to commit in advance to any tender outcomes.
- Schools have paid outside consultants in the region of 4k per school or £750 per day to assist with individual or small consortium procurement.
- A lot of schools have committed to additional theme days etc to improve their take up.
- Some schools have reduced menu choices – however this can have the converse effect.
- Contract end dates are staggered across the area. (Ref Market Testing)



Slide 16

Procurement

Requirements.

- ❑ Commitment from schools to outcome of tender and duration of contract. No final approval on prices is available to individual schools - however the entire tender can be abandoned at this stage
- ❑ Prices can be fixed or capped but this carries a risk.
- ❑ Subsidy – There are profitable schools that currently support smaller schools within the portfolio
- ❑ The tender can request individual prices for school but these will be variable based on role size/ take up but will vary dramatically
- ❑ Plan B. If a tender is not successful based on the constraints set by schools or volumes available to a provider – a tender may fail.
- ❑ Procurement advice can be offered for any independent route (SLA online).

Slide 17

What we need from schools

- ❑ Agreed delivery model and service specification.
- ❑ Agreed pricing schedule (cross subsidised v independently priced per school).
- ❑ Commitment to outcomes of tender.

We need all this by 8th November 2019.

West Berkshire Council can offer Officer support to your working group.

This page is intentionally left blank

Schools Funding Formula 2020/21

Report being considered by: Schools' Forum
On: 9th December 2019
Report Author: Melanie Ellis
Item for: Decision **By:** All Forum Members

1. Purpose of the Report

- 1.1 To set out the requirements and changes for setting the primary and secondary school funding formula for 2020/21 and to set out West Berkshire Council's funding proposals to go out to consultation with all schools.

2. Recommendation(s)

- 2.1 To approve the proposals below to be sent to all schools for consultation before setting the school funding formula for 2020/21.
- 2.2 To recommend that due to the short timescales, the results of the consultation will be emailed to Schools Forum members to review and comment on ahead of the January meeting.

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
---	-------------------------------	---

3. Introduction

- 3.1 The Government announced in August that funding for schools and high needs will rise by 2.6 billion for 2020/21. For the West Berkshire schools' block allocation this was an increase of £4.2m (excluding growth fund).
- 3.2 2020/21 is the third year of the National Funding Formula (NFF). The government has confirmed its intention to move to a single 'hard' NFF to determine every school's budget, and will work closely with local authorities and other stakeholders in making this transition in the future.
- 3.3 In 2020/21, as in previous years, each LA will continue to have discretion over their schools funding formulae, in consultation with local schools. The LA is responsible for making the final decisions on the formula. Political ratification by the Council's Executive must be obtained before the 21 January 2020 deadline.
- 3.4 The Government has produced a number of policy and operational documents relating to the funding. These documents can be found on this webpages:

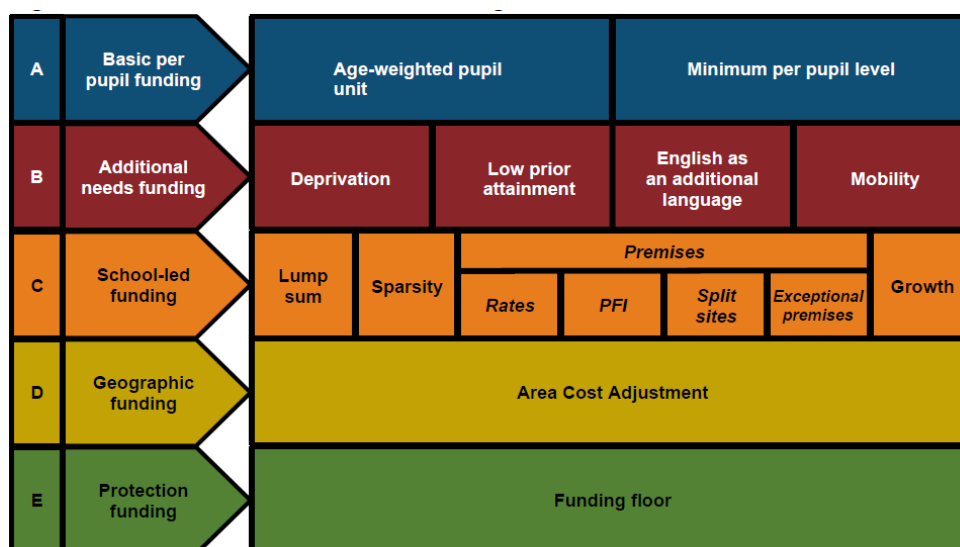
<https://www.gov.uk/government/publications/national-funding-formula-for-schools-and-high-needs>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/831848/Schools_operational_guide_2020_to_2021.pdf

3.5 Provisional 2020/21 NFF allocations were published at a local authority level by the Department for Education (DfE) in October 2019, including notional school level allocations. Funding levels and allocations were announced later than in previous years, giving LA's less time for modelling and consultation.

4. National Funding Formula

4.1 The basic structure of the NFF is not changing for 2020/21. The factors that will be taken into account when calculating schools block DSG funding through the NFF are shown in the chart below.



4.2 The NFF assigns funding rates to each of the factors. All key factors in the NFF have been increased by 4%. For some local authorities the factors are uplifted by an area cost adjustment (ACA). For West Berkshire this is 1.0347.

4.3 The NFF rates are set out within the consultation.

4.4 The key elements of the 2020/21 NFF are:

- A minimum per pupil funding level (MPPF) of £3,750 for primary and £5,000 for secondary.
- A funding floor/ minimum funding guarantee (MFG) set at between +0.5% and 1.84%.
- Premises funding (business rates) will continue to be funded at actual spend (2019/20 amounts).
- No NFF gains cap (but local authorities will be able to use a cap in the local formula).
- A new formulaic approach to the mobility factor.
- Growth funding will be based on the same methodology as last year.
- Teachers' pay grant and teachers' pension employer contributions grant will both continue to be paid separately from the NFF in 2020/21.

5. Funding

- 5.1 Based on the October 2018 census data, our formula funding available to allocate totals £103.6m which is an increase of £4.2m (4%) from 2019/20. This excludes the growth fund which is allocated separately. This is shown in Appendix Ai).
- 5.2 A transfer of funding out of the schools block is allowable in order to support funding requirements in other blocks such as High Needs. This is subject to a maximum of 0.5% and requires approval from the Schools Forum. If approved, this would enable a transfer of up to £518k, leaving £103.1m to be allocated to schools.
- 5.3 The amount of funding we receive will change with the October 2019 census pupil numbers. (Note that the funding will not change as a result of pupil characteristics or an increase to business rates).
- 5.4 The aim will be to replicate the NFF as far as possible. However, after funding business rates uplifts, pupil characteristic changes and any transfers of funding, the formula will need to be altered to ensure we remain within the total funding available.**
- 5.5 All schools and the Schools Forum will be consulted on the formula but it remains a Local Authority decision on how the funding is allocated to schools through the formula factors. There is no requirement to stick to the NFF rates, or to use all the factors other than the mandatory minimum per pupil funding factor.
- 5.6 There are a number of options for ensuring affordability, which effectively means deciding on a methodology for allocating any funding shortfall or block transfer. (Note: the same methodology would apply to any surplus). The options are outlined below:
- (1) Reducing the AWPU values. This would restrict the gains of all schools, although would result in additional MFG and MMPF to protect some schools.
 - (2) Applying a gains cap, so that schools that gain the most funding compared to last year, are limited in the amount they are able to keep.
 - (3) A combination of a reduced AWPU and a gains cap.
 - (4) Reducing the MFG from 1.84% to 0.5%, however this only generates £34k. This impacts the lower funded schools the most.
 - (5) Reducing the additional needs factors. This would impact those schools with pupils that require extra support.
 - (6) Reducing the lump sum. This detrimentally affects small schools due to the amount of funding they are able to generate through pupil led factors.
- 5.7 The authority has modelled a number of scenarios to determine the impact of these options on individual school budgets. Options 4, 5 and 6 above have not been taken any further. We have assumed a requirement to reduce the funding available to schools by £520k in the modelling.

- (1) Reduction to AWPU.
- (2) Cap on Gains.
- (3) A combination of (1) and (2).

5.8 The mix of schools contributing to any shortfall in funding at the £520k modelled, would be as follows:

	(1)	(2)	(3)
Formula Modelling	AWPU Reduction	Cap on Gains	Combination
Number of Schools			
Not contributing	17	28	17
Contributing < £5k	19	18	26
Contributing £5k - £10k	30	14	23
Contributing £10k - £30k	8	13	8
Contributing > £30k	3	4	3
	77	77	77
Range	£0 - £64k	£0 - £39k	£0 - £57k
Average contribution	£9k	£11k	£9k

5.9 Some schools would not contribute at all, due to being protected under the formula (by either MFG or MPPF). The schools that would not contribute under options 1, 2 and 3 are shown below:

	(1)	(2)	(3)
1	Hungerford	Hungerford	Hungerford
2	Francis Baily	Francis Baily	Francis Baily
3	Birch Copse	Birch Copse	Birch Copse
4	Springfield	Springfield	Springfield
5	Falkland	Falkland	Falkland
6	Calcot Infant and Nursery	Calcot Infant and Nursery	Calcot Infant and Nursery
7	Spurcroft	Spurcroft	Spurcroft
8	Brimpton	Brimpton	Brimpton
9	Shaw-cum-Donnington	Shaw-cum-Donnington	Shaw-cum-Donnington
10	Streatley	Streatley	Streatley
11	Theale C.E. Primary	Theale C.E. Primary	Theale C.E. Primary
12	The Winchcombe	The Winchcombe	The Winchcombe
13	The Willink	The Willink	The Willink
14	The Downs	The Downs	The Downs
15	St Bartholomew's	St Bartholomew's	St Bartholomew's
16	Denefield	Denefield	Denefield
17	Bucklebury	Basilton	Beedon
18		Cold Ash St Mark's	
19		Kintbury St Mary's C.E. Primary School	
20		Woolhampton	
21		Beedon C.E. (Controlled) Primary School	
22		Fir Tree	
23		Theale Green	
24		Park House	
25		Kennet	
26		Trinity	
27		Highwood Copse	
28		John Rankin Infant and Nursery	

6. Proposals

- (1) It is proposed that in principle the aim will be to replicate the NFF as far as possible (as was the case for 2019/20) which means:
 - Using NFF rates for every factor, applying the Area Cost Adjustment of 1.0347.
 - Introducing the mobility factor into the local formula to mirror the NFF.
 - Applying a minimum funding guarantee of +1.84%.
- (2) It is proposed to use Option 3, a combination of a cap on gains and a reduction to the AWPU, to calculate the distribution of any reduction in funding. This option protects 17 schools, but provides a more even distribution across the remaining schools.

6.2 Appendix Ai) shows the 2019/20 allocations per school and the initial 2020/21 allocation, before allocating any shortfall.

6.3 Appendix Aii) shows a comparison of Options 1,2 and 3, after a 0.5% block transfer.

7. Next Steps

7.1 A consultation document will go out to schools containing the above proposals. The consultation will also ask schools their views on the criteria currently used for additional funds, and on de-delegations.

7.2 The consultation will last for 2 weeks from 10 December 2019. Due to the short timescales, it is proposed that the results will be emailed to Schools Forum members to review and comment on ahead of the January meeting. The Council's Executive will make a final decision in January.

7.3 The consultation document is set out in Appendix B for approval.

8. Conclusion

8.1 Since the government intends to move towards a "hard" NFF formula it is logical for West Berkshire to replicate these rates as far as possible and to follow the same methodology as last year in the formula setting.

8.2 When the actual allocation is received in December the formula will be allocated according to the principles above and the Council's Executive will make the final decision in January 2020.

9. Appendices

Appendix Ai): Primary and Secondary Schools Funding compared to 2019/20

Appendix Aii): Options 1,2 and 3 comparison.

Appendix B: Part 1 - Briefing and Consultation document for schools.

Appendix C: Part 2 - Briefing and Consultation document for schools.

Schools Funding Formula 2020/21

APPENDIX Ai): illustrative formula allocations 2020/21		2019/20 ALLOCATION			2020/21 INITIAL FUNDING ALLOCATION			YEAR ON YEAR CHANGE		
School Name	Phase	2019/20 pupil count	2019/20 Formula allocated	2019/20 per pupil funding	2019/20 pupil count	Initial funding allocation	2020/21 per pupil funding	2020/21 increase in total cash	2020/21 increase in per pupil total funding	% change
Beenham Primary School	Primary	71	£363,433	£5,119	71	£373,961	£5,267	£10,528	£148	3%
Chieveley Primary School	Primary	202	£769,619	£3,810	202	£799,459	£3,958	£29,839	£148	4%
Curridge Primary School	Primary	99	£435,038	£4,394	99	£450,892	£4,554	£15,854	£160	4%
The Ilsleys Primary School	Primary	63	£326,403	£5,181	63	£347,252	£5,512	£20,848	£331	6%
Hermitage Primary School	Primary	187	£737,622	£3,945	187	£765,605	£4,094	£27,983	£150	4%
Hungerford Primary School	Primary	389	£1,447,144	£3,720	389	£1,500,222	£3,857	£53,078	£136	4%
Inkpen Primary School	Primary	70	£346,290	£4,947	70	£358,953	£5,128	£12,663	£181	4%
John Rankin Junior School	Primary	348	£1,281,567	£3,683	348	£1,353,279	£3,889	£71,713	£206	6%
John Rankin Infant and Nursery School	Primary	254	£958,011	£3,772	254	£979,509	£3,856	£21,498	£85	2%
Francis Baily Primary School	Primary	568	£2,026,944	£3,569	568	£2,168,944	£3,819	£142,000	£250	7%
Birch Copse Primary School	Primary	423	£1,505,116	£3,558	423	£1,610,866	£3,808	£105,750	£250	7%
Westwood Farm Junior School	Primary	232	£884,898	£3,814	232	£934,887	£4,030	£49,989	£215	6%
Long Lane Primary School	Primary	214	£821,105	£3,837	214	£857,132	£4,005	£36,027	£168	4%
Garland Junior School	Primary	213	£853,178	£4,006	213	£905,584	£4,252	£52,406	£246	6%
Robert Sandilands Primary School	Primary	242	£975,185	£4,030	242	£1,027,779	£4,247	£52,594	£217	5%
Westwood Farm Infant School	Primary	177	£710,451	£4,014	177	£739,033	£4,175	£28,581	£161	4%
Springfield Primary School	Primary	301	£1,104,200	£3,668	301	£1,152,471	£3,829	£48,271	£160	4%
Falkland Primary School	Primary	450	£1,600,197	£3,556	450	£1,712,697	£3,806	£112,500	£250	7%
Parsons Down Infant School	Primary	167	£678,802	£4,065	167	£709,555	£4,249	£30,753	£184	5%
Mrs Bland's Infant School	Primary	165	£695,225	£4,213	165	£717,701	£4,350	£22,476	£136	3%
Downsley Primary School	Primary	214	£828,421	£3,871	214	£867,513	£4,054	£39,092	£183	5%
Kennet Valley Primary School	Primary	189	£788,559	£4,172	189	£840,681	£4,448	£52,122	£276	7%
Parsons Down Junior School	Primary	292	£1,112,275	£3,809	292	£1,161,876	£3,979	£49,602	£170	4%
Calcot Infant School and Nursery	Primary	204	£836,636	£4,101	204	£849,484	£4,164	£12,848	£63	2%
Calcot Junior School	Primary	288	£1,166,633	£4,051	288	£1,234,548	£4,287	£67,915	£236	6%
Spurcroft Primary School	Primary	444	£1,634,569	£3,681	444	£1,726,088	£3,888	£91,520	£206	6%
Pangbourne Primary School	Primary	199	£791,961	£3,980	199	£825,083	£4,146	£33,122	£166	4%
Aldermaston C.E. Primary School	Primary	168	£686,199	£4,085	168	£711,301	£4,234	£25,102	£149	4%
Basildon C.E. Primary School	Primary	144	£596,458	£4,142	144	£612,812	£4,256	£16,353	£114	3%
Beedon C.E. (Controlled) Primary	Primary	45	£281,616	£6,258	45	£284,572	£6,324	£2,956	£66	1%
Brimpton C.E. Primary School	Primary	56	£324,915	£5,802	56	£328,656	£5,869	£3,741	£67	1%
Bucklebury C.E. Primary School	Primary	112	£484,772	£4,328	112	£504,681	£4,506	£19,910	£178	4%
Burghfield St Mary's C.E. Primary School	Primary	213	£805,400	£3,781	213	£839,027	£3,939	£33,626	£158	4%
Chaddlesworth St Andrew's C.E. Primary School	Primary	24	£209,926	£8,747	24	£213,803	£8,908	£3,876	£162	2%
Cold Ash St Mark's C.E. School	Primary	180	£688,741	£3,826	180	£710,810	£3,949	£22,068	£123	3%
Compton C.E. Primary School	Primary	183	£712,987	£3,896	183	£751,305	£4,105	£38,318	£209	5%
Enborne C.E. Primary School	Primary	66	£337,373	£5,112	66	£346,242	£5,246	£8,869	£134	3%
Hampstead Norreys C.E. Primary School	Primary	87	£405,791	£4,664	87	£426,317	£4,900	£20,526	£236	5%
Kintbury St Mary's C.E. Primary School	Primary	164	£679,154	£4,141	164	£697,418	£4,253	£18,263	£111	3%
Purley CofE Primary School	Primary	112	£498,531	£4,451	112	£518,484	£4,629	£19,953	£178	4%
Shaw-cum-Donnington C.E. Primary School	Primary	88	£453,544	£5,154	88	£459,601	£5,223	£6,057	£69	1%
Shefford C.E. Primary School	Primary	50	£311,401	£6,228	50	£329,884	£6,598	£18,482	£370	6%
Mortimer St Mary's C.E. Junior School	Primary	220	£824,265	£3,747	220	£856,450	£3,893	£32,185	£146	4%
Mortimer St John's C.E. Infant School	Primary	171	£680,738	£3,981	171	£727,900	£4,257	£47,162	£276	7%
Streatley C.E. Voluntary Controlled Primary School	Primary	94	£429,608	£4,570	94	£435,158	£4,629	£5,550	£59	1%
Theale C.E. Primary School	Primary	306	£1,115,408	£3,645	306	£1,174,558	£3,838	£59,150	£193	5%
Welford and Wickham C.E. Primary School	Primary	97	£440,499	£4,541	97	£470,175	£4,847	£29,676	£306	7%
St Paul's Catholic Primary School	Primary	327	£1,185,257	£3,625	327	£1,272,328	£3,891	£87,072	£266	7%
Bradfield C.E. Primary School	Primary	164	£650,311	£3,965	164	£673,900	£4,109	£23,589	£144	4%
Brightwalton C.E. Aided Primary School	Primary	100	£449,823	£4,498	100	£474,633	£4,746	£24,811	£248	6%
Englefield C.E. Primary School	Primary	107	£457,848	£4,279	107	£477,485	£4,462	£19,637	£184	4%
St Nicolas C.E. Junior School	Primary	255	£940,903	£3,690	255	£979,964	£3,843	£39,060	£153	4%
Stockcross C.E. School	Primary	100	£429,164	£4,292	100	£446,926	£4,469	£17,762	£178	4%
Sulhamstead and Ufton Nerve School	Primary	106	£454,098	£4,284	106	£470,076	£4,435	£15,979	£151	4%
Woolhampton C.E. Primary School	Primary	89	£405,328	£4,554	89	£414,472	£4,657	£9,144	£103	2%
Yattendon C.E. Primary School	Primary	83	£392,850	£4,733	83	£423,934	£5,108	£31,084	£375	8%
St Finian's Catholic Primary School	Primary	178	£695,905	£3,910	178	£730,064	£4,101	£34,158	£192	5%
The Winchcombe School	Primary	437	£1,768,005	£4,046	437	£1,797,656	£4,114	£29,651	£68	2%
Thatcham Park CofE Primary School	Primary	363	£1,355,186	£3,733	363	£1,429,932	£3,939	£74,746	£206	6%
The Willows Primary School	Primary	359	£1,484,936	£4,136	359	£1,588,235	£4,424	£103,300	£288	7%
St John the Evangelist C.E. Nursery School	Primary	180	£691,698	£3,843	180	£721,699	£4,009	£30,000	£167	4%
St Joseph's Catholic Primary School	Primary	201	£797,321	£3,967	201	£869,173	£4,324	£71,852	£357	9%
The Willink School	Secondary	918	£4,515,350	£4,919	918	£4,696,523	£5,116	£181,173	£197	4%
Little Heath School	Secondary	1287	£6,326,028	£4,915	1287	£6,575,402	£5,109	£249,373	£194	4%
The Downs School	Secondary	922	£4,452,658	£4,829	922	£4,637,058	£5,029	£184,400	£200	4%
Fir Tree Primary School and Nursery	Primary	176	£757,650	£4,305	176	£781,945	£4,443	£24,295	£138	3%
Whitelands Park Primary School	Primary	347	£1,300,138	£3,747	347	£1,359,553	£3,918	£59,415	£171	5%
Lambourn CofE Primary School	Primary	182	£771,751	£4,240	182	£835,354	£4,590	£63,603	£349	8%
Speenhamland School	Primary	294	£1,138,874	£3,874	294	£1,219,661	£4,149	£80,787	£275	7%
John O'gaunt School	Secondary	363	£2,005,915	£5,526	363	£2,094,871	£5,771	£88,956	£245	4%
Theale Green School	Secondary	400	£2,108,827	£5,272	400	£2,186,393	£5,466	£77,566	£194	4%
Park House School	Secondary	867	£4,336,048	£5,001	867	£4,438,956	£5,120	£102,908	£119	2%
Kennet School	Secondary	1451	£7,127,939	£4,912	1451	£7,354,912	£5,069	£226,973	£156	3%
Trinity School	Secondary	873	£4,507,329	£5,163	873	£4,678,902	£5,360	£171,572	£197	4%
St Bartholomew's School	Secondary	1313	£6,379,484	£4,859	1313	£6,642,084	£5,059	£262,600	£200	4%
Denefield School	Secondary	961	£4,811,739	£5,007	961	£4,897,406	£5,096	£85,667	£89	2%
Highwood Copse Primary School	Primary	20.0	£108,331	£5,417	20.0	£112,544	£5,627	£4,213	£211	4%
Primary Total			£52,882,188			£55,449,744		£2,567,556		5%
Secondary Total			£46,571,317			£48,202,506		£1,631,189		4%
Total all Schools		22,668	£99,453,504		22,668	£103,652,250		£4,198,746		4%

Schools Funding Formula 2020/21

APPENDIX Aii): illustrative formula allocations 2020/21		2020/21 EXAMPLE ALLOCATION (OPTION 1)			2020/21 EXAMPLE ALLOCATION (OPTION 2)			2020/21 EXAMPLE ALLOCATION (OPTION 3)		
School Name	Phase	2019/20 pupil count	Funding after 0.5% block transfer, allocated using 1% AWPUP reduction	2020/21 per pupil funding	2019/20 pupil count	Funding after 0.5% block transfer, allocated using 4% cap on gains	2020/21 per pupil funding	2019/20 pupil count	Funding after 0.5% block transfer, allocated using 6.8% cap/0.9% AWPUP reduction	2020/21 per pupil funding
Beenham Primary School	Primary	71	£372,240	£5,243	71	£373,528	£5,261	71	£372,594	£5,248
Chieveley Primary School	Primary	202	£793,396	£3,928	202	£796,000	£3,941	202	£794,404	£3,933
Curridge Primary School	Primary	99	£448,334	£4,529	99	£448,793	£4,533	99	£448,828	£4,534
The Ilsleys Primary School	Primary	63	£345,903	£5,491	63	£337,434	£5,356	63	£340,872	£5,411
Hermitage Primary School	Primary	187	£761,926	£4,074	187	£764,736	£4,089	187	£762,859	£4,079
Hungerford Primary School	Primary	389	£1,500,672	£3,858	389	£1,500,672	£3,858	389	£1,500,672	£3,858
Inkpen Primary School	Primary	70	£357,871	£5,112	70	£357,292	£5,104	70	£358,220	£5,117
John Rankin Junior School	Primary	348	£1,342,545	£3,858	348	£1,333,665	£3,832	348	£1,344,281	£3,863
John Rankin Infant and Nursery School	Primary	254	£973,312	£3,832	254	£979,715	£3,857	254	£973,312	£3,832
Francis Baily Primary School	Primary	568	£2,137,765	£3,764	568	£2,137,765	£3,764	568	£2,137,765	£3,764
Birch Copse Primary School	Primary	423	£1,611,134	£3,809	423	£1,611,134	£3,809	423	£1,611,134	£3,809
Westwood Farm Junior School	Primary	232	£932,101	£4,018	232	£924,135	£3,983	232	£933,258	£4,023
Long Lane Primary School	Primary	214	£852,151	£3,982	214	£852,272	£3,983	214	£853,219	£3,987
Garland Junior School	Primary	213	£901,255	£4,231	213	£889,874	£4,178	213	£902,318	£4,236
Robert Sandilands Primary School	Primary	242	£1,022,003	£4,223	242	£1,015,070	£4,195	242	£1,023,210	£4,228
Westwood Farm Infant School	Primary	177	£734,732	£4,151	177	£736,149	£4,159	177	£735,616	£4,156
Springfield Primary School	Primary	301	£1,154,529	£3,836	301	£1,154,529	£3,836	301	£1,154,529	£3,836
Falkland Primary School	Primary	450	£1,716,549	£3,815	450	£1,716,549	£3,815	450	£1,716,549	£3,815
Parsons Down Infant School	Primary	167	£706,680	£4,232	167	£705,000	£4,222	167	£707,513	£4,237
Mrs Bland's Infant School	Primary	165	£712,728	£4,320	165	£717,720	£4,350	165	£713,552	£4,325
Downsway Primary School	Primary	214	£861,748	£4,027	214	£859,679	£4,017	214	£862,816	£4,032
Kennet Valley Primary School	Primary	189	£839,054	£4,439	189	£825,186	£4,366	189	£837,848	£4,433
Parsons Down Junior School	Primary	292	£1,152,978	£3,949	292	£1,153,800	£3,951	292	£1,154,435	£3,954
Calcot Infant School and Nursery	Primary	204	£851,071	£4,172	204	£851,071	£4,172	204	£851,071	£4,172
Calcot Junior School	Primary	288	£1,226,007	£4,257	288	£1,214,487	£4,217	288	£1,225,444	£4,262
Spurcroft Primary School	Primary	444	£1,729,003	£3,894	444	£1,729,003	£3,894	444	£1,729,003	£3,894
Pangbourne Primary School	Primary	199	£820,596	£4,124	199	£821,358	£4,127	199	£821,588	£4,129
Aldermaston C.E. Primary School	Primary	168	£706,280	£4,204	168	£708,962	£4,220	168	£707,119	£4,209
Basildon C.E. Primary School	Primary	144	£611,361	£4,246	144	£615,912	£4,277	144	£612,080	£4,251
Beedon C.E. (Controlled) Primary School	Primary	45	£285,430	£6,343	45	£285,430	£6,343	45	£285,430	£6,343
Brimpton C.E. Primary School	Primary	56	£329,643	£5,886	56	£329,643	£5,886	56	£329,643	£5,886
Bucklebury C.E. Primary School	Primary	112	£506,976	£4,527	112	£506,098	£4,519	112	£507,535	£4,532
Burghfield St Mary's C.E. Primary School	Primary	213	£832,462	£3,908	213	£834,059	£3,916	213	£833,527	£3,913
Chaddlesworth St Andrew's C.E. Primary School	Primary	24	£213,077	£8,878	24	£213,580	£8,899	24	£213,199	£8,883
Cold Ash St Mark's C.E. School	Primary	180	£705,303	£3,918	180	£710,991	£3,950	180	£706,201	£3,923
Compton C.E. Primary School	Primary	183	£749,913	£4,098	183	£744,268	£4,067	183	£750,827	£4,103
Enborne C.E. Primary School	Primary	66	£344,414	£5,218	66	£346,395	£5,248	66	£344,743	£5,223
Hampstead Norreys C.E. Primary School	Primary	87	£423,709	£4,870	87	£419,203	£4,818	87	£424,143	£4,875
Kintbury St Mary's C.E. Primary School	Primary	164	£693,119	£4,226	164	£698,302	£4,258	164	£693,938	£4,231
Purley CofE Primary School	Primary	112	£515,066	£4,599	112	£514,661	£4,595	112	£515,624	£4,604
Shaw-cum-Donnington C.E. Primary School	Primary	88	£461,389	£5,243	88	£461,389	£5,243	88	£461,389	£5,243
Shefford C.E. Primary School	Primary	50	£329,379	£6,588	50	£321,817	£6,436	50	£324,993	£6,500
Mortimer St Mary's C.E. Junior School	Primary	220	£850,034	£3,864	220	£853,868	£3,881	220	£851,132	£3,869
Mortimer St John's C.E. Infant School	Primary	171	£723,615	£4,232	171	£709,890	£4,151	171	£720,550	£4,214
Streatley C.E. Voluntary Controlled Primary School	Primary	94	£436,898	£4,648	94	£436,898	£4,648	94	£436,898	£4,648
Theale C.E. Primary School	Primary	306	£1,174,851	£3,839	306	£1,174,851	£3,839	306	£1,174,851	£3,839
Welford and Wickham C.E. Primary School	Primary	97	£469,393	£4,839	97	£458,865	£4,731	97	£464,588	£4,790
St Paul's Catholic Primary School	Primary	327	£1,262,631	£3,861	327	£1,239,089	£3,789	327	£1,259,671	£3,852
Bradfield C.E. Primary School	Primary	164	£669,037	£4,079	164	£672,515	£4,101	164	£669,855	£4,084
Brightwalton C.E. Aided Primary School	Primary	100	£471,496	£4,715	100	£465,269	£4,653	100	£471,268	£4,713
Englefield C.E. Primary School	Primary	107	£474,412	£4,434	107	£473,124	£4,422	107	£474,945	£4,439
St Nicolas C.E. Junior School	Primary	255	£971,978	£3,812	255	£975,151	£3,824	255	£973,251	£3,817
Stockcross C.E. School	Primary	100	£444,056	£4,441	100	£443,136	£4,431	100	£444,555	£4,446
Sulhamstead and Ufton Nerve St Primary School	Primary	106	£467,044	£4,406	106	£468,410	£4,419	106	£467,573	£4,411
Woolhampton C.E. Primary School	Primary	89	£412,014	£4,629	89	£414,827	£4,661	89	£412,458	£4,634
Yattendon C.E. Primary School	Primary	83	£421,715	£5,081	83	£408,279	£4,919	83	£413,163	£4,978
St Finian's Catholic Primary School	Primary	178	£724,866	£4,072	178	£721,997	£4,056	178	£725,754	£4,077
The Winchcombe School	Primary	437	£1,798,069	£4,115	437	£1,798,069	£4,115	437	£1,798,069	£4,115
Thatcham Park CofE Primary School	Primary	363	£1,420,197	£3,912	363	£1,411,851	£3,889	363	£1,422,009	£3,917
The Willows Primary School	Primary	359	£1,577,586	£4,394	359	£1,550,014	£4,318	359	£1,575,487	£4,389
St John the Evangelist C.E. Nursery School	Primary	180	£716,046	£3,978	180	£716,263	£3,979	180	£716,945	£3,983
St Joseph's Catholic Primary School	Primary	201	£863,440	£4,296	201	£835,693	£4,158	201	£848,972	£4,224
The Willink School	Secondary	918	£4,697,677	£5,117	918	£4,697,677	£5,117	918	£4,697,677	£5,117
Little Heath School	Secondary	1287	£6,517,213	£5,064	1287	£6,573,687	£5,108	1287	£6,525,185	£5,070
The Downs School	Secondary	922	£4,637,446	£5,030	922	£4,637,446	£5,030	922	£4,637,446	£5,030
Fir Tree Primary School and Nursery	Primary	176	£777,773	£4,419	176	£783,335	£4,451	176	£778,651	£4,424
Whitelands Park Primary School	Primary	347	£1,348,671	£3,887	347	£1,350,229	£3,891	347	£1,350,402	£3,892
Lambourn CofE Primary School	Primary	182	£804,002	£4,418	182	£780,302	£4,287	182	£792,525	£4,355
Speenhamland School	Primary	294	£1,210,705	£4,118	294	£1,189,492	£4,046	294	£1,209,279	£4,113
John O'gaunt School	Secondary	363	£2,078,481	£5,726	363	£2,082,678	£5,737	363	£2,080,788	£5,732
Theale Green School	Secondary	400	£2,168,526	£5,421	400	£2,186,766	£5,467	400	£2,170,884	£5,427
Park House School	Secondary	867	£4,413,553	£5,091	867	£4,439,306	£5,120	867	£4,413,553	£5,091
Kennet School	Secondary	1451	£7,291,680	£5,025	1451	£7,355,429	£5,069	1451	£7,298,270	£5,030
Trinity School	Secondary	873	£4,641,752	£5,317	873	£4,681,561	£5,363	873	£4,647,196	£5,323
St Bartholomew's School	Secondary	1313	£6,625,699	£5,046	1313	£6,625,699	£5,046	1313	£6,625,699	£5,046
Denefield School	Secondary	961	£4,898,303	£5,097	961	£4,898,303	£5,097	961	£4,898,303	£5,097
Highwood Copse Primary School	Primary	20.0	£112,176	£5,609	20.0	£112,544	£5,627	20.0	£112,234	£5,612
Primary Total			£55,168,508			£54,961,286			£55,144,383	
Secondary Total			£47,970,329			£48,178,551			£47,995,001	
Total all Schools		22,668	£103,138,837		22,668	£103,139,837		22,668	£103,139,385	

This page is intentionally left blank

Appendix B

Primary and Secondary Schools Revenue Funding 2020/21

Briefing & Consultation Document for Schools November 2019

1. How to respond to this consultation

- 1.1 Schools are invited to make comments on specific areas in the consultation. Please e-mail your response to Melanie Ellis, Chief Accountant melanie.ellis@westberks.gov.uk by **18th December 2019**.
- 1.2 Any suggestions for change should be accompanied by clear rationale on why your proposal is a better solution and fair and equitable for all schools in West Berkshire Council (WBC), and not just for your own individual school. You should also check that it falls within the current funding regulations. Policy and operational documents relating to the 2020/21 NFF can be accessed on these webpages:

<https://www.gov.uk/government/publications/national-funding-formula-for-schools-and-high-needs>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/831848/Schools_operational_guide_2020_to_2021.pdf
- 1.3 To aid understanding of the proposals in this paper, illustrations are provided in Annex A for individual schools. These are based on DfE data taken from the October 2018 census.
- 1.4 Schools are warned that actual funding for 2020/21 must be based on the October 2019 pupil census and year on year changes in data may have a significant impact. Therefore, in responding to this consultation, schools are advised to concentrate on the principles rather than simply on the illustrative cash changes.

It remains a Local Authority decision on how the funding is allocated to schools through the formula factors. There is no requirement to stick to the NFF rates, or to use all the factors other than the mandatory minimum per pupil funding factor.

2. Purpose

- 2.1 The purpose of this consultation is to outline West Berkshire Council's proposed school funding formula arrangements for 2020/21 and the criteria to be used to allocate additional funds. The principle consulted on and adopted in previous years, was to move as closely as possible to the National Funding Formula (NFF). This has largely been achieved in West Berkshire which means there is little change to the formula for 2020/21.
- 2.2 The proposed areas of consultation have been discussed by Schools Forum at its meeting of 9 December 2019 prior to the release of the consultation. The consultation will last for 2 weeks from 10 December 2019. Due to short timescales, the results will be emailed to the Schools Forum members to review and comment on ahead of the meeting on 20 January 2020.

3. Introduction

- 3.1 All mainstream (academies and maintained) school funding is allocated to the Local Authority (LA) through the Dedicated Schools Grant (DSG). The grant is split into four funding blocks: Schools, Early years, High needs and Central Schools Services (such as licences, admissions, education welfare).
- 3.2 The Schools Block is only for Primary and Secondary school formula allocations, plus growth funding for new or growing schools (such pupils are not included in the funding allocation as they did not exist in the previous census).
- 3.3 The Schools Block is ring fenced, but up to 0.5% can be transferred to other funding blocks subject to consultation with all schools and Schools' Forum agreement. Secretary of State approval is required for transfers above this limit or where the Schools' Forum has opposed the transfer but the Local Authority wishes to appeal.
- 3.4 2020/21 is the third year of the National Funding Formula (NFF). The government has confirmed its intention to move to a single 'hard' NFF to determine every school's budget, and will work closely with local authorities and other stakeholders in making this transition in the future.
- 3.5 In 2020/21, as in previous years, each LA will continue to have discretion over their schools funding formulae, in consultation with local schools. The LA is responsible for making the final decisions on the formula. Political ratification by the Council's Executive must be obtained before the 21 January 2020 deadline.
- 3.6 The schools block funding for 2020/21 is calculated as follows:
 - The national funding formula at the national rates is run for each school. This is based on October 2018 census data and pupil numbers.
 - An area cost adjustment (ACA) is added to the total sum for each school (1.0347 for West Berkshire).
 - The Authority will see at least a provisional 1.84% increase in the schools block per pupil funding.
 - The allocations for every school in the Local Authority are added up and divided by the October 2018 pupil numbers. This produces a Primary Unit

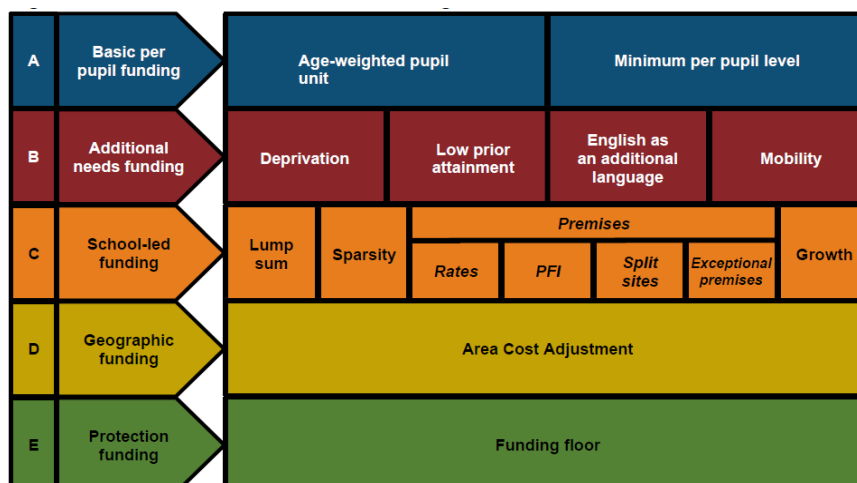
of Funding (PUF) and a Secondary Unit of Funding (SUF). These funding units are now set for 2020/21.

3.7 Provisional 2020/21 NFF allocations were published at a local authority level by the Department for Education (DfE) in October 2019, including notional school level allocations. These are shown in Appendix Ai). Funding levels and allocations were announced later than in previous years, giving LA's less time for modelling and consultation.

- In December 2019, the PUF and SUF will be multiplied by the October 2019 Primary and Secondary pupil numbers to produce the Schools Block DSG allocation.
- A sum for growth funding is added which will be calculated separately for 2020/21 to give the final DSG total.

4. The National Funding Formula (NFF)

4.1 The basic structure of the NFF is not changing for 2020/21. The factors that will be taken into account when calculating schools block DSG funding through the NFF are shown in the chart below.



4.2 The NFF assigns funding rates to each of the factors. All key factors in the NFF have been increased by 4%. For some local authorities the factors are uplifted by an area cost adjustment (ACA). For West Berkshire this is 1.0347.

4.3 The minimum per pupil level (MMPL) is being increased to £3,750 for primary and £5,000 for secondary in 2020/21, and is being further increased to £4,000 for primary schools in 2021/22. The government has made the use of the national MMPL a mandatory factor in local formulae from 2020/21, taking into account all factors except business rates.

4.4 The 2020/21 funding floor is set at 1.84% above the 2019/20 funding floor baselines – again taking into account all factors except rates.

4.5 There will be no NFF gains cap, so that all schools attract their full allocations under the formula. LA's will still be able to use a cap in the local formula.

- 4.6 The free school meals factor has been increased by 1.84% in line with inflation. Premises funding will continue to be allocated at a LA level on the basis of actual spend in 2019/20.
- 4.7 LAs will continue to set a Minimum Funding Guarantee (MFG) which must be between 0.5% and 1.84%.
- 4.8 In 2020/21 the government has introduced a formulaic approach to allocating mobility funding based on tracking individual pupils through censuses from the past three years. In previous years the mobility factor has not been used in the local formula, but this consultation proposes introducing this factor based on the principle of mirroring the NFF.
- 4.9 Table 1 sets out the national rates and West Berkshire's cost adjusted rates.

Table 1: Factor	National Rate	WBC National Rate (with ACA)	National Rate	WBC National Rate (with ACA)	WBC Total	WBC Total
	2019/20		2020/21		2019/20	2020/21
1.Basic Entitlement:						
Primary	£2,747	£2,841	£2,857	£2,956	£37,798,558	£39,330,457
Secondary KS3	£3,863	£3,994	£4,018	£4,157	£22,805,740	£23,738,868
Secondary KS4	£4,386	£4,535	£4,561	£4,719	£16,530,075	£17,201,739
2.Deprivation:						
Primary current FSM	£440	£455	£450	£466	£463,190	£474,001
Primary FSM Ever 6	£540	£558	£560	£579	£914,543	£949,666
Primary IDACI Band F (0.2–0.25)	£200	£207	£210	£217	£95,037	£99,761
Primary IDACI Band E (0.25–0.3)	£240	£248	£250	£259	£135,256	£141,081
Primary IDACI Band D (0.3–0.4)	£360	£372	£375	£388	£22,021	£22,968
Primary IDACI Band C (0.4–0.5)	£390	£403	£405	£419	£60,957	£63,385
Primary IDACI Band B (0.5–0.6)	£420	£434	£435	£450	£84,307	£87,432
Primary IDACI Band A (over 0.6)	£575	£595	£600	£621	£0	£0
Secondary current FSM	£440	£455	£450	£466	£295,750	£302,653
Secondary FSM Ever 6	£785	£812	£815	£843	£1,174,462	£1,219,704
Secondary IDACI Band F	£290	£300	£300	£310	£122,802	£127,063
Secondary IDACI Band E	£390	£403	£405	£419	£151,705	£157,747
Secondary IDACI Band D	£515	£533	£535	£554	£60,274	£62,599
Secondary IDACI Band C	£560	£579	£580	£600	£70,910	£73,498
Secondary IDACI Band B	£600	£620	£625	£647	£84,362	£87,993
Secondary IDACI Band A	£810	£838	£840	£869	£0	£0
3.Prior Attainment:						
Primary	£1,022	£1,057	£1,065	£1,102	£4,078,134	£4,252,363
Secondary	£1,550	£1,603	£1,610	£1,666	£2,935,621	£3,051,156
4.English as an Additional Language:						
Primary EAL 3	£515	£532	£535	£554	£423,021	£440,164
Secondary EAL 3	£1,385	£1,432	£1,440	£1,490	£133,285	£138,680
5.Sparsity						
Primary	£25,000	£25,852	£26,000	£26,902	£112,176	£116,732
Secondary	£65,000	£67,216	£67,600	£69,946	£53,100	£55,257
6.Lump Sum:						
Primary	£110,000	£113,751	£114,400	£118,370	£8,711,431	£9,065,145
Secondary	£110,000	£113,751	£114,400	£118,370		
7.Rates:						
Primary	17/18 estimate		18/19 estimate		£1,487,173	£1,487,173
Secondary	17/18 estimate		18/19 estimate			
8. Mobility						
Primary Mobility	n/a	n/a	£875	£905	£0	£54,723
Secondary Mobility	n/a	n/a	£1,250	£1,293	£0	£0
Total Allocation (excluding minimum per pupil funding level and MFG funding total)					£98,803,890	£102,802,008

Factor	National Rate	WBC National Rate (with ACA)	National Rate	WBC National Rate (with ACA)	WBC Total	WBC Total
	2019/20		2020/21		2019/20	2020/21
Total Allocation (excluding minimum per pupil funding level and MFG funding total)					£98,803,890	£102,802,008
Additional funding to meet the minimum funding level	Primary				£98,040	£326,678
	Secondary				£343,074	£373,246
Total Allocation including minimum funding adj					£99,245,004	£103,501,932
Funding floor adjustment					£578,508	£0
Total Allocation including funding floor protection					£99,823,512	£103,501,932
MFG adjustment					-£369,710	£150,315
Post MFG budget					£99,453,802	£103,652,247

4.10 The NFF has been replicated at this point however, the final amount of funding available to allocate to schools could go up or down for the following reasons:

- (1) The final funding allocation will reflect the October 2019 pupil numbers.
- (2) The final allocation will **not** reflect any changes in pupil characteristics (such as deprivation and prior attainment).
- (3) Actual business rates used in the local formula may be greater than the amount allocated through the DSG formula allocation.
- (4) Funding requirements in other blocks such as high needs, would require approval of a transfer of funding out of the schools block (subject to a maximum of 0.5%), and would reduce funding available.

4.11 In addition to agreeing on the funding formula, a decision therefore needs to be taken on how to allocate any surplus or shortfall. An example is given below:

Indicative funding available for school funding allocations	WBC Total
	2020/21
Indicative funding received	£103,652,247
Less: estimated business rates increase	-£8,000
Less: transfer to other blocks (0.5%)	-£512,000
Total available for school formula	£103,132,247

5. Consultation Proposals

- 5.1 It is proposed in principle to mirror the NFF as closely as possible to ensure that West Berkshire schools are in a good position when the full NFF is introduced. The minimum per pupil guarantee of £3,750 for primary pupils and £5,000 for secondary pupils is mandatory and included in the local formula.

1. Do you agree that, subject to final affordability, West Berkshire should mirror the DfE's 2020/21 NFF and that this formula should be used to calculate funding allocations? If not, please let us know with your reasons why.

- 5.2 The main change to the NFF is the change in the data set for the mobility factor. The authority is proposing to include this factor for 2020/21. The cost is included in the allocation the LA receives from the DfE as part of the NFF, so it does not create additional cost or a need to reduce other areas of the formula.

2. Do you agree that West Berkshire should introduce the mobility factor in the local formula in order to mirror the NFF? If not, please let us know with your reasons why.

- 5.3 After funding business rates uplifts, pupil characteristic changes and any transfers of funding to other blocks, the formula will need to be altered to ensure we remain within the total funding available. There are a number of options for ensuring affordability, which effectively means deciding on a methodology for allocating any funding shortfall or block transfer. (Note: the same methodology would apply to any surplus). The options are outlined below:

- (1) Reducing the AWPU values. This would restrict the gains of all schools, although would result in additional MFG and MMPF to protect some schools.
- (2) Applying a gains cap, so that schools that gain the most funding compared to last year, are limited in the amount they are able to keep.
- (3) A combination of a reduced AWPU and a gains cap.
- (4) Reducing the MFG from 1.84% to 0.5%, however this only generates £34k. This impacts the lower funded schools the most.
- (5) Reducing the additional needs factors. This would impact those schools with pupils that require extra support.
- (6) Reducing the lump sum. This detrimentally affects small schools due to the amount of funding they are able to generate through pupil led factors.

- 5.4 The LA has modelled a number of scenarios to determine the impact of these options on individual school budgets. Options 4, 5 and 6 above have not been taken any further. The scenarios modelled assumed a requirement to reduce the funding available to schools by £520k to fund both business rates and a block transfer. If the block transfer did not happen, then the total funding available would be higher in this example.

- 5.5 The model in **Appendix Ai)** shows the 2019/20 allocations per school and the initial 2020/21 allocation, before allocating any shortfall. **Appendix Aii)** shows the available funding for schools if business rates and a block transfer of 0.5% was approved, under the three allocation options.
- 5.6 In consultation with the Heads Funding Group and the Schools Forum, it is recommended to use Option 3, a combination of a cap on gains and a reduction to the AWPU. This option protects 17 schools from any reduction in funding, and provides the most even distribution across the remaining schools. The formula replicates the NFF rates, uses a 1.84% MFG, a cap on schools that gain over 6.8% and a reduction in the AWPU of 0.9%. The model assumes no change in pupil numbers. **Actual individual school allocations will be dependent on the October 2019 census data.**

3. Do you agree that any shortfall in funding is addressed by using Option 3, using a combination of reduced AWPU values and applying a cap on gains? If not, please let us know with your reasons why.

6. Additional Funding Outside the School Formula

- 6.1 School funding regulations allow for a few exceptional circumstances to be funded outside the formula and be top sliced from the DSG. For each fund the Schools' Forum need to agree clear criteria setting out the circumstances in which payments could be made and the basis for calculating the sum to be paid.
- (1) Growth Funding
- (a) Growth funding is within the Local Authorities' Schools Block NFF allocations. For 2020/21, as in previous years, growth funding will be allocated to Local Authorities based on the growth in pupil numbers between the October 2018 and October 2019 censuses.
- (b) The NFF does not yet include a methodology for how Growth Funding should be allocated at individual school or academy level. LA's therefore retain responsibility for determining the arrangements locally, albeit within tight regulations.
- (c) Our proposed arrangements are based on growth in pupil numbers between the October 2018 and October 2019 censuses. The growth fund can only be used to:
- (i) Support growth in pre-16 pupil numbers to meet basic need
- (ii) Support additional classes needed to meet the infant class size regulation
- (iii) Meet the costs of new schools.
- (d) The growth fund must not be used to support schools in financial difficulty or general growth due to popularity.
- (e) The costs of new schools will include lead-in costs, post start-up costs and diseconomy of scale costs.

- (f) Any unspent growth funding may be carried forward to the following funding period, as with any other centrally retained budget, and Local Authorities can choose to use it specifically for growth.
- (2) A falling rolls fund, where a school has surplus places and faces a funding shortfall but an increase in pupils in the near future is expected. In 2018/19 the Schools Forum agreed to cease the Falling Rolls fund because only one school in four years had qualified for a payment.
- (3) Funding for schools in financial difficulty where a school phase has agreed to de-delegate this funding (primary phase only in West Berkshire).
- (4) Funding can be used from the high needs block to allocate additional funding to schools which have a disproportionate number of high needs pupils which cannot be reflected adequately in their formula funding. This has to be determined by a formulaic method.

4. If you have any comments/suggestions on this proposal or the criteria set to access the other additional funds please provide details.

7. De-delegations 2020/21 (maintained schools only)

- 7.1 From 2013/14 schools received funding for newly delegated central services. For some services (where offered by the Local Authority), maintained Primary and Secondary schools can collectively opt for the service to be de-delegated – which means that the funding is deducted from the formula allocation and continues to be centrally retained for the benefit of all maintained Primary and Secondary schools, and individual schools cannot make that choice for themselves (Academies may be given the option to buy into the service, as can Nursery schools, Special schools and PRUs). From 2017/18, statutory services previously funded by the Education Services Grant were also added, and the de-delegation for these services relate to all maintained schools. The de-delegations need to be re-determined on an annual basis.
- 7.2 The relevant Schools' Forum representatives for each phase will vote on whether each service is to be de-delegated or not. The services currently and proposed to be de-delegated are as follows:

Primary and Secondary only:

- Behaviour Support Services
- Ethnic Minority Support
- Trade Union Local Representation
- Schools in Financial Difficulty (primary schools only)
- CLEAPSS

Funds cannot be de-delegated from Special and Nursery Schools and PRUs for these services, but those schools will have the option to buy back these services.

All Maintained Schools:

- Statutory & Regulatory Duties (health & safety, internal audit, statutory accounting, pensions administration)

Academies and other non-maintained schools may be able to choose to buy into the above services, subject to provider agreement.

- 7.3 Information about these services is reported to the Schools' Forum on an annual basis. The final decision on each de-delegation will be made by the relevant Schools' Forum Members for each phase on 20th January 2020. Schools may wish to contact their Schools' Forum representative direct to express their view, or respond as part of this consultation.

5. If you do not agree with any of the above services being de-delegated, please let us know with your reasons why.

8. Timetable

8.1 The timetable for determining the school formula and schools budgets for 2020/21 is as follows:

Date	Deadline	Who	Item
13.9.19		DfE	Operational guidance published
Oct to Nov 2019		DfE	NFF illustrative allocations published and APT issued
Oct to Nov 2019		LA	Modelling of new primary & secondary school formula (once received national formula rates from ESFA)
1.10.19	24.9.19	HFG	
16.10.19			School Admin (finance staff) briefing
14.10.19	8.10.19	SF	
Nov 2019		LA	High needs and Early years initial budget proposals worked on by officers
26.11.19	19.11.19	HFG	Review school formula options and make recommendation to Schools' Forum. Review high needs budget proposals.
3.12.19	27.11.19	Corporate Board	Draft formula proposals
9.12.19	3.12.19	SF	Agree formula for consultation with schools. To agree de-delegations and funding/criteria for additional funds. Need to consult and agree to any funding block transfers. Review central schools, high needs, and early years' budget proposals.
4.12.19 – 18.12.19	10 working days		Consultation with schools
Mid Dec 2019		DfE	DSG funding allocations and APT containing census data for final formula issued
Mid Dec 2019		LA	Updating by officers of formula and the funding rates in light of actual DSG funding
19.12.19	12.12.19	Operations Board	Final formula proposal based on final funding allocation (subject to consultation responses).
8.1.20	2.1.20	HFG	Review funding formula consultation responses and final formula calculations and make a recommendation. Review budget proposals for central schools, high needs, and early years in light of funding announcement.
16.1.20	7.1.20	Executive	Approval of School Formula
20.1.20	14.1.20	SF	Review HFG recommendations, final calculations and final formula. Review budget proposals for central schools, high needs, and early years. Agree budget strategy and determine any further work.
21.1.20	21.1.20	LA	Deadline for submission of final APT to ESFA
21.1.20 to 18.2.20	18.2.20	LA	Finalisation by officers of central schools, high needs, and early year's budget proposals.
25.2.20	18.2.20	HFG	Review final proposals and make recommendation to Schools' Forum.
29.2.20	29.2.20	LA	Statutory deadline for providing primary and secondary maintained schools with funding allocation
9.3.20	3.3.20	SF	Agree final budgets.

APPENDIX Ai): illustrative formula allocations 2020/21		2019/20 ALLOCATION			2020/21 INITIAL FUNDING ALLOCATION			YEAR ON YEAR CHANGE		
School Name	Phase	2019/20 pupil count	2019/20 Formula allocated	2019/20 per pupil funding	2019/20 pupil count	Initial funding allocation	2020/21 per pupil funding	2020/21 increase in total cash	2020/21 increase in per pupil total funding	% change
Beenham Primary School	Primary	71	£363,433	£5,119	71	£373,961	£5,267	£10,528	£148	3%
Chieveley Primary School	Primary	202	£769,619	£3,810	202	£799,459	£3,958	£29,839	£148	4%
Curridge Primary School	Primary	99	£435,038	£4,394	99	£450,892	£4,554	£15,854	£160	4%
The Ilstleys Primary School	Primary	63	£326,403	£5,181	63	£347,252	£5,512	£20,848	£331	6%
Hermitage Primary School	Primary	187	£737,622	£3,945	187	£765,605	£4,094	£27,983	£150	4%
Hungerford Primary School	Primary	389	£1,447,144	£3,720	389	£1,500,222	£3,857	£53,078	£136	4%
Inkpen Primary School	Primary	70	£346,290	£4,947	70	£358,953	£5,128	£12,663	£181	4%
John Rankin Junior School	Primary	348	£1,281,567	£3,683	348	£1,353,279	£3,889	£71,713	£206	6%
John Rankin Infant and Nursery School	Primary	254	£958,011	£3,772	254	£979,509	£3,856	£21,498	£85	2%
Francis Baily Primary School	Primary	568	£2,026,944	£3,569	568	£2,168,944	£3,819	£142,000	£250	7%
Birch Copse Primary School	Primary	423	£1,505,116	£3,558	423	£1,610,866	£3,808	£105,750	£250	7%
Westwood Farm Junior School	Primary	232	£884,898	£3,814	232	£934,887	£4,030	£49,989	£215	6%
Long Lane Primary School	Primary	214	£821,105	£3,837	214	£857,132	£4,005	£36,027	£168	4%
Garland Junior School	Primary	213	£853,178	£4,006	213	£905,584	£4,252	£52,406	£246	6%
Robert Sandilands Primary School	Primary	242	£975,185	£4,030	242	£1,027,779	£4,247	£52,594	£217	5%
Westwood Farm Infant School	Primary	177	£710,451	£4,014	177	£739,033	£4,175	£28,581	£161	4%
Springfield Primary School	Primary	301	£1,104,200	£3,668	301	£1,152,471	£3,829	£48,271	£160	4%
Falkland Primary School	Primary	450	£1,600,197	£3,556	450	£1,712,697	£3,806	£112,500	£250	7%
Parsons Down Infant School	Primary	167	£678,802	£4,065	167	£709,555	£4,249	£30,753	£184	5%
Mrs Bland's Infant School	Primary	165	£695,225	£4,213	165	£717,701	£4,350	£22,476	£136	3%
Downsday Primary School	Primary	214	£828,421	£3,871	214	£867,513	£4,054	£39,092	£183	5%
Kennet Valley Primary School	Primary	189	£788,559	£4,172	189	£840,681	£4,448	£52,122	£276	7%
Parsons Down Junior School	Primary	292	£1,112,275	£3,809	292	£1,161,876	£3,979	£49,602	£170	4%
Calcot Infant School and Nursery	Primary	204	£836,636	£4,101	204	£849,484	£4,169	£12,848	£63	2%
Calcot Junior School	Primary	288	£1,166,633	£4,051	288	£1,234,548	£4,287	£67,915	£236	6%
Spurcroft Primary School	Primary	444	£1,634,569	£3,681	444	£1,726,088	£3,888	£91,520	£206	6%
Pangbourne Primary School	Primary	199	£791,961	£3,980	199	£825,083	£4,146	£33,122	£166	4%
Aldermaston C.E. Primary School	Primary	168	£686,199	£4,085	168	£711,301	£4,234	£25,102	£149	4%
Basildon C.E. Primary School	Primary	144	£596,458	£4,142	144	£612,812	£4,256	£16,353	£114	3%
Beedon C.E. (Controlled) Primary	Primary	45	£281,616	£6,258	45	£284,572	£6,324	£2,956	£66	1%
Brimpton C.E. Primary School	Primary	56	£324,915	£5,802	56	£328,656	£5,869	£3,741	£67	1%
Bucklebury C.E. Primary School	Primary	112	£484,772	£4,328	112	£504,681	£4,506	£19,910	£178	4%
Burghfield St Mary's C.E. Primary School	Primary	213	£805,400	£3,781	213	£839,027	£3,939	£33,626	£158	4%
Chaddleworth St Andrew's C.E. Primary School	Primary	24	£209,926	£8,747	24	£213,803	£8,908	£3,876	£162	2%
Cold Ash St Mark's C.E. School	Primary	180	£688,741	£3,826	180	£710,810	£3,949	£22,068	£123	3%
Compton C.E. Primary School	Primary	183	£712,987	£3,896	183	£751,305	£4,105	£38,318	£209	5%
Enborne C.E. Primary School	Primary	66	£337,373	£5,112	66	£346,242	£5,246	£8,869	£134	3%
Hampstead Norreys C.E. Primary School	Primary	87	£405,791	£4,664	87	£426,317	£4,900	£20,526	£236	5%
Kintbury St Mary's C.E. Primary School	Primary	164	£679,154	£4,141	164	£697,418	£4,253	£18,263	£111	3%
Purley CoFe Primary School	Primary	112	£498,531	£4,451	112	£518,484	£4,629	£19,953	£178	4%
Shaw-cum-Donnington C.E. Primary School	Primary	88	£453,544	£5,154	88	£459,601	£5,223	£6,057	£69	1%
Sheffield C.E. Primary School	Primary	50	£311,401	£6,228	50	£329,884	£6,598	£18,482	£370	6%
Mortimer St Mary's C.E. Junior School	Primary	220	£824,265	£3,747	220	£856,450	£3,893	£32,185	£146	4%
Mortimer St John's C.E. Infant School	Primary	171	£680,738	£3,981	171	£727,900	£4,257	£47,162	£276	7%
Streatley C.E. Voluntary Controlled	Primary	94	£429,608	£4,570	94	£435,158	£4,629	£5,550	£59	1%
Theale C.E. Primary School	Primary	306	£1,115,408	£3,645	306	£1,174,558	£3,838	£59,150	£193	5%
Welford and Wickham C.E. Primary School	Primary	97	£440,499	£4,541	97	£470,175	£4,847	£29,676	£306	7%
St Paul's Catholic Primary School	Primary	327	£1,185,257	£3,625	327	£1,272,328	£3,891	£87,072	£266	7%
Bradfield C.E. Primary School	Primary	164	£650,311	£3,965	164	£673,900	£4,109	£23,589	£144	4%
Brightwalton C.E. Aided Primary School	Primary	100	£449,823	£4,498	100	£474,633	£4,746	£24,811	£248	6%
Englefield C.E. Primary School	Primary	107	£457,848	£4,279	107	£477,485	£4,462	£19,637	£184	4%
St Nicolas C.E. Junior School	Primary	255	£940,903	£3,690	255	£979,964	£3,843	£39,060	£153	4%
Stockcross C.E. School	Primary	100	£429,164	£4,292	100	£446,926	£4,469	£17,762	£178	4%
Sulhamstead and Ufton Nerve School	Primary	106	£454,098	£4,284	106	£470,076	£4,435	£15,979	£151	4%
Woolhampton C.E. Primary School	Primary	89	£405,328	£4,554	89	£414,472	£4,657	£9,144	£103	2%
Yattendon C.E. Primary School	Primary	83	£392,850	£4,733	83	£423,934	£5,108	£31,084	£375	8%
St Finian's Catholic Primary School	Primary	178	£695,905	£3,910	178	£730,064	£4,101	£34,158	£192	5%
The Wincombe School	Primary	437	£1,768,005	£4,046	437	£1,797,656	£4,114	£29,651	£68	2%
Thatcham Park CoFe Primary School	Primary	363	£1,355,186	£3,733	363	£1,429,932	£3,939	£74,746	£206	6%
The Willows Primary School	Primary	359	£1,484,936	£4,136	359	£1,588,235	£4,424	£103,300	£288	7%
St John the Evangelist C.E. Nursery	Primary	180	£691,698	£3,843	180	£721,699	£4,009	£30,000	£167	4%
St Joseph's Catholic Primary School	Primary	201	£797,321	£3,967	201	£869,173	£4,324	£71,852	£357	9%
The Willink School	Secondary	918	£4,515,350	£4,919	918	£4,696,523	£5,116	£181,173	£197	4%
Little Heath School	Secondary	1287	£6,326,028	£4,915	1287	£6,575,402	£5,109	£249,373	£194	4%
The Downs School	Secondary	922	£4,452,658	£4,829	922	£4,637,058	£5,029	£184,400	£200	4%
Fir Tree Primary School and Nursery	Primary	176	£757,650	£4,305	176	£781,945	£4,443	£24,295	£138	3%
Whitelands Park Primary School	Primary	347	£1,300,138	£3,747	347	£1,359,553	£3,918	£59,415	£171	5%
Lambourn CoFe Primary School	Primary	182	£771,751	£4,240	182	£835,354	£4,590	£63,603	£349	8%
Speenhamland School	Primary	294	£1,138,874	£3,874	294	£1,219,661	£4,149	£80,787	£275	7%
John O'gaunt School	Secondary	363	£2,005,915	£5,526	363	£2,094,871	£5,771	£88,956	£245	4%
Theale Green School	Secondary	400	£2,108,827	£5,272	400	£2,186,393	£5,466	£77,566	£194	4%
Park House School	Secondary	867	£4,336,048	£5,001	867	£4,438,956	£5,120	£102,908	£119	2%
Kennet School	Secondary	1451	£7,127,939	£4,912	1451	£7,354,912	£5,069	£226,973	£156	3%
Trinity School	Secondary	873	£4,507,329	£5,163	873	£4,678,902	£5,360	£171,572	£197	4%
St Bartholomew's School	Secondary	1313	£6,379,484	£4,859	1313	£6,642,084	£5,059	£262,600	£200	4%
Denefield School	Secondary	961	£4,811,739	£5,007	961	£4,897,406	£5,096	£85,667	£89	2%
Highwood Copse Primary School	Primary	20.0	£108,331	£5,417	20.0	£112,544	£5,627	£4,213	£211	4%
Primary Total			£52,882,188			£55,449,744		£2,567,556		5%
Secondary Total			£46,571,317			£48,202,506		£1,631,189		4%
Total all Schools		22,668	£99,453,504		22,668	£103,652,250		£4,198,746		4%

APPENDIX Aii): illustrative formula allocations 2020/21		2020/21 EXAMPLE ALLOCATION (OPTION 1)			2020/21 EXAMPLE ALLOCATION (OPTION 2)			2020/21 EXAMPLE ALLOCATION (OPTION 3)		
School Name	Phase	2019/20 pupil count	Funding after 0.5% block transfer, allocated using 1% AWPU reduction	2020/21 per pupil funding	2019/20 pupil count	Funding after 0.5% block transfer, allocated using 4% cap on gains	2020/21 per pupil funding	2019/20 pupil count	Funding after 0.5% block transfer, allocated using 6.8% cap/0.9% AWPU reduction	2020/21 per pupil funding
Beenham Primary School	Primary	71	£372,240	£5,243	71	£373,528	£5,261	71	£372,594	£5,248
Chieveley Primary School	Primary	202	£793,396	£3,928	202	£796,000	£3,941	202	£794,404	£3,933
Curridge Primary School	Primary	99	£448,334	£4,529	99	£448,793	£4,533	99	£448,828	£4,534
The Illsleys Primary School	Primary	63	£345,903	£5,491	63	£337,434	£5,356	63	£340,872	£5,411
Hermitage Primary School	Primary	187	£761,926	£4,074	187	£764,736	£4,089	187	£762,859	£4,079
Hungerford Primary School	Primary	389	£1,500,672	£3,858	389	£1,500,672	£3,858	389	£1,500,672	£3,858
Inkpen Primary School	Primary	70	£357,871	£5,112	70	£357,292	£5,104	70	£358,220	£5,117
John Rankin Junior School	Primary	348	£1,342,545	£3,858	348	£1,333,665	£3,832	348	£1,344,221	£3,863
John Rankin Infant and Nursery School	Primary	254	£973,312	£3,832	254	£979,715	£3,857	254	£973,312	£3,832
Francis Baily Primary School	Primary	568	£2,137,765	£3,764	568	£2,137,765	£3,764	568	£2,137,765	£3,764
Birch Copse Primary School	Primary	423	£1,611,134	£3,809	423	£1,611,134	£3,809	423	£1,611,134	£3,809
Westwood Farm Junior School	Primary	232	£932,101	£4,018	232	£924,135	£3,983	232	£933,258	£4,023
Long Lane Primary School	Primary	214	£852,151	£3,982	214	£852,272	£3,983	214	£853,219	£3,987
Garland Junior School	Primary	213	£901,255	£4,231	213	£889,874	£4,178	213	£902,318	£4,236
Robert Sandilands Primary School	Primary	242	£1,022,003	£4,223	242	£1,015,070	£4,195	242	£1,023,210	£4,228
Westwood Farm Infant School	Primary	177	£734,732	£4,151	177	£736,149	£4,159	177	£735,516	£4,156
Springfield Primary School	Primary	301	£1,154,529	£3,836	301	£1,154,529	£3,836	301	£1,154,529	£3,836
Falkland Primary School	Primary	450	£1,716,549	£3,815	450	£1,716,549	£3,815	450	£1,716,549	£3,815
Parsons Down Infant School	Primary	167	£706,680	£4,232	167	£705,000	£4,222	167	£707,513	£4,237
Mrs Bland's Infant School	Primary	165	£712,728	£4,320	165	£717,720	£4,350	165	£713,552	£4,325
Downsway Primary School	Primary	214	£861,748	£4,027	214	£859,679	£4,017	214	£862,816	£4,032
Kenet Valley Primary School	Primary	189	£839,054	£4,439	189	£825,186	£4,366	189	£837,848	£4,433
Parsons Down Junior School	Primary	292	£1,152,978	£3,949	292	£1,153,800	£3,951	292	£1,154,435	£3,954
Calcot Infant School and Nursery	Primary	204	£851,071	£4,172	204	£851,071	£4,172	204	£851,071	£4,172
Calcot Junior School	Primary	288	£1,226,007	£4,257	288	£1,214,487	£4,217	288	£1,227,444	£4,262
Spurcroft Primary School	Primary	444	£1,729,003	£3,894	444	£1,729,003	£3,894	444	£1,729,003	£3,894
Pangbourne Primary School	Primary	199	£820,596	£4,124	199	£821,358	£4,127	199	£821,589	£4,129
Aldermaston C.E. Primary School	Primary	168	£706,280	£4,204	168	£708,962	£4,220	168	£707,118	£4,209
Basildon C.E. Primary School	Primary	144	£611,361	£4,246	144	£615,912	£4,277	144	£612,080	£4,251
Beedon C.E. (Controlled) Primary School	Primary	45	£285,430	£6,343	45	£285,430	£6,343	45	£285,430	£6,343
Brimpton C.E. Primary School	Primary	56	£329,643	£5,886	56	£329,643	£5,886	56	£329,643	£5,886
Bucklebury C.E. Primary School	Primary	112	£506,976	£4,527	112	£506,098	£4,519	112	£507,535	£4,532
Burghfield St Mary's C.E. Primary School	Primary	213	£832,462	£3,908	213	£834,059	£3,916	213	£833,525	£3,913
Chaddleworth St Andrew's C.E. Primary School	Primary	24	£213,077	£8,878	24	£213,580	£8,899	24	£213,197	£8,883
Cold Ash St Mark's C.E. School	Primary	180	£705,303	£3,918	180	£710,991	£3,950	180	£706,201	£3,923
Compton C.E. Primary School	Primary	183	£749,913	£4,098	183	£744,268	£4,067	183	£750,827	£4,103
Emborne C.E. Primary School	Primary	66	£344,414	£5,218	66	£346,395	£5,248	66	£344,743	£5,223
Hampstead Norreys C.E. Primary School	Primary	87	£423,709	£4,870	87	£419,203	£4,818	87	£424,143	£4,875
Kintbury St Mary's C.E. Primary School	Primary	164	£693,119	£4,226	164	£698,302	£4,258	164	£693,938	£4,231
Purley CofE Primary School	Primary	112	£515,066	£4,599	112	£514,661	£4,595	112	£515,624	£4,604
Shaw-cum-Donnington C.E. Primary School	Primary	88	£461,389	£5,243	88	£461,389	£5,243	88	£461,389	£5,243
Shefford C.E. Primary School	Primary	50	£329,379	£6,588	50	£321,817	£6,436	50	£324,993	£6,500
Mortimer St Mary's C.E. Junior School	Primary	220	£850,034	£3,864	220	£853,868	£3,881	220	£851,132	£3,869
Mortimer St John's C.E. Infant School	Primary	171	£723,615	£4,232	171	£709,890	£4,151	171	£725,550	£4,214
Streatley C.E. Voluntary Controlled School	Primary	94	£436,898	£4,648	94	£436,898	£4,648	94	£436,898	£4,648
Theale C.E. Primary School	Primary	306	£1,174,851	£3,839	306	£1,174,851	£3,839	306	£1,174,851	£3,839
Welford and Wickham C.E. Primary School	Primary	97	£469,393	£4,839	97	£458,865	£4,731	97	£464,588	£4,790
St Paul's Catholic Primary School	Primary	327	£1,262,631	£3,861	327	£1,239,089	£3,789	327	£1,259,671	£3,852
Bradfield C.E. Primary School	Primary	164	£669,037	£4,079	164	£672,515	£4,101	164	£669,855	£4,084
Brightwalton C.E. Aided Primary School	Primary	100	£471,496	£4,715	100	£465,269	£4,653	100	£471,268	£4,713
Englefield C.E. Primary School	Primary	107	£474,412	£4,434	107	£473,124	£4,422	107	£474,945	£4,439
St Nicolas C.E. Junior School	Primary	255	£971,978	£3,812	255	£975,151	£3,824	255	£973,251	£3,817
Stockcross C.E. School	Primary	100	£444,056	£4,441	100	£443,136	£4,431	100	£444,555	£4,446
Sulhamstead and Ufton Nervet School	Primary	106	£467,044	£4,406	106	£468,410	£4,419	106	£467,573	£4,411
Woolhampton C.E. Primary School	Primary	89	£412,014	£4,629	89	£414,827	£4,661	89	£412,458	£4,634
Yattendon C.E. Primary School	Primary	83	£421,715	£5,081	83	£408,279	£4,919	83	£413,163	£4,978
St Finian's Catholic Primary School	Primary	178	£724,866	£4,072	178	£721,997	£4,056	178	£725,754	£4,077
The Winchcombe School	Primary	437	£1,798,069	£4,115	437	£1,798,069	£4,115	437	£1,798,069	£4,115
Thatcham Park CofE Primary School	Primary	363	£1,420,197	£3,912	363	£1,411,851	£3,889	363	£1,422,009	£3,917
The Willows Primary School	Primary	359	£1,577,586	£4,394	359	£1,550,014	£4,318	359	£1,575,487	£4,389
St John the Evangelist C.E. Nursery	Primary	180	£716,046	£3,978	180	£716,263	£3,979	180	£716,945	£3,983
St Joseph's Catholic Primary School	Primary	201	£863,440	£4,296	201	£835,693	£4,158	201	£848,972	£4,224
The Willink School	Secondary	918	£4,697,677	£5,117	918	£4,697,677	£5,117	918	£4,697,677	£5,117
Little Heath School	Secondary	1287	£6,517,213	£5,064	1287	£6,573,687	£5,108	1287	£6,525,185	£5,070
The Downs School	Secondary	922	£4,637,446	£5,030	922	£4,637,446	£5,030	922	£4,637,446	£5,030
Fir Tree Primary School and Nursery	Primary	176	£777,773	£4,419	176	£783,335	£4,451	176	£778,651	£4,424
Whitelands Park Primary School	Primary	347	£1,348,671	£3,887	347	£1,350,229	£3,891	347	£1,350,402	£3,892
Lambourn CofE Primary School	Primary	182	£804,002	£4,418	182	£780,302	£4,287	182	£792,525	£4,355
Speenhamland School	Primary	294	£1,210,705	£4,118	294	£1,189,492	£4,046	294	£1,209,279	£4,113
John O'gaugh School	Secondary	363	£2,078,481	£5,726	363	£2,082,678	£5,737	363	£2,080,788	£5,732
Theale Green School	Secondary	400	£2,168,526	£5,421	400	£2,186,766	£5,467	400	£2,170,884	£5,427
Park House School	Secondary	867	£4,413,553	£5,091	867	£4,439,306	£5,120	867	£4,413,553	£5,091
Kenet School	Secondary	1451	£7,291,680	£5,025	1451	£7,355,429	£5,069	1451	£7,298,270	£5,030
Trinity School	Secondary	873	£4,641,752	£5,317	873	£4,681,561	£5,363	873	£4,647,196	£5,323
St Bartholomew's School	Secondary	1313	£6,625,699	£5,046	1313	£6,625,699	£5,046	1313	£6,625,699	£5,046
Denefield School	Secondary	961	£4,898,303	£5,097	961	£4,898,303	£5,097	961	£4,898,303	£5,097
Highwood Copse Primary School	Primary	20.0	£112,176	£5,609	20.0	£112,544	£5,627	20.0	£112,234	£5,612
Primary Total			£55,168,508			£54,961,286			£55,144,383	
Secondary Total			£47,970,329			£48,178,551			£47,995,001	
Total all Schools		22,668	£103,138,837		22,668	£103,139,837		22,668	£103,139,385	

Appendix C

Primary and Secondary Schools Revenue Funding 2020/21

Briefing & Consultation Document for Schools December 2019

1. How to respond to this consultation

- 1.1 Schools are invited to make comments on specific areas in the consultation. Please e-mail your response to Melanie Ellis, Chief Accountant melanie.ellis@westberks.gov.uk by **18th December 2019**.
- 1.2 Any suggestions for change should be accompanied by clear rationale on why your proposal is a better solution and fair and equitable for all schools in West Berkshire Council (WBC), and not just for your own individual school. You should also check that it falls within the current funding regulations. Policy and operational documents relating to the 2020/21 NFF can be accessed on these webpages:

<https://www.gov.uk/government/publications/national-funding-formula-for-schools-and-high-needs>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/831848/Schools_operational_guide_2020_to_2021.pdf

2. Purpose

- 2.1 The purpose of this consultation is to ask for comments on the potential transfer of up to 0.5% of the schools DSG funding for 2020/21 to the High Needs Block. The Schools Block is ring fenced, but up to 0.5% can be transferred to other funding blocks subject to consultation with all schools and Schools' Forum agreement. Secretary of State approval is required for transfers above this limit or where the Schools' Forum has opposed the transfer but the Local Authority wishes to appeal.
- 2.2 This consultation has been discussed by Schools Forum at its meeting of 9 December 2019 prior to the release of the consultation. The consultation will last for 2 weeks from 10 December 2019. Due to short timescales, the results will be emailed to the Schools Forum members to review and comment on ahead of the meeting on 20 January 2020.

3. Introduction

- 3.1 All mainstream (academies and maintained) school funding is allocated to the Local Authority (LA) through the Dedicated Schools Grant (DSG). The grant is split into four funding blocks: Schools, Early years, High needs and Central Schools Services (such as licences, admissions, education welfare).

4. High Needs Block

- 4.1 The High Needs Block funds provision and services for children and young people with SEN & Disabilities (SEND), including the cost of Education, Health and Care Plans in mainstream schools and special schools, which form the bulk of HNB expenditure. It also funds the Pupil Referral Units. The HNB budget in 2020-21 is expected to be £21,595,683.
- 4.2 The HNB has been over spending since the 2016-17 financial year. This is mainly due to:
- increasing numbers of children with Education, Health and Care Plans moving out of mainstream provision in to special schools, including West Berkshire's own special schools (Brookfields and The Castle), other Local Authorities' special schools and independent / non maintained special schools. Most of the placements in other Local Authorities' special schools and independent / non maintained special schools are for children with SEMH or ASD.
 - increasing numbers and cost of children attending PRUs.
 - an increase of 33% in the number of children with EHCPs since 2014
- 4.3 There has been some additional funding from the Government for Local Authorities' High Needs Blocks in 2020-21, but in spite of this the HNB is predicted to overspend by £3.1 million in 2020-21, including rolled forward overspends from 2018-19 and 2019-20.
- 4.4 If the pressure on the HNB budget is to be reduced, schools need additional support to meet the needs of children with SEND so that the growth in specialist placements can be slowed down. This includes both access to services and direct financial support.
- 4.5 It is proposed that some funding is transferred from the Schools Block to the High Needs Block for this purpose. There are three alternative proposals; transfer of 0.5% of the Schools Block, or 0.25% or 0.125%.

5. Proposed use of transferred funds

5.1 Increase Vulnerable Children Grant

- 5.1.1 This is a small budget of £50,000 held by the Local Authority to support vulnerable pupils with complex needs. It can be used to help schools support their most vulnerable pupils on an emergency, unpredicted or short term basis.
- 5.1.2 The budget is well used and has helped to maintain children in their mainstream schools and avoid exclusions. Schools have appreciated being able to access funds relatively quickly for their most vulnerable pupils.

However, the grant is in high demand and has already run out for the current financial year, meaning no further children can be supported.

5.1.3 If this budget were to be increased, it would allow more support to be given to schools to help them meet the needs of vulnerable children, including those with social, emotional and mental health needs.

5.1.4 Option 1 would increase the Vulnerable Children Grant by £53,700, Option 2 would increase it by £125,400 and Option 3 would increase it by £384,400. (See 6.4 below).

5.1.5 Depending on the option chosen, and the amount of additional funding available, it would be possible to allocate this funding to schools to:

- Provide VCG funding for more children and / or for longer periods
- Provide funding to schools when they admit a child who has been permanently excluded from another school
- Support schools with implementation of Therapeutic Thinking approaches, eg. funding to support implementation of personalised therapeutic plans

5.2 Further roll out and support of Therapeutic Thinking approaches in schools

5.2.1 Over 120 school staff and West Berkshire employees have attended therapeutic thinking engagement days which have helped them to understand how to support children and young people in schools in a trauma informed way. In addition, over 70 school staff and LA employees attended three day train the trainer training in order to upskill themselves to deliver training in therapeutic thinking in their own settings. Other local authorities that have adopted a similar approach have seen impressive outcomes. For example, one local authority found that in schools where head teachers were trained as trainers there was a 60% reduction in fixed term exclusions, an 89.5% reduction in exclusion days and no permanent exclusions. This was achieved within a year.

5.2.2 Both the engagement day training and the 3 day training have been evaluated very positively.

5.2.3 The Therapeutic Thinking project has had a significant impact on staff skills and reported practice. However, further progress will be severely limited by lack of dedicated capacity in the Local Authority to embed this approach.

5.2.4 In order to sustain change across West Berkshire it is proposed that a fixed term post of Therapeutic Thinking Officer is created to lead network meetings for school leads, develop policy and practice within West Berkshire and in schools and to continue to deliver the engagement and train the trainer courses. The post is likely to be a Band K post which equates to a salary range from £36,876 to £44,632. Assuming an appointment at the mid-point of the scale, and taking on costs and start-up equipment purchase into account, the estimated annual cost of the post would be £58K.

5.2.5 Without this post there is a serious risk that the potential of the Therapeutic Thinking initiative to support children with complex needs will not be realised.

The initiative has the potential to improve behaviour in schools, reduce exclusions, reduce pressure on PRUs and potentially bring down the numbers of children moving to specialist placements but there needs to be capacity to move it forward in order to see real and sustained change.

5.3 Removal of charges for Language and Literacy Centre places

- 5.3.1 In September 2018, charges were introduced for placements at the Language and Literacy Centres at Theale and Winchcombe schools. Charges are based on 50% of the real cost of the place. These charges were introduced in order to alleviate pressure on the High Needs Block.
- 5.3.2 The LALs can provide 48 places per year for Year 5 students who have persistent difficulties with literacy and need an intensive programme delivered by a teacher qualified in specific literacy difficulties. Outcomes data for pupils who have attended the LALs shows that they make very significant progress prior to returning to Year 6 and then transitioning to secondary school.
- 5.3.3 Prior to the introduction of charging, all 48 LAL places were taken up every year. Since charging was introduced, the number of children accessing the LALs reduced to 33 in 2018 and 26 in 2019 and could fall further again in 2020 given the significant financial pressure on schools.
- 5.3.4 A survey of primary school headteachers has clearly demonstrated that a large number of primary schools would like to refer pupils to LAL but cannot afford to do so.
- 5.3.5 There is some emerging evidence that the reduction in children being able to access LAL is linked to an increase in requests for EHCPs and an increase in potential appeals to the SEND Tribunal for places in specialist schools for children with dyslexia, with associated costs.
- 5.3.6 It is also possible that secondary schools will begin to see an impact of the reduction in children accessing LAL in terms of literacy levels of Year 7 cohorts and the numbers of children needing intensive support for literacy.
- 5.3.7 It is proposed that the charges for LAL places are removed so that all children who need this provision can access it and in order to avoid pressure for EHCPs and specialist placements for children with literacy difficulties.
- 5.3.8 The LAL budget is already subsidising places by 50% of the cost and fully funding the vacant places, so the cost of removing charging altogether would be relatively low at £17,800.

5.4 Expansion of the ASD Advisory Team to include Specialist Higher Level Teaching Assistants for deployment in schools

- 5.4.1 The number of children diagnosed with ASD has increased very dramatically over the last 10 years and continues to increase. Schools have developed good skills in meeting the needs of children with ASD and have access to support and training from the ASD Advisory Team. However, children with ASD can be challenging for schools to support and manage. We are seeing an increase in exclusions of children with ASD as well as an increase in specialist placements for children with ASD.

- 5.4.2 The West Berkshire SEND Strategy 2018-23, which was coproduced with parents, schools and other stakeholders, includes a proposal to recruit two Higher Level Teaching Assistants to the ASD Advisory Team, subject to identification of resources. There are currently two teachers in the team and one Autism Adviser who works with families. Service evaluations show that the support of the team is highly rated by schools, but team members are very thinly spread across the 1,152 children with ASD in our mainstream schools. The addition of HLTAs to the team would be a cost effective way of increasing capacity.
- 5.4.3 The objective of this additional resource would be to build capacity and expertise in schools, help schools to meet need effectively, maintain children in mainstream wherever possible and to support joint working between home and school, working alongside the Autism Adviser for Families
- 5.4.4 The HLTAs would work with individuals or groups of pupils in order to model strategies suggested by Advisory Teachers in class and support in producing and using resources. They could also run workshops for TAs in school and other staff. Work would have to be time limited but could help to avoid situations reaching crisis point.
- 5.4.5 The posts would be graded E to F. Assuming appointments at the mid point of the scale the cost would be £57,800.

6 Consultation Proposals

6.3 There are three proposals for consideration:

- Transfer 0.5% of Schools Block to High Needs Block
- Transfer 0.25% of Schools Block to High Needs Block
- Transfer 0.125% of Schools Block to High Needs Block

6.4 The table below shows how funds could be allocated against each of these initiatives for each of the three proposals.

	Option 1 Transfer 0.125%	Option 2 Transfer 0.25%	Option 3 Transfer 0.5%
Vulnerable Children Grant	53,700	125,400	384,400
Therapeutic Thinking	58,000	58,000	58,000
Removal of LAL charges	17,800	17,800	17,800
Specialist HLTAs for ASD	0	57,800	57,800
Total £	129,500	259,000	518,000

1. Do you support a 0.5% transfer from the Schools Block to the High Needs Block for 2020/21? If not, please let us know with your reasons why.

2. Do you support a 0.25% transfer from the Schools Block to the High Needs Block for 2020/21? If not, please let us know with your reasons why.

3. Do you support a 0.125% transfer from the Schools Block to the High Needs Block for 2020/21? If not, please let us know with your reasons why.

High Needs Block Budget 2020/21			
Report being considered by:	Schools Forum on 9 th December 2019		
Report Author:	Ian Pearson, Jane Seymour, Michelle Sancho, Linda Curtis		
Item for:	Information	By:	All Forum Members

1. Purpose of the Report

1.1 This report sets out the current financial position of the high needs budget for 2019/20 and the position known so far for 2020/21, including the likely shortfall.

2. Recommendation

2.1 To note the predicted shortfall and request a further report on options for savings together with options for invest to save projects which would reduce costs.

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
---	-------------------------------	---

3. Introduction

3.1 Setting a balanced budget for the High Needs Block continues to be a significant challenge; funding received for this block has only seen minimal increases for several years, yet the demand in terms of numbers of high needs pupils and unit costs of provision has continued to rise. Place funding has remained static in spite of increasing numbers, and in 2015/16 local authorities took on responsibility for students up to the age of 25 with SEND in FE colleges without the appropriate funding to cover the actual cost. The number of children with EHCPs is increasing, mainly, but not entirely due to the change in age range up to 25 years.

3.2 Up until 2016-17, West Berkshire was setting a balanced high needs budget. Since then, the budget has been under pressure on an annual basis, with savings identified each year to reduce the overspend. A decision was made to set a deficit budget for the first time in 2016/17.

3.3 Savings of £219k were implemented in 2017/18 and a further £306k in 2018/19. Despite these savings a budget was set in 2018/19 which included a planned overspend of £703k. The budget set for 2019/20 included a planned overspend of £1.6M.

3.4 The pressure on the high needs block is a national issue, and many local authorities have significant over spends and have also set deficit budgets. South East regional benchmarking data shows that in West Berkshire overspending on the HNB as a % of the total HNB budget is one of the lowest in the region, but nevertheless it is an issue of ongoing concern.

3.5 Tables 2, 3, 4 and 5 in Appendix A show where the predicted 2020-21 costs exceed 2019-20 budgets.

3.6 In 2020-21, the Government has increased in Local Authorities' HNB budgets. In West Berkshire's case, the HNB budget will increase from £20,070,067 to £21,595,616, an increase of £1,525,616 or 7.6%. There will also be an in year import / export adjustment which is difficult to estimate at this stage. The current year import / export adjustment was £30,000.

3.7 The net shortfall in the 2020-21 HNB budget, is **£3,158,616**. This includes a predicted 19/20 overspend of **£2,050,052**.

3.8 The increase can be explained as follows:

- Overspend of £521,000 in 2018-19, carried forward
- Deficit budget of £1.6M set in 2019-20, due to increased pressure in a range of areas including maintained special schools, non maintained special schools, resourced units, EHCPs in mainstream schools, FE College placements, PRUs and children with EHCPs in PRUs.
- Additional pressures in 20-21, over and above the deficit budget set in 2019-20, which relate to mainly to top up funding for children with EHCPs in a variety of settings. See Appendix A sections 2 and 3 below for more detail.

3.9 An extensive review of SEN provision and services took place during 2018, with full involvement of all stakeholders, including parents and schools. This resulted in a new 5 year SEND Strategy for West Berkshire which was approved by West Berkshire Council and the Berkshire West Clinical Commissioning Group in November 2018. The Strategy seeks to address rising costs in the High Needs Block. It has 5 key priority areas:

- Improve the capacity of mainstream schools to meet the needs of children with SEND
- Expand local provision for children with SEND in order to reduce reliance on external placements
- Improve post 16 opportunities for young people with SEND, including better access to employment
- Improve preparation for adulthood, including transition from children's to adults' services in Social Care and Health
- Improve access to universal and targeted Health services for children with SEND

3.10 Work is now under way to implement the strategy, which should achieve savings in the High Needs Block over the next five years, but savings will take time to be realised. It is likely that in the short term (starting in 2020-21) costs will actually increase whilst new provision is being set up, as there will be an element of double funding whilst new provision grows before out of area placements start to reduce.

3.11 Details of the services paid for from the high needs budget and the corresponding budget information are set out in Appendix A, together with an explanation of the reasons for budget increases.

4. Summary Financial Position

4.1 The latest estimate of expenditure in the High Needs Block budget for both 2019/20 and 2020/21 is set out in Table 1. This will continue to be refined over the next few months, particularly in relation to the largest variable element, which is top up funding. The figures are based on all services continuing at current staffing levels and contract costs, with no change in the funding rates for top ups and the current/known number and funding level of pupils.

4.2 Most of the DSG allocation for the high needs block is now confirmed. Part of it is estimated and will be based on the actual number of pupils in special schools in the October 2019 census, and import/export adjustments based on the January 2020 census and February 2020 ILR.

TABLE 1	2019/20 Budget £	2019/20 Forecast £	2020/21 Estimate £
Place Funding	6,016,000	6,016,000	6,055,000
Top Up Funding	12,119,960	11,852,081	12,660,740
PRU Funding (top ups only)	1,089,100	1,350,740	1,396,630
Other Statutory Services	1,501,180	1,504,542	1,487,247
Non Statutory Services	801,470	778,470	924,610
Support Service Recharges	127,286	127,286	180,020
Total Expenditure	21,654,996	21,629,119	22,704,247

HNB DSG Allocation	-20,070,067	-20,100,067	-21,595,683
In year overspend	1,584,929	1,529,052	1,108,564
HNB DSG Overspend from previous year	521,000	521,000	2,050,052
Total cumulative deficit	2,105,929	2,050,052	3,158,616

4.3 There is a forecast shortfall of **£1,108,564** in the 2020/21 HNB which may change as the budgets continue to be finalised.

4.4 Proposals for savings, together with proposals for invest to save projects, will be brought to the next meeting of the HFG / Schools' Forum. Any savings are likely to have to come from non statutory services, though the impact on statutory budgets will need to be taken in to consideration.

4.5 It is proposed that a consultation takes place with schools on whether to transfer 0.5% of the Schools' Block to the HNB.

4.6 Appendix A sets out the detail of the budgets included within the High Needs Block, and the reasons for the pressure on the 2020-21 HNB budget.

5. Appendices

Appendix A – High Needs Budget detail

High Needs Budget Detail

1. PLACE FUNDING – STATUTORY

- 1.1 Place funding is agreed by the Education and Skills Funding Agency (ESFA) and has to be passed on to the institution, forming their base budget. Academy and FE places are included in the initial HNB allocation but the agreed place numbers are then deducted and paid to the institution direct (DSG top slice). From 2018/19 pre 16 resource unit place funding was reduced from £10,000 to £6,000 per place, and each pupil within the unit is included in the main school formula funding allocation.
- 1.2 The ESFA will not fund any overall increases to places. If additional places are needed in academies or FE colleges, a request can be made to the ESFA. However, any additional places agreed would be top sliced from West Berkshire's HNB allocation in 2020-21; no additional funding is made available.
- 1.3 Requests have been made for an increase of 17 places in academies and FE, but this is offset by a reduction of 13 FE places, so the net increase is 4. Further detail is given in a separate report on planned places.
- 1.4 It is not possible to increase planned places in maintained schools unless there are surplus planned places available for reallocation, which is not the case. The shortfall in planned places for children with EHCPs attending West Berkshire maintained special schools or PRUs, so this funding is taken from the maintained special school and PRU EHCP top up budgets, creating additional pressure in those areas.

TABLE 1 - Place Funding Budget	2019/20 Budget			2020/21 Budget		
	No. of Places	£	Current No. of Pupils	Proposed No. of Places	£	Difference in number
Special Schools pre 16 (90540) –	286	2,860,000	405	286	2,860,000	0
Special Schools post 16 (90546) –	79	527,000		79	790,000	0
Special Schools –post 16 (DSG top slice)		263,000				
Resource Units Maintained – pre 16 (90584)	35	234,000	30	25	230,000	0
Resource Units Academies – pre 16 (DSG top slice)	94	628,000	88	112	664,000	8
Mainstream Maintained – post 16	5	16,000	7	5	30,000	0
Mainstream Academies – post 16 (DSG top slice)	14	82,000	14	16	96,000	2
Further Education	139	746,000	135	133	725,000	-6
PRU Place Funding (90320)	66	660,000	72	66	660,000	0
TOTAL	718	6,016,000		722	6,055,000	4

2. TOP UP FUNDING – STATUTORY

2.1 Top up funding is paid to the institutions where we are placing pupils who live in West Berkshire (we do not pay our institutions top up funding for pupils who live outside West Berkshire). **Table 2** shows the budget and forecast for 2019/20 and the estimate for 2020/21.

TABLE 2 Top Up Budgets	2018/19 Budget		2019/20 Budget			2020/21	Difference 19/20 budget & 20/21 prediction
	Budget £	Outturn £	Budget £	Forecast £ (Month 7)	Over/ (under) £	Estimate £	
Special Schools Maintained (90539)	3,300,420	3,383,249	3,463,450	3,751,180	287,730	3,990,880	+527,430
Non WBC special schools (90548)	1,098,070	1,009,156	1,065,960	987,538	-78,422	1,096,480	+30,520
Resource Units Maintained (90617)	293,020	274,236	270,350	309,086	38,736	330,370	+60,020
Resource Units Academies (90026)	854,270	822,634	946,530	825,812	-120,718	948,280	+1,750
Resource Units Non WBC (90618)	107,000	126,702	143,580	139,162	-4,418	125,640	-17,940
Mainstream Maintained (90621)	541,560	658,073	667,330	769,750	102,420	724,320	+56,990
Mainstream Academies (90622)	185,170	247,075	267,460	344,100	76,640	377,920	+110,460
Mainstream Non WBC (90624)	75,000	78,343	73,030	92,075	19,045	70,590	-2,440
Non Maintained Special Schools (90575)	840,100	747,940	1,030,380	996,555	-33,825	1,101,910	+71,530
Independent Special Schools (90579)	2,436,400	2,218,567	2,683,020	2,369,690	-313,330	2,546,790	-136,230
Further Education (90580)	1,396,140	1,270,010	1,408,870	1,167,133	-241,737	1,247,560	-161,310
Disproportionate HN Pupils (90627)	100,000	83,609	100,000	100,000	0	100,000	0
TOTAL	11,227,150	10,919,594	12,119,960	11,852,081	-267,879	12,660,740	+540,780

2.2 Most top up budgets are under pressure, with the type of placement creating the greatest pressure shown below in order of cost.

- West Berkshire maintained special schools
- Mainstream top ups (academies)

- Non maintained special schools
- Resourced units in maintained schools
- Mainstream top ups (maintained)
- Non West Berkshire special schools

2.3 However, there are also significant savings on three of the top up cost centres:

- Further Education
- Independent special schools
- Resourced units in Non West Berkshire schools

2.4 The predictions of cost for 2020-21 take in to account known pupils whose needs can no longer be met in local schools, together with some cases which are due to go to the SEND Tribunal. It is not possible to predict all pupils who may need placements in 2020/21. The figures assume a middle ground between the best case scenario and the worst case scenario (financially) in terms of Tribunal outcomes.

2.5 West Berkshire maintained special schools

This pressure reflects increasing numbers in our special schools, the need to compensate for inadequate planned place funding through the top up budget and some very high needs pupils needing additional support to maintain their placements.

2.6 Mainstream top ups (academies)

There is pressure on the budgets for EHCPs in mainstream schools (both maintained and academies). This relates to an increase in the average cost of an EHCP in a mainstream school, together with an increase in overall numbers of EHCPs. There was a significant increase in the number of EHCPs issued in the 2018-19 academic year. There are robust systems in place to manage demand, and criteria for EHC assessments have not changed, so the increase suggests an increase in the numbers of children with significant needs.

The total numbers of EHCPs has increased as shown below since implementation of SEND Reforms in 2014. This represents an increase of 33% in just under 6 years.

Jan 2014	770
Jan 2015	751
Jan 2016	822
Jan 2017	897
Jan 2018	892
Jan 2019	912
Nov 2019	1026

2.7 Non maintained special schools

This increase in this budget is predominately due to a very ill child who has returned to the area and will need a specialist placement.

The majority of placements made in non maintained special schools continue to be for children with SEMH and ASD, plus a smaller number of HI placements.

2.8 Resourced units in maintained schools

This pressure relates to some pupils in resourced units requiring higher funding bands due to the complexity of their needs.

2.9 Mainstream top ups (maintained)

There is pressure on the budgets for EHCPs in mainstream schools (both maintained and academies). See 2.6 above. There has been a notable increase in the number of children with EHCPs who are of nursery age.

2.10 Non West Berkshire special schools

There is a current underspend in this budget due to pupils moving out of Northern House School to join I-College and 2 pupils predicted to go to Thames Valley School who have now been placed at The Pod (New I-College provision).

There will however be a pressure on this budget for next year due to 3 pupils requiring places at Holybrook School (SEMH) from September 2020, 4 other pupils in mainstream moving to SEMH provision and 1 to TVS. The cost of these additional placements is offset by leavers but there is still a net increase.

2.11 Further Education

There is a predicted underspend on this budget in the current financial year. The budget for 2019-20 was based on the number of students with EHCPs attending FE Colleges in 2018-19, but numbers in 2019-20 are down on the previous academic year. It is not entirely clear why this is the case, but appears to be partly due to more young people moving in to employment. In addition, one student left an Independent Specialist College placement (ISP) after 2 years of a 3 years course, generating a significant saving. One student will be leaving an ISP early at Christmas who was expected to stay until the end of the academic year.

The predicted costs for 20/21 are based on current numbers and represent a significant reduction in predicted expenditure.

It should be noted, however, that this budget is volatile as it covers young adults who have the right to leave education should they wish, sometimes unexpectedly.

Students with high level needs can also opt to re-enter education at any time up to the age of 25 years. In addition, a change to the ESFA funding guidance means that the host Local Authority is responsible financially for place funding for students over and above the agreed number of planned places who are placed by other Local Authorities. It is not possible to predict what the impact of this will be in 2020-21. Any additional costs are reimbursed through the import / export adjustment but not until the following financial year.

2.12 Independent special schools (ISS)

There is a predicted underspend in this budget caused by a number of factors including delays in sourcing suitable placements in some cases, placements being made at Engaging Potential rather than independent special schools, one pupil moving to Elected Home Education, some negotiated reductions in fees and some children moving out of area.

It is anticipated that costs in 2020-21 will also be lower than the 2019-20 budget, although the discrepancy will not be as great as the current underspend. Provision needs to be made for 2 pupils with ASD potentially moving into private schools (one is a Tribunal case), 1 pupil with ASD seeking an independent SPLD special school

placement via Tribunal, 2 pupils with ASD moving in to ISS placements and 2 pupils with ASD in LA special schools potentially moving in to residential ISS (one case is via Tribunal).

2.13 Resourced units in Non West Berkshire schools

Taking in to account existing placements and proposed new placements, costs in 2020-21 will be lower than the 2019-20 budget due to some pupils changing placement.

3. PUPIL REFERRAL UNITS (PRU) – STATUTORY

3.1 **Table 3** shows the budgets for PRU top ups.

TABLE 3 PRU Budgets	2018/19 Budget		2019/20 Budget			2020/21	Difference 19/20 budget & 20/21 prediction
	Budget £	Outturn £	Budget £	Forecast £ (Month 7)	Over/ (under) £	Estimate £	
PRU Top Up Funding (90625)	542,950	800,225	757,700	847,980	90,280	818,400	+60,700
PRU EHCP SEMH Placements (90628)	0	223,699	331,400	502,760	171,360	578,230	+246,830
Non WBC PRU Top Up Funding (90626)	0	0	0	0	0	0	0
TOTAL	542,950	1,023,924	1,089,100	1,350,740	261,640	1,396,630	+307,530

3.2 The current year budget was based on the previous year's forecast. Schools Forum agreed to pilot a 50% contribution from schools for pupils that they placed. Further details can be found in a separate report. Permanent exclusions and sixth form are funded 100% by the High Needs Block less the average pupil led funding contribution recovered from schools. The estimate for 20/21 PRU Top Up Funding is based on the profile of pupils at I-College in the summer term. A more up to date figure may be available after the autumn term figures are known.

3.3 The number of pupils with EHCPs being placed in PRUs is increasing as this can be an appropriate and cost effective provision for some young people. A new provision for pupils with EHCPs was set up in autumn 2019, The Pod. The top up and place costs have been allowed for in the 2020-21 estimate as new planned places for maintained provision cannot be made available. These placements are usually more cost effective than independent and non-maintained special school placements.

4. OTHER STATUTORY SERVICES

4.1 **Table 4** details the budgets for other statutory services.

TABLE 4	2018/19 Budget		2019/20 Budget			2020/21	Difference 19/20 budget & 20/21 prediction
Other Statutory Services	Budget £	Outturn £	Budget £	Forecast £ (Month 7)	Over/ (under) £	Estimate £	
Applied Behaviour Analysis (90240)	75,000	116,192	119,120	168,920	49,800	113,090	-6,030
Sensory Impairment (90290)	175,750	241,928	236,000	231,320	-4,680	227,587	-8,413
SEN Commissioned Provision (90577)	456,000	487,772	527,150	527,150	0	539,800	+12,650
Equipment for SEN Pupils (90565)	10,000	11,954	15,000	7,000	-8,000	15,000	0
Therapy Services (90295)	240,760	276,331	261,470	261,470	0	261,470	0
Elective home Education Monitoring (90288)	27,990	22,801	28,240	25,240	-3,000	28,240	0
Home Tuition Service (90315)	245,000	230,567	102,080	102,080	0	0	-102,080
Medical Home Tuition (90282)	0	0	119,920	119,920	0	205,000	+85,080
Hospital Tuition (90610)	45,000	37,390	36,000	36,000	0	36,000	0
SEND Strategy (DSG) (90281)	0	0	56,200	25,442	-30,758	61,060	4,860
TOTAL	1,275,500	1,424,935	1,501,180	1,504,542	3,362	1,487,247	-13,933

4.2 Applied Behaviour Analysis (ABA)

4.2.1 This budget supports a small number of children with EHC Plans for whom the Authority has agreed an ABA programme. ABA is an intensive intervention programme for children with autism which aims to modify behaviours which are typical of ASD in order to allow children to function more successfully in school and in society.

4.2.2 This budget also covers the cost of children with EHC Plans accessing other bespoke educational packages where this is the most appropriate and cost effective way of meeting their needs, including SEN Personal Budgets.

4.2.3 The increase in costs represents a small number of children with ASD and high levels of anxiety who were school refusers and required a bespoke package to support elective home education provided by parents through Personal Budgets.

4.2.4 The predicted cost for 2020-21 is slightly lower than the current budget, in spite of the overspend in 2019-20, because two particularly large packages of support have recently ceased.

4.3 Sensory Impairment

4.3.1 Support for children with hearing, visual and multi-sensory impairments is purchased from the Berkshire Sensory Consortium Service. This includes support from qualified teachers of HI and VI, audiology and mobility support.

4.3.2 The budget requirement will be slightly lower next year due to a small increase in numbers of children requiring support.

4.4 Engaging Potential

4.4.1 Engaging Potential is an independent special school commissioned to provide alternative educational packages for 14 young people in Key Stage 4. Students placed at Engaging Potential are those who have EHC Plans for social, emotional and mental health difficulties and whose needs cannot be met in any other provision. This can include young people who have been excluded from specialist SEMH schools. The unit cost of a place represents good value for money compared to other independent schools for SEMH which typically start at around £70K per annum. The increase in cost for 2020-21 relates to reduced income for young people placed by other Local Authorities and an increase in premises costs.

4.5 Equipment for SEN Pupils

4.5.1 This budget used to fund large items of equipment such as specialist chairs and communication aids for pupils with EHC Plans. The budget has been reduced a number of times in previous HNB savings programmes and was removed entirely in 2018-19 on the basis that schools would meet these costs. However, this created a pressure for nurseries as they do not have delegated SEN budgets, and for resourced schools which have a disproportionate number of children with specialist equipment needs. It was agreed in 2018-19 that a budget of £10,000 would be made available to meet these needs. In 2019-20 it was agreed that the budget should be increased again to £15,000 as demand for equipment for children in nurseries and resourced schools was increasing. The budget is not fully spent this year but there are likely to be more equipment requests in the final 4 to 5 months of the financial so it is recommended that the budget stays the same for 2020-21.

4.6 Therapy Services (Contract with Berkshire Healthcare Foundation Trust)

4.6.1 The therapy services budget covers the costs for children with SEN who have speech and language therapy or occupational therapy in their EHC Plans.

4.6.2 Therapy services are provided by the Authority solely to children who have the need for a service stipulated and quantified in their EHC Plan. It is a statutory duty for the Local Authority to provide these therapies in these circumstances.

4.6.3 It is anticipated that there will be a small percentage increase in this budget in 2020-21 to reflect staff pay increases, but this information has not yet been made available by the service provider.

4.7 Elective Home Education Monitoring

4.7.1 The Elective Home Education monitoring sits within the Education Welfare and Safeguarding Service. There is a statutory duty to monitor arrangements for EHE made by parents. Elective Home Education numbers are growing, both locally and nationally. In August 2019 the part time teacher who was in post resigned, which gave the opportunity to evaluate the post and consequently advertise for an EHE

Officer to work for three rather than two days. The current year forecast is a £3,000 saving, due to the change of staff terms and conditions.

4.8 Medical Tuition Service

4.8.1 The Medical Tuition Service (previously Home Tuition Service) is a statutory service providing home tuition to children with medical conditions and illness that prevent them accessing full-time school. This service was moved from I-College to the Local Authority with effect from September 2019 with savings and next year's budget already agreed by Schools' Forum. £23K saving has already been taken in this financial year and there will be a £17K saving in 2020-21 as a result of transferring this service in house.

4.9 Hospital Tuition

4.9.1 The Local Authority is obliged to pay the educational element of specialist hospital placements, usually for severe mental health issues. These placements are decided by NHS colleagues and we have no influence over the placement or duration of stay. As numbers and costs are impossible to predict, it is proposed that the 2020-21 budget remains the same as 2019-20.

4.10 SEND Strategy Officer

4.10.1 In 2019-20 the Schools Forum agreed to fund a SEND Strategy Officer for three years initially to support implementation of the SEND Strategy 2018-23.

5 NON STATUTORY Services

5.10 **Table 5** details the non-statutory service budgets for 2018-19, 2019-20, and estimates for 2020-21. These services are non-statutory so there is more potential scope to make savings, although a reduction in any of these budgets is likely to increase pressure on statutory budgets.

5.11 The table shows the budget for these services in 2020/21 assuming that the services continue and there are no changes to staffing levels.

5.12 Table 5 also includes two proposals for invest to save initiatives; an increase in the Vulnerable Children Grant and investment in the Therapeutic Thinking initiative in order to ensure it is sustainable.

TABLE 5 Non Statutory Services	2018/19 Budget		2019/20 Budget			2020/21	Difference 19/20 budget & 20/21 prediction
	Budget £	Outturn £	Budget £	Forecast £ (Month 7)	Over/ (under) £	Estimate £	
Language and Literacy Centres LALs (90555)	82,400	93,800	98,400	98,400	0	116,200	+17,800
Specialist Inclusion Support Service (90585)	50,000	50,000	50,000	50,000	0	50,000	0

PRU Outreach Service (90582)	61,200	61,200	61,200	61,200	0	61,200	0
TABLE 5	2018/19 Budget		2019/20 Budget			2020/21	
Non Statutory Services	Budget £	Outturn £	Budget £	Forecast £ (Month 7)	Over/ (under) £	Estimate £	Difference 19/20 budget & 20/21 prediction
Early Years Inclusion Fund (90238) moved to EY Block	0	0	0	0	0	0	0
Special Needs Support Team (90280)	319,170	309,706	325,660	302,660	-23,000	309,050	-16,610
ASD Advisory Service (90830)	141,550	140,063	146,210	146,240	0	150,160	+3,950
Vulnerable Children (90961)	50,000	50,000	50,000	50,000	0	110,000	+60,000
Early Development and Inclusion Team (90287)	40,000	40,000	40,000	40,000	0	40,000	0
Dingley's Promise (90581)	30,000	30,000	30,000	30,000	0	30,000	0
Therapeutic Thinking	0	0	0	0	0	58,000	+58,000
TOTAL	774,320	774,769	801,470	778,470	-23,000	924,610	123,140

5.13 Language and Literacy Centres (LALs)

5.13.1 This budget funds the primary LALs at Theale and Winchcombe schools. The LALs provide intensive literacy support for primary children with severe specific literacy difficulties. 48 places per year are available across the two LALs.

5.13.2 The budget was reduced in 2018-19 when charging for LAL places, at 50% of the real cost of the place, was introduced. Since charging was introduced, take up of places fell from 48 to 33 in 2018-19 and 26 in 2019-20.

5.13.3 A number of schools have stated that they would like to purchase LAL places but cannot afford to do so. Children who do not access LAL places due to cost maybe more likely to require an EHCP, with associated costs, and are likely to present at secondary school with very low literacy levels.

5.13.4 The HFG / Schools Forum may wish to consider restoring the LAL budget to its original figure of £116,200 and removing charging. Further information can be brought to the next meeting to inform a decision on this issue.

5.14 Specialist Inclusion Support Service

5.14.1 This service provides outreach support from West Berkshire's special schools to mainstream schools to support the inclusion of children with learning and complex needs in their local mainstream schools.

5.14.2 This budget has been subject to reductions in the previous financial years with the special schools providing the service absorbing the cost.

5.15 PRU Outreach

5.6.1 The PRU Outreach Service offers consultancy / outreach support mainly to students who have been attending the iCollege and are starting to attend a mainstream school. Schools may request Outreach for any pupil causing concern but it is dependent on capacity.

5.16 SEN Pre School Children

5.16.1 This budget provides one to one support to enable children with SEN to access non maintained and voluntary pre-school settings.

5.17 Cognition and Learning Team

5.17.1 The Cognition and Learning Team (CALT) provides advice, support and training to mainstream schools to help them to meet the needs of children with SEN. Staff are experienced SENCOs with higher level SEN qualifications.

5.17.2 Many primary schools are reliant on this service to supplement their own SEN provision and expertise, especially schools where the Head has to act as SENCO or where there is an inexperienced SENCO.

5.17.3 This is a partially traded service. All schools receive a small amount of free core service, but the majority of support now has to be purchased by schools.

5.18 ASD Advisory Service

5.18.1 The ASD Advisory Service provides advice, support and training for mainstream schools on meeting the needs of children with Autistic Spectrum Disorder. The purpose of the service is to enable children with ASD to be successfully included in mainstream schools wherever possible.

5.18.2 The context for this service is vastly increasing numbers of children with ASD diagnoses and mainstream schools having more and more difficulty meeting the needs of these children. The majority of our placements in non-West Berkshire special schools, independent special schools and non-maintained special schools are for children with ASD.

5.19 Vulnerable Children

5.19.1 The Vulnerable Children Fund is a small budget used to help schools support their most vulnerable pupils on an emergency, unpredicted or short term basis.

5.19.2 The budget has gradually been reduced from £120K over the past few years. This is a well used resource that helps schools support vulnerable pupils with complex needs. It is proposed that £60K is added to the fund in 2020-21 to increase the budget to £110K. This would be the equivalent of using one year's funding for three permanently excluded pupils to attend the PRU. This additional sum would have the

potential to support approximately 20 pupils and help prevent exclusions for each of them.

5.20 Early Development and Inclusion Team

5.20.1 The service comprises of 1.7 teachers who are specialists in early years and SEND. Children under 5 who are identified by Health professionals as having significant SEND are referred to this service. Staff initially visit children in their homes (if they are not yet in an early years setting) in order to promote their educational development and model strategies and resources for parents to use to support their child's progress.

5.20.2 EDIT teachers also assist with the transition to early years settings and schools, providing support and training for staff to help them to meet the child's needs, and continuing to visit for a period of time to provide ongoing support and advice. They also help to coordinate support which the family is receiving from other professionals.

5.20.3 The service is currently supporting approximately 100 children. It has been reduced in size in recent years from 3.4 to 1.7 staff.

5.11 Dingley's Promise

5.11.1 Dingley's Promise is a charitable organisation which provides pre-school provision for children under 5 with SEND in West Berkshire, Reading and Wokingham. It is the only specialist early years SEND setting in the private, voluntary and independent early years sector in West Berkshire. It provides an alternative to mainstream early year's settings, where experience and expertise in SEND can vary greatly. Parents are able to take up their early year's entitlement at Dingley's Promise, rather than at a mainstream early years setting, if they wish. However, Dingley's Promise are only able to claim the standard hourly rate for providing the early years entitlement as mainstream settings, in spite of offering specialist provision, higher ratios and more one to one support.

5.11.2 In 2017-18, the service was running at a loss and there was a risk it would cease to be viable in this area without some Council funding. It was agreed in 2018-19 that a grant of £30,000 would be made to Dingley's Promise in order to maintain the service in this area.

6 Proposal to fund Therapeutic Thinking Officer

6.1 Over 120 school staff and West Berkshire employees have attended engagement days which helped them to understand how to support children and young people in schools in a trauma informed way. In addition, over 70 school staff and LA employees attended three day train the trainer training in order to upskill themselves to deliver training in therapeutic thinking in their own settings. Other local authorities that have adopted a similar approach have seen impressive outcomes. For example, one local authority found that in schools where head teachers were trained as trainers there was a 60% reduction in fixed term exclusions, an 89.5% reduction in exclusion days and no permanent exclusions. This was achieved within a year.

6.2 Both the engagement day training and the 3 day training have been evaluated positively. The evaluation is outlined below.

6.3 The Therapeutic Thinking Invest to Save Project have had a significant impact on staff skills and reported practice. In order to sustain change across West Berkshire I recommend that HNB funds a 3 year fixed term post of Therapeutic Thinking Officer to lead network meetings for school leads, develop policy and practice within West Berkshire and in schools and to continue to deliver the engagement and train the trainer courses.

6.4 Some work has been done to start implementation of Therapeutic Thinking but progress has been severely limited by having no dedicated capacity to embed this approach.

6.5 In order to ensure that therapeutic thinking can be moved forward in a timely way, it is proposed that a new Therapeutic Thinking Officer is recruited, funded from High Needs Block. In order to attract candidates of suitable calibre, and in order to maintain momentum on Therapeutic Thinking projects, it is suggested that the post should be offered on a temporary contract for 3 years initially.

6.6 The post is likely to be a Band K post which equates to a salary range from £36,876 to £44,632. Assuming an appointment at the mid-point of the scale, and taking on costs and start-up equipment purchase into account, the estimated annual cost of the post would be £58K.

6.7 Without this post there is a serious risk that the potential of the Therapeutic Thinking to realise savings in the HNB will not be realised. It is difficult to be precise about the savings which could be achieved through creation of new provision. However, the following should provide a broad illustration of potential savings from one of the projects in the strategy.

6.8 A reduction in permanent exclusions by 25% maintained for three years would equate to approximately 17 less permanent exclusions in that time period which would result in a saving of £340K. Some students from this group go on to be placed in schools which cost an average of £62,000 per place per year, therefore there is the potential to save £428K over 3 years if for example 2 of the 17 students spend one year in such provision.

This page is intentionally left blank

Central Schools' Services Block Budget 2020/21

Report being considered by: Schools Forum

On: 9th December 2019

Report Author: Melanie Ellis/Ian Pearson

Item for: Discussion **By:** All Forum Members

1. Purpose of the Report

1.1 To set out the budget proposal for services funded from the Central Schools' Services (CSSB) block of the DSG and to propose measures to enable the budget for this block to be balanced.

2. Recommendations

2.1 To balance the Central Schools Services Block by transferring funds from other blocks or by reducing costs.

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
---	-------------------------------	---

3. Introduction

3.1 The Schools Funding Regulations for 2018/19 introduced a new Central Schools' Services Block within the Dedicated Schools Grant (DSG). This block consists of centrally retained services:

- (1) Admissions, licences and servicing of Schools' Forum, which were previously funded from the Schools Block, and
- (2) Education welfare, asset management, and statutory & regulatory duties, which were previously funded from the Education Services grant which was withdrawn in 2017/18.

3.2 The CSSB covers funding allocated to Local Authorities (LAs) to carry out central functions on behalf of pupils in state-funded maintained schools and academies in England. All the services funded by this block are statutory and have to be carried out.

3.3 The final allocation of funding for the Central Schools Services Block for 2020/21 is £951,820.

4. Budget Requirement for the Central Schools Services Block

4.1 The following table shows the budget requirement for the services that fall within the Central Schools Services Block for 2020/21 compared to 2019/20.

	Central Schools Services Block (CSSB)	2019/20 Budget	2020/21 Budget Requirement	Increase/ Decrease	Change
		£	£	£	%
	Budget Requirement:				
1	School Admissions	243,601	249,066	5,465	2%
2	National Copyright Licences	136,330	140,191	3,861	3%
3	Servicing of Schools Forum	48,729	51,290	2,561	5%
4	Education Welfare	235,981	236,132	151	0%
5	Statutory & Regulatory Duties:				
a	Provision of Education Data	210,724	207,510	- 3,214	-2%
b	Finance Support for the Education Service	118,291	84,061	- 34,230	-29%
c	Strategic Planning of the Education Service	114,374	108,513	- 5,861	-5%
	Total Budget Requirement	1,108,030	1,076,763	- 31,267	-3%

4.2 For 2020/21, costs have been reduced by 3% or £31k. There have been staff reductions in Finance support and Support Service Recharges have been reallocated accordingly.

4.3 The cost of copyright license for schools is determined by the relevant national agencies. Details of all the other services included in the Central Schools Services Block (including a breakdown of costs) is given in Appendix A.

5. Funding

5.1 There has been a funding shortfall on the block since it was established.

- (1) In 2018/19, the shortfall was £251k and was balanced by transfers from Early Years and High Needs blocks and one off Council funding.
- (2) For 2019/20, costs were brought down by £135k, mainly from staffing reductions, and the block was balanced using under spends and some remaining ESG funding.
- (3) The 2020/21 grant funding for the CSSB has reduced by £24k to £952k, leaving a shortfall of £125k. A review of supplies and services budgets identified £9k unutilised budget within the Education Welfare and Admissions. This still leaves a shortfall of £115,943 to be found.

5.2 The table below shows how the block has been balanced in previous years.

Central Schools' Services Block Budget 2020/21

Central Schools Services Block (CSSB)	2018/19 Budget	2019/20 Budget	2020/21 Budget Requirement	Increase/ Decrease from 19/20	Change
	£	£	£	£	%
Total Budget Requirement	1,243,463	1,108,030	1,076,763	- 31,267	-3%
Funding:					
Central Schools Services Block DSG	- 992,560	-976,226	-951,820	- 24,406	-3%
Early Years Block transfer	- 27,053				
High Needs Block transfer	- 32,850				
One off Council funding	- 191,000				
Copyright underspend 18/19 & 17/18 cf		-53,155			
Capita 1 underspend 18/19		-15,000			
Release of ESG unutilised grant		-63,649			
Supplies and services reductions to Education Welfare and Admissions			-9,000		
Total Funding	-1,243,463	-1,108,030	-960,820		
Balance	0	0	115,943		

6. Proposals for discussion

- 6.1 Areas for discussion include transfer of funding from one of the other blocks as was done in 2018/19, or any further cost reductions.

7. Appendix A

Details and Costs of Central Schools' Services

	Number of Posts	% Charged to CSSB	2020/21 £
School Admissions			
<u>Description of Statutory Duties covered</u>			
Administration of admissions process for maintained schools and academies			
<u>Staffing Structure</u>			
Service Manager	1.00	10%	
Admissions and Transport Manager	1.00	95%	
Admissions Officers	2.50	95%	
<u>Breakdown of Costs</u>			
Staff salary costs			162,700
Employee Expenses			18,700
Supplies and Services			8,850
Capita One recharge			22,065
Support Service Recharges			36,751
TOTAL ELIGIBLE EXPENDITURE FOR ADMISSIONS			249,066

	Number of Posts	% Charged to CSSB	2020/21 £
Servicing the Schools Forum			
<u>Description of Statutory Duties covered</u>			
Setting agendas, minute taking, co-ordination and distribution of papers for Schools Forum and its sub groups			
<u>Staffing Structure</u>			
Head of Education	1.00	10.00%	
Schools Finance Team	2.46	5% to 10%	
Schools Forum Clerk			
<u>Breakdown of Costs</u>			
Staff salary costs			42,330
Room hire, consumables and members expenses			1,610
Support Service Recharges			7,350
TOTAL ELIGIBLE EXPENDITURE FOR SERVICING THE SCHOOLS FORUM			51,290

	Number of Posts	% Charged to CSSB	2020/21 £
Education Welfare			
<u>Description of Statutory Duties covered</u>			
Tracking of children who can be legally removed from the school roll.			
Monitoring of elective home education.			
Issuing and monitoring of child work permits and performance licences.			
Attendance at core group meetings for specific pupils			
Advice on keeping registers			
Progress cases to court where appropriate. Maintain up to date knowledge of legal processes and			
<u>Staffing Structure</u>			
Principal Education Welfare Officer	1.00	90%	
Senior Education Welfare Officer	0.40	90%	
Education Welfare Officers	4.30	35%	
Assistant Education Welfare Officer	1.00	100%	
Administrative Assistant	0.40	100%	
<u>Breakdown of Costs</u>			
Staff salary costs			177,282
Employee expenses/car allowances			10,290
Other non staffing costs			4,420
Income from fines			-9,770
Capita One Recharges			9,808
Support Service Recharges			44,101
TOTAL ELIGIBLE EXPENDITURE FOR EDUCATION WELFARE			236,132

	Number of Posts	% Charged to CSSB	2020/21 £
Provision of Education Data			
<u>Description of Statutory Duties covered</u>			
Statutory returns to DfE			
Data analysis and reporting e.g. Exam results, performance			
School census administration and reports			
<u>Staffing Structure</u>			
Staffing	2.00	100%	
<u>Breakdown of Costs</u>			
Staff salary costs			92,400
Capita One recharge			100,410
Support Service Recharges			14,700
TOTAL ELIGIBLE EXPENDITURE FOR PROVISION OF EDUCATION DATA			207,510

	Number of Posts	% Charged to CSSB	2020/21 £
Finance Support for the Education Service			
<u>Description of Statutory Duties covered</u>			
DSG services budget preparation, monitoring, and year end			
Education services budget preparation, monitoring, and year end			
School funding formula and early years funding formula			
Administration of funding allocations to all schools for early years and high needs			
Statutory returns e.g. APT, S251, CFO deployment of DSG			
<u>Staffing Structure</u>			
DSG Accountant	0.65	5%	
Accountant - Education	0.50	95%	
Senior Accountant - Education	1.00	50%	
Education Finance Manager	0.81	25%	
Chief Accountant	1.00	5%	
<u>Breakdown of Costs</u>			
Staff salary costs			62,010
Support Service Recharges			22,051
TOTAL ELIGIBLE EXPENDITURE FOR FINANCE SUPPORT			84,061

	Number of Posts	% Charged to CSSB	2020/21 £
Strategic Planning of the Education Service			
<u>Description of Statutory Duties covered</u>			
Strategic planning and management of the Education service as a whole			
<u>Staffing Structure</u>			
Head of Education	1.00	80%	
Other staffing	1.00	42%	
<u>Breakdown of Costs</u>			
Staff salary costs			105,710
Other staff costs			2,800
Support Service Recharges			0
TOTAL ELIGIBLE EXPENDITURE FOR PLANNING OF EDUCATION SERVICE			108,510

High Needs Place Funding 2020/21

Report being considered by:	Schools' Forum		
On:	9 th December 2019		
Report Author:	Jane Seymour		
Item for:	Discussion	By:	All Forum Members

1. Purpose of the Report

1.1 The purpose of the report is to advise Heads' Funding Group and Schools Forum members of planned places allocated currently to special schools, resourced schools, FE providers and mainstream sixth forms and likely numbers of pupils in those institutions requiring planned place funding in 2020-21.

2. Recommendation

2.1 That the report is noted and any implications for the HNB budget are incorporated in to the HNB estimates for 2020-21.

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: <input type="checkbox"/>	No: x <input type="checkbox"/>
---	-------------------------------	--------------------------------

3. Introduction/Background

3.1 Place funding is allocated by the Education & Skills Funding Agency for children and young people with high level needs who are under 16 and attend a special or resourced school. Place funding is also allocated by the Education & Skills Funding Agency for young people with high level needs who are over 16 and attend a mainstream school, special school, resourced school or FE College.

3.2 Place funding for children under 16 in resourced schools, special schools and PRUs is held within the HNB and allocated to schools by the Local Authority.

3.3 Place funding for children in academies and FE Colleges is top sliced from the HNB and allocated to institutions by the ESFA. Place funding for children of post 16 age in maintained mainstream and special schools was previously top sliced from the HNB and allocated to schools by the ESFA. Since September 2019 funding for post 16 pupils in maintained mainstream, special schools and PRUs has been held within the HNB and allocated to schools by the Local Authority.

3.4 Any place funding which is held in the HNB for allocation by the Local Authority can potentially be transferred to other institutions which receive their planned place funding from the Local Authority, if it is deemed that planned place funding needs to be reallocated to meet needs in the local area.

3.5 The number and location of planned places currently agreed by the ESFA are shown below, together with proposed planned places for 2020-21 and also the actual places currently filled.

SCHOOL / INSTITUTION	Planned Places 2019/20	Planned Places 2020/21	Difference 19/20 & 20/21 Planned Places	ACTUAL Numbers Sept 19
Primary schools with special resources				
Fir Tree (ASD Resource)	5	7	+2	6
Speenhamland (PD Resource)	10	10	0	6
The Winchcombe (Speech Lang Resource)	15	15	0	12
Theale Primary (ASD Resource)	10	10	0	9
Westwood Farm Infant & Junior HI Resource	10	10	0	9
Secondary (special resources / post 16 only)				
Denefield	0	1	+1	2
John O'Gaunt	0	0		0
Kennet (inc. PD & HI Resource)	32	32	0	30
Little Heath	2	1	-1	1
Park House	2	2	0	2
St. Bartholomew's	2	3	+1	2
The Downs	1	2	+1	2
The Willink	2	2	0	4
Theale Green (inc. ASD Resource)	14	14	0	11
Trinity (inc. SpLD Resource and ASD Resource)	43	49	+6	43
Special schools				
Brookfields	218	218	0	238
The Castle	147	147	0	167
PRU Service	66	66*	0	71
FE Colleges				
Newbury College	134	121	-13	121
West Berkshire Training Consortium	5	12	+7	10
TOTAL	718	722	+4	746

*See 3.9 below.

Schools / institutions which receive their planned place funding through the Local Authority

3.6 The ESFA will base 2020-21 planned place funding on the place funding allocated for 2019-20 for schools which receive their planned place funding through the Local

Authority. There will be no opportunity for Local Authorities to request additional planned places for these schools, although it is possible to move places between schools.

3.7 It is proposed to remove one planned place from Little Heath and add one to The Downs for post 16 students with EHCPs in the sixth form, based on likely numbers in September 2020.

3.8 There continues to be a significant shortfall in planned place funding for Brookfields and The Castle special schools. However, it is not possible to increase planned places for maintained schools unless there are surplus places for reallocation which is not the case. Where children are admitted to the special schools over and above planned places, these places are funded at £7,500 per place (not £10,000) and the funding is taken from the special school top up budget. This has been allowed for in the 2020-21 special school planned place budget.

3.9 The I- College has created a new provision for children with EHCPs, the Pod. Six planned places are required, but cannot be allocated as there are no surplus planned places in maintained provision. As for the special schools, it is proposed that planned place funding is allocated from the top up budgets for pupils with EHCPs in PRUs.

Schools / institutions which receive their planned place funding from the ESFA (top sliced from HNB)

3.10 The Fir Tree ASD Resource is growing in size and will have more pupils in September 2019. A request has been made to the ESFA to increase planned places from 5 to 7.

3.11 Denefield has no planned places for post 16 students in the sixth form with EHCPs. A request has been made to increase this to 1 planned place based on likely numbers in September 2020.

3.12 St. Bart's has 2 planned places for post 16 students in the sixth form with EHCPs. A request has been made to the ESFA to increase this to 3 planned places based on likely numbers in September 2020.

3.13 Trinity School has a total of 43 planned places for the SpLD and ASD resources and mainstream sixth form. A request has been made to the ESFA to increase this to 49 places as the ASD resource will have more pupils in September 2020.

3.14 West Berkshire Training Consortium has 5 planned places. A request has been made to the ESFA to increase this to 12 planned places based on likely numbers in September 2020, including students on the new WOW Plus supported internship course.

3.15 Newbury College has 134 planned places. A request has been made to the ESFA to reduce this to 121 based on likely numbers in September 2020.

3.16 If agreed, funding for additional planned places will be top sliced from the HNB. 17 new planned places have been requested. However, a request has also been made to remove 13 planned places at Newbury College so the net increase is 4 planned places.

4. Supporting Information

4.1 See above.

5. Options for Consideration

5.1 Not applicable.

6. Proposals

6.1 See above.

7. Conclusion

7.1 See above.

8. Consultation and Engagement

8.1 Schools were consulted about proposed changes to planned places in 2020-21.

9. Appendices

9.1 None.

10. Heads Funding Group Recommendation

10.1 That the report is noted.

Proposed banding system for funding children with EHCPs attending PRUs

Report being considered by: Schools Forum on 9th December 2019

Report Author: Jane Seymour

Item for: Information **By:** All Forum Members

1. Purpose of the Report

1.1 The purpose of this report is to provide information on the implementation of the banding system for funding children with EHCPs who attend PRUs.

2. Recommendation

2.1 That the report be noted.

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>
---	-------------------------------	------------------------------

3. Introduction/Background

3.1 In November 2018, the Schools Forum agreed a banding system for funding children with EHCPs attending PRUs.

3.2 Previously, where children with EHCPs were attending PRUs, any top up funding required was agreed on a case by case basis by the SEN Manager and the Headteacher of the PRU Service. There was no formal banding system for children with EHCPs in PRUs. It was agreed that there was a need to formalise funding arrangements through a banding system to ensure that funding was fair and consistent and to give a clear framework for decision making. The banding system was designed with input from the PRUs, the SEN Team, the Educational Psychology Service and Finance.

4. Supporting Information

4.1 The banding system does not assume that children with EHCPs in PRUs will automatically need a higher level of funding than pupils without EHCPs. The base level of funding in PRUs (£109 per day, equivalent to an annual top up cost of **£20,710**) provides staff to pupil ratios of 1 to 6. Some children with EHCPs will be able to have their needs met through these ratios. This is band **SEMH 1**. The full cost of pupils at SEMH1 including place funding of £10K is £30,710.

4.2 SEMH 1 corresponds to Range 5 level of needs from the West Berkshire Social Emotional and Mental Health Guidance. (See Appendix 1).

4.3 Two additional bands were agreed for children who have EHCPs who require a higher level of staffing because of the severity of their SEMH needs and / or because of other additional needs. These bands are based notionally on an additional 50% TA funding (SEMH 2) and an additional 100% TA funding (SEMH 3). This has been used as a means

of calculating additional funding, but it is acknowledged that funding may not be used in this way and might be used to fund other types of additional support. The band values have been based on mid point of Band C.

4.4 **SEMH 2** corresponds to Range 6 level of needs from the West Berkshire Social Emotional and Mental Health Guidance. SEMH 2 equates to an annual top up cost of **£27,550**. The full cost of pupils at SEMH2 including place funding of £10K is £37,550.

4.5 **SEMH 3** corresponds to Range 7 level of needs from the West Berkshire Social Emotional and Mental Health Guidance. SEMH 3 equates to an annual top up cost of **£34,200**. The full cost of pupils at SEMH3 including place funding of £10K is £44,200.

4.6 It is expected that the vast majority of students with EHCPs who attend PRUs will be able to have their needs met through Bands SEMH 1, 2 and 3. There may very occasionally be students with such exceptional needs that they require funding over and above Band SEMH 3. These cases would be agreed on a case by case basis by the SEN Panel, but should be very rare.

4.7 This banding system has been applied to children with EHCPs attending the PRUs and will cost approximately £502,760 in the 2019-20 financial year. It is estimated that the costs will be approximately £578,230 in the 2020-21 financial year due to increasing numbers of children with EHCPs in PRUs. This represents a pressure of £246,830. However, PRU placements for children with EHCPs are more cost effective than non maintained and independent special school placements.

4.8 Decisions on bandings are made by the SEN Panel.

4.9 When the banding system was agreed in 2018, the Heads Funding Group requested a review of how the system is being applied including a breakdown of PRU pupils by funding band.

4.10 The banding system was applied retrospectively to pupils who had attended the PRUs from April 2018. Since that time, 34 pupils with EHCPs have been placed at I-College (some on a temporary basis). Of these, 17 were at SEMH 1, 15 were at SEMH 2 and 2 were at SEMH 3.

5. Conclusion

5.1 The banding system for children with EHCPs attending PRUs has provided a clear and transparent means of allocating additional funding to children with EHCPs in PRUs who need additional support over and above the basic staffing ratios of the PRU. There is no evidence of excessive use of the higher bandings.

6. Consultation and Engagement

6.1 The banding system was designed with input from the PRUs, the SEN Team, the Educational Psychology Service and Finance. The Head of the I-College has been consulted on the contents of this report.

7. Appendices

7.1 Appendix 1: West Berkshire Social, Emotional and Mental Health Guidance

7.2 Appendix 2: PRU Top Up rates 2019-20

Social, Emotional and Mental Health (SEMH) Guidance



Social, Emotional and Mental Health (SEMH) Guidance

West Berkshire Council

Range Descriptors Overview

Range 1	<p>Children will have been identified as presenting with some low level features of social, emotional mental health difficulties</p> <ul style="list-style-type: none"> • They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration • They may follow some but not all school rules/routines around behaviour in the school environment • They may experience some difficulties with social skills • They may show signs of stress and anxiety and/or difficulties managing emotions on occasions
Range 2	<p>Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place.</p> <ul style="list-style-type: none"> • SEMH difficulties continue to interfere with pupils' social/learning development across a range of settings and pupils do not follow routines in school consistently • Pupils have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupils may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour may be beginning to emerge that impact on learning • Pupil may show patterns of stress/anxiety related to specific times of the day • Pupils may have a preference for own agenda and be reluctant to follow instructions • Pupils may have begun to experience short term behavioural crisis
Range 3	<p>Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions being in place.</p> <ul style="list-style-type: none"> • Social Emotional Mental Health (SEMH) difficulties interfere more frequently with pupils' social/learning development across a range of settings and pupils do not follow routines in school without adult support • Pupils may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupils remain socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning • Pupil patterns of stress/anxiety related to specific times of the day have become more common • Pupils have a preference for own agenda and are reluctant to follow instructions • Short-term behavioural crisis have become more frequent and are more intense
Range 4i	<p>Pupil continues to present with severe and persistent levels of social, emotional, mental health difficulties which are now more complex and which necessitate a multi-agency response.</p>

	<ul style="list-style-type: none"> • Pupil is more likely to have experienced fixed term exclusion from school • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning
Range 4ii	<p>Pupil continues to present with severe and persistent levels of social, emotional, mental health difficulties which continue to be complex and long term and which necessitate a continued multi-agency response.</p> <ul style="list-style-type: none"> • Pupil is at increased risk of exclusion • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure progress with learning
Range 5	<p>Significant and increasing social, emotional, mental health difficulties, often compounded by additional needs and requiring provision outside the mainstream environment, including several of the following:</p> <ul style="list-style-type: none"> • Moderate/ severe learning difficulties, mental health difficulties, acute anxiety, attachment issues • May have ADHD/ASD • Patterns of regular school absence • Disengaged from learning, significant under performance • Verbally and physically aggressive • Reliant on adult support to remain on task • Engaging in high risk taking activities both at school and within the community • Difficulties expressing empathy, emotionally detached, could have tendency to hurt others, self or animals • Issues around identity and belonging • Needing to be in control, bullying behaviours (victim & perpetrator) • Difficulties sustaining relationships • Over-friendly or withdrawn with strangers, at risk of exploitation • Provocative in appearance and behaviour, evidence of sexualised language or behaviours • Slow to develop age appropriate self-care skills due to levels of maturity or degree of Learning Difficulties • Physical, sensory and medical needs that require medication and regular review • Damage to property
Range 6	<p>Continuing significant and increasing social, emotional, mental health difficulties, often compounded by additional needs and requiring continued provision outside the mainstream environment, including several of the following:</p> <ul style="list-style-type: none"> • Significant challenging behaviour • Requiring a range of therapeutic interventions or referral to specialist support services

	<p>(CAMHS, EPS, YOT)</p> <ul style="list-style-type: none"> • Unable to manage self in group without dedicated support • Subject to significant neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours • Involved in substance misuse either as a user or exploited into distribution/selling • Poor attendance, requires high level of adult intervention to bring into school, even with transport provided • Refusal to engage, extreme abuse towards staff and peers, disengaged, wilfully disruptive • Significant and repeated damage to property • May require targeted teaching in order to access learning in dedicated space away from others • Health and safety risk to self and others due to increased levels of agitation and presenting risks • Sexualised language and behaviour, identified at risk of Child exploitation • Medical conditions, such as Asthma or Epilepsy, that may require particular support from Specialist Services
Range 7	<p>Continued long term and complex social, emotional, mental health difficulties, necessitating a continued multi agency response coordinated as annual SEN review, or multi agency reviews and met in specialist provision. Needs likely to include several of the following:</p> <ul style="list-style-type: none"> • Self harming behaviour • Attempted suicide • Persistent substance abuse • Extreme sexualised language and behaviour , sexually exploited • Extreme violent/aggressive behaviour • Serious mental health issues • Long term non-attendance and disaffection despite a range of appropriate strategies being employed and reviewed over time • Regular appearance in court for anti-social behaviour/criminal activity • Puts self and others in danger • Frequently missing for long periods • Extreme vulnerability due to learning difficulties, physical difficulties, Sensory impairment • Medical conditions that potentially life threatening and cannot be managed without dedicated support

Social, Emotional and Mental Health (SEMH) Guidance

Quality First Teaching

Descriptor	<p>All children should be educated in a socially and emotionally differentiated learning environment and taught the social and emotional skills which underpin good behaviour. The key areas are:</p> <ul style="list-style-type: none"> • An appropriate whole school ethos • A positive focus on attendance • A positive behaviour policy which is socially and emotionally differentiated to meet the needs of all pupils • A classroom and playground environment which focuses on positive relationships and the development of social skills • The provision of planned opportunities for pupils to learn social and emotional skills • The recognition that some pupils may experience short term difficulties managing their emotions and behaviour
Assessment and Planning	<ul style="list-style-type: none"> • Systems in place to ensure effective class and behaviour management strategies • Systems in place which ensure effective consequences to positive and negative behaviours (Rewards and sanctions) • Effective links between pastoral support, personal and social education, SEN and the curriculum • Accurate assessment of teaching and learning which includes emotional and developmental factors
Groupings for teaching	<ul style="list-style-type: none"> • Mainstream nurturing classroom environment with attention paid to nurturing principles • A quiet area in the classroom available for individual work or to allow pupils to calm/refocus • Attention paid to learning styles/any learning adjustments that may be necessary • Attention paid to emotional, social health and wellbeing
Human resources and staffing	<ul style="list-style-type: none"> • School behaviour policy, with a range of strategies which are clearly communicated and monitored and consistently implemented • Provision by class teacher, additional classroom staff and a range of resources usually available in the classroom • Shared understanding of how social and emotional issues impact on behaviour • Close liaison and common approach with parents/carers • Staff support and training on issues related to emotional, social development and behaviour
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Appropriate differentiation of the curriculum and all supporting materials • Assessment of preferred styles to inform teaching • Use of behaviour targets within the classroom and playground • The planned teaching of personal social and emotional skills (eg a curriculum such as SEAL) • Planned teaching of social communication skills
Resources and Intervention Strategies	<ul style="list-style-type: none"> • An effective behaviour/inclusion policy that is regularly monitored and evaluated within the school • A range of additional provisions in place in school such as: school councils, peer counselling buddy schemes, circle time, breakfast clubs, lunchtime/after school activities, break time havens, life Skills teaching • Strategies in place to encourage parental involvement in the life of school • Structured systems in place to support internal transitions between classes/activities, around school • Strategies in place to monitor attendance and punctuality which enhance communication between home and school • Systems for observing, auditing and assessing a pupils behaviour, monitored by SLT • Early Years Learning Journals in place at foundation stage

Social, Emotional and Mental Health (SEMH) Guidance

Range 1 - School based responses (Mild)

Descriptor	<p>Children will have been identified as presenting with some low level features of social, emotional mental health difficulties.</p> <ul style="list-style-type: none"> • They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration • They may follow some but not all school rules/routines around behaviour in the school environment • They may experience some difficulties with social skills • They may show signs of stress and anxiety and/or difficulties managing emotions on occasions
Assessment and Planning	<p>Assessment will continue as part of normal school and class assessments, while the SENCO may initiate more specific assessment and observations:</p> <ul style="list-style-type: none"> • Records kept should include observations and assessments of context, structured and unstructured times, frequency, triggers, ABCs • Behaviour plans may be in place for more difficult times of the school day • Individual Provision map in place demonstrating that an increasing range of individual support is in place that is additional to and different from mainstream • Progress should be measured by changes in behaviour and learning following each review cycle and should be regularly shared with parents • Learning styles should be re-visited with adjustments made to accommodate them • A planned programme of support in place related to assessments, with pupils involved in setting and monitoring their own targets • Parents involved on a regular basis and encouraged to support targets at home • Pupil views are gathered
Groupings for teaching	<p>Pupils will continue to be in a mainstream class with attention paid to organisation and pupil groupings as follows:</p> <ul style="list-style-type: none"> • Opportunities for small group work based on identified need eg listening/thinking/social skills • Time limited mainstream classroom programme of support, which relates to assessments • Small group work to teach appropriate behaviours and emotional regulation • Individual programme (e.g. ELSA) based on specific need identified through assessments • A quiet area in the classroom available for individual work or to support pupils to calm/refocus • A nurturing classroom environment in which attention is paid to nurturing principles
Human resources and staffing	<ul style="list-style-type: none"> • Support/advice from SENCO with assessment, observation and planning • Appropriately skilled additional adults routinely used to support flexible groupings, observe pupils, differentiation and some 1:1 • Close monitoring to identify “hotspots” through observation with results used in planning • Support for times identified by risk assessments and strategies implemented to manage these • Close liaison and common approach with parents/carers
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • In class more targeted differentiation of the curriculum and supporting materials to enable full access • Strategies developed are formally shared with school staff, parent/carer and are documented • Increased differentiation of social, emotional and behavioural learning as well as academic curriculum • Level and pace of instructions simplified with attention paid to appropriate amount of teacher talk – chunked instructions, simple sentences • Increased emphasis on identifying and teaching to preferred learning style

	<ul style="list-style-type: none"> • Planned opportunities for pupils to reinforce social and emotional skills • Some use of specific group or 1:1 programmes around SEMH • Preparation for any change and the need for clear routines so that children feel safe
Resources and Intervention Strategies	<p>Further use of positive targeted strategies that include;</p> <ul style="list-style-type: none"> • Further baseline assessments and support • Hearing and vision, other health checks • Incident logs, ABC charts, observations in a range of settings with analyses and adjustments made according to findings, consideration given to the use of positive diaries, visual time tables • Consideration given to the provision of parenting support/ family centre involvement

Social, Emotional and Mental Health (SEMH) Guidance

Range 2 - School based responses (Mild)

Descriptor	<p>Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place.</p> <ul style="list-style-type: none"> • Social, emotional, mental health difficulties continue to interfere with pupils' social/learning development across a range of settings and pupils do not follow routines in school consistently • Pupils have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupils may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour may be beginning to emerge that impact on learning • Pupil may show patterns of stress/anxiety related to specific times of the day • Pupils may have a preference for own agenda and be reluctant to follow instructions • Pupils may have begun to experience short term behavioural crisis 	
Assessment and Planning	<p>School</p> <p>Assessment as range 1 plus:</p> <ul style="list-style-type: none"> • More detailed and targeted observation ie interval sampling, use and analysis of assessment tools (Boxall, SDQ) and assessment related to interventions • More detailed recording, monitoring of frequency, intensity, ABC over a range of contexts • Behaviour plans in place for more difficult times of the school day or less structured times (e.g. breaks, extra curricular activities) • Assessment of progress in response to interventions • Pupil self assessment and pupil views, and wider assessments for learning/other SEN, e.g. speech and language, sensory needs • Individual Provision map continues to be in place demonstrating that an increased range of individual support that is additional to and different from mainstream is necessary to ensure full inclusion and progress with learning • Planning includes individually focused plans/provision maps with clear targets and with appropriate steps taken to engage pupil and parents • Effective internal communication and liaison arrangements between relevant staff 	<p>LA</p> <p>Advice sought from recognised professionals external to the school, e.g.</p> <ul style="list-style-type: none"> • Behaviour Intervention Team (telephone consultation or referral) • Children and Young Peoples' Integrated Therapies (CYPIT, e.g. Speech and Language Therapy, Occupational Therapy if child has an EHCP) • School nurse
Groupings for teaching	<ul style="list-style-type: none"> • In addition to the provision at range 1, identified regular support to teach social skills/emotional literacy in order to support the behaviour learning targets • Mainstream class with regular, time limited programmes of small group work based on identified need • On-going opportunities for 1:1 support focused on specific individual targets 	
Human resources and staffing	<p>School</p> <ul style="list-style-type: none"> • Additional adult, under the direction of teacher/SENCo, provides sustained targeted support on an individual/group basis • Increased parental/carer involvement; do you need to gather further info, e.g. genogram, family's strengths and needs, early years development • Encouragement and inclusion in extra curricular activities 	<p>LA</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO with additional advice from other professionals as outlined above

	<ul style="list-style-type: none"> • Develop a multi agency approach – consider convening a Team Around the Child (TAC) 	
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Modify level/pace/amount of teacher talk to pupil’s identified need • Individual targets within group programmes and/or 1:1 • A nurturing approach within the classroom which takes account of difficulties in the understanding of social rules and expectations • Emphasis on increasing differentiation of activities and materials and account taken of individual learning styles • Short term individual support focusing on listening, concentration, social skills • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution • Provision of opportunities for play, creative activities, drama/role play 	
Resources and Intervention Strategies	<ul style="list-style-type: none"> • Continue with range 1 strategies + use of behaviour targets (if appropriate) within classroom or playground • Increase visual systems; prompt cards, behaviour plans, portable plans • Regular small group work on conflict resolution, social/emotional skills • Short term individual support • Additional circle time activities/small circles of support • Involvement from a wider range of services 	

Social, Emotional and Mental Health (SEMH) Guidance Range 3 (Moderate)

Descriptor	<p>Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions being in place.</p> <ul style="list-style-type: none"> • Social, emotional, mental health difficulties interfere more frequently with pupils' social/learning development across a range of settings and pupils do not follow routines in school without adult support • Pupils may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupils remain socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning • Pupil patterns of stress/anxiety related to specific times of the day have become more common • Pupils have a preference for own agenda and are reluctant to follow instructions • Short-term behavioural crisis have become more frequent and are more intense 	
Assessment and Planning	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more systematic application of assessment tools to gain detailed evidence over time with reviews • Involvement from BIT <p>Planning</p> <ul style="list-style-type: none"> • Positive handling plans in place where appropriate, providing careful details about safety, the trained staff who will be involved with the plan, the circumstances in which positive handling might be used, and how it will be recorded and communicated to parents or carers. This should be regularly reviewed and evaluated for impact • Risk assessments, if needed above that of a behaviour support plan • Behaviour and curriculum plans closely track levels of achievement, and all SAP/Behaviour plan targets are individualised and SMART • Individual provision map continues to be in place demonstrating provision at range 1-3 to support a pupil with long term needs that are likely to require further specialist assessment. Effective multi-agency working in place 	
Groupings for teaching	<ul style="list-style-type: none"> • Mainstream class but predominantly working on modified curriculum tasks with regular and consistent 1:1 support focused on specific SEMH/learning targets • Frequent opportunities for small group work based on identified need 	
Human resources and staffing	<p>School</p> <ul style="list-style-type: none"> • Daily access to staff in school with experience of SEMH (Staff should be trained in nurture and attachment, and the principles of which should be embedded into practice) • An additional adult (a 'key adult'), under the direction of the teacher, may support pupil working on modified behaviour targets and curriculum tasks • Increased access to a combination of targeted individual, small group and whole class activities • Adults receive a form of supervision so that they feel 'held', and able to seek support without fear of blame or recrimination • TAC should be in place 	<p>LA</p> <p>Main provision by class/subject teacher with support from SENCo.</p> <p>Additional advice and support from recognised professionals external to the school (e.g. referral to BIT, Educational Psychology Service, EHA, icollege outreach).</p> <p>If enough evidence, with parental consent, consider referral to ASD or ADHD pathways (See CYPIT)</p>
Curriculum and Teaching	<p>Teaching focuses on both SEMH and curriculum outcomes throughout the school day</p> <ul style="list-style-type: none"> • Tasks and presentation differentiated and personalised to pupil's needs • Modified and individualised level/pace/amount of teacher talk 	

Methods	<ul style="list-style-type: none"> • Some 1:1 teaching for the introduction of new concepts and the specific teaching and reinforcement of classroom routines and expectations • Small steps targets within group programmes • Some 1:1 work task completion with adult support • Targets monitored with pupil daily • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional need rather than chronological age
Resources & Intervention Strategies	<ul style="list-style-type: none"> • Use the strategies in ranges 1 – 2 with an individualised focus • Access to a quiet space, time out, calming strategies • Systems in place that support conflict resolution and restorative work within a framework of anti-bullying strategy and interventions • Continue to review any resources and develop them to match the pupil's needs • BIT may suggest an application to the Vulnerable Children's Grant (VCG)

Social, Emotional and Mental Health (SEMH) Guidance

Range 4i (Severe)

Descriptor	<p>Pupil continues to present with severe and persistent levels of social, emotional, mental health difficulties which are now more complex and which necessitate a multi-agency response.</p> <ul style="list-style-type: none"> • Pupil is more likely to have experienced fixed term exclusion from school • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning 	
Assessment and Planning	<p>School</p> <p>Assessment:</p> <ul style="list-style-type: none"> • As range 3 with increased involvement of a range of specialist professionals • Multi-agency work continues • Statutory assessment process (EHCP) is considered • Positive handling plans • Risk assessment, if necessary • School to self-assess; what's working well, what's not <p>Planning</p> <ul style="list-style-type: none"> • SAP/behaviour plans, or provision map detailing strategies and appropriate short term targets • Planning meetings/TACs include parents, any offsite providers and are multi-agency 	<p>LA</p> <ul style="list-style-type: none"> • Continued access to assessment advice and support from outside agencies • Consider requesting a Circle of adults • Consider a CAMHS referral • Vulnerable Children's Grant (VCG) may be suggested by BIT
Groupings for teaching	<ul style="list-style-type: none"> • Pupil offered one to one support from an adult in the mainstream environment (a key adult) – with reference to statutory funding • Where appropriate, managed move/fresh start of school • Nurture group provision (if in place and assessments indicate appropriateness) 	
Human resources and staffing	<p>School</p> <ul style="list-style-type: none"> • Daily access to staff with experience and training in meeting the needs of pupils with SEMH • Icollege outreach 	
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Pupils' curriculum is personalised • Activities focus on key skills and SEMH outcomes throughout the school day • More lessons outside mainstream timetabling 	
Resources and Intervention Strategies	<p>Continue to review resources and develop them to match the pupil's needs:</p> <ul style="list-style-type: none"> • Targeted intervention carefully employing a range of specialist strategies • Individual SEMH programme incorporating 1:1 and small group teaching • Specialist provision (e.g. nurture group) within mainstream may be appropriate to meet need for part of the week • Part-time timetable may be suggested (consult with Exclusions Officer) • All additional resources and exceptional arrangements are referenced in a personalised provision map • BIT may suggest an application to the Vulnerable Children's Grant (VCG) 	

Social, Emotional and Mental Health (SEMH) Guidance

Range 4ii (Severe)

Descriptor	<p>Pupil continues to present with severe and persistent levels of social, emotional, mental health difficulties which continue to be complex and long term and which necessitate a continued multi-agency response.</p> <ul style="list-style-type: none"> • Pupil is at increased risk of exclusion • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure progress with learning 	
Assessment and Planning	<p>School</p> <p>Assessment:</p> <ul style="list-style-type: none"> • As range 4i with significant involvement from a range of specialist professionals • Multi-agency work continues • Statutory assessment process (EHCP) may be in process <p>Planning</p> <ul style="list-style-type: none"> • A behaviour plan, risk assessment or provision map detailing strategies and appropriate short term targets • Planning meetings include parents, any offsite providers and are multi-agency 	<p>LA</p> <ul style="list-style-type: none"> • Continued access to assessment advice and support from outside agencies • Request a circle of adults • Consider making a referral to the Pupil Placement Panel (PPP) • Child to be known to Exclusions Officer
Groupings for teaching	<ul style="list-style-type: none"> • Mainstream provision in place but pupil may be taught for more significant amounts of time in a specialist environment outside of the mainstream classroom • Pupil offered one to one support from an adult for the majority of the school day - with reference to statutory funding • Managed move of school considered 	
Human resources & staffing	<p>School</p> <p>Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH</p>	
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Pupil's curriculum is highly personalised and pupils may be disapplied from some aspects of the national curriculum • Activities focus on key skills and SEMH outcomes throughout the school day • More lessons take place outside mainstream timetabling 	
Resources and Intervention Strategies	<p>Continue to review resources and develop them to match the pupil's needs:</p> <ul style="list-style-type: none"> • Targeted intervention carefully employing a range of specialist strategies • Individual SEMH programme incorporating 1:1 and small group teaching • Specialist provision (e.g. nurture group) appropriate to need could be in place for much of the week • All additional resources and exceptional arrangements are referenced in a personalised provision map 	

Social, Emotional and Mental Health (SEMH) Guidance

Range 5 (Profound)

Descriptor	<p>Significant and increasing social, emotional, mental health difficulties, often compounded by additional needs and requiring provision outside the mainstream environment, including several of the following:</p> <ul style="list-style-type: none"> • Moderate/ severe learning difficulties, mental health difficulties, acute anxiety, attachment issues • May have ADHD/ASD • Patterns of regular school absences • Disengaged from learning, significant under performance • Verbally and physically aggressive • Reliant on adult support to remain on task • Engaging in high risk taking activities both at school and within the community • Difficulties expressing empathy, emotionally detached, could have tendency to hurt others, self or animals • Issues around identity and belonging • Needing to be in control, bullying behaviours (victim & perpetrator) • Difficulties sustaining relationships • Over-friendly or withdrawn with strangers, at risk of exploitation • Provocative in appearance and behaviour, evidence of sexualised language or behaviours • Slow to develop age appropriate self-care skills due to levels of maturity or degree of Learning Difficulties • Physical, sensory and medical needs such as that require medication and regular review • Damage to property
Assessment and Planning	<p>Statutory assessment process (EHCP) is likely to be complete and pupil may have been assessed as needing specialist provision</p> <p>Assessment will be an ongoing process to determine progress in learning, and also:</p> <ul style="list-style-type: none"> • Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community • There will be involvement from a range of specialist professionals in place, such as CAMHS, EP, YOT, EWO • Multi-agency work continues, and continual assessment to feed in to the cycle of annual reviews and/or TACs. <p>Planning</p> <ul style="list-style-type: none"> • SAP, behaviour plan, risk assessment or provision map detailing strategies and appropriate short term targets • Risk assessment will describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality. • Planning meetings will include parents/carers, and are multi-agency
Groupings for teaching	<ul style="list-style-type: none"> • Pupil on dual/single roll in a specialist environment, e.g. icollege • Pupil offered one to one support from an adult for some of the school day • There will be a greater ratio of adults to pupils and staff will have specialisms in managing pupils who present with challenging behaviour.

PROFOUND - Range 5 continued	
Human resources and staffing	<p>Provision is within a specialist environment with appropriate staff/student ratios Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH. Additional teams will include any of the following;</p> <p>Multi Agency Interventions:</p> <ul style="list-style-type: none"> • Social Worker, Police • Health (e.g. school nurse), YOT, EHA/CAMHS, Educational Psychologist, EWO • The Edge (young people's drug and alcohol service) • Targeted Intervention Service (TIS) • Contact Advice and Assessment Service (CAAS) • Home Start (promote the welfare of families with at least one child under 5 years) • SAFE! (supporting victims of crime, aged 8-25 year olds) • Time to Talk (counselling service for 11-25 year olds)
Curriculum and Teaching Methods	<p>Pupil requiring an alternative to mainstream education</p> <ul style="list-style-type: none"> • Learning experiences address significant social, emotional and behavioural needs • Learning experiences out of school environment (e.g. Outdoor academy) • A differentiated behaviour management programme in addition to targeted support and reassurance in areas of learning the child finds particularly demanding • Structured social skills group work and/or intervention • Regular opportunities to consolidate learning/ promote confidence in the learning environment • Adult support to implement structured social skills, group work and/or intervention and to support during less structured times • Access to an adult who can intervene to support the pupil in recognising their emotions and managing their behaviour • Additional support around times of transition and change • Staff have expertise in managing significant and consistent difficulties with behaviour <p>Support and advice from outside agencies as appropriate</p>
Resources and Intervention Strategies	<ul style="list-style-type: none"> • Personalised to the specific needs of the pupil • Advice available from relevant specialist services • Placed in a specialist environment • Banding – Additional (SEMH 1)

Social, Emotional and Mental Health (SEMH) Guidance

Range 6 (more profound)

Descriptor	<p>Continuing significant and increasing social, emotional, mental health difficulties, often compounded by additional needs and requiring continued provision outside the mainstream environment, including several of the following:</p> <ul style="list-style-type: none"> • Significant challenging behaviour • Requiring a range of therapeutic interventions or referral to specialist support services (CAMHS, YOT) • Unable to manage self in group without dedicated support • Subject to significant neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours • Involved in substance misuse either as a user or exploited into distribution/selling • Poor attendance, requires high level of adult intervention to bring into school, even with transport provided • Refusal to engage, extreme abuse towards staff and peers, disengaged, wilfully disruptive • Significant damage to property • May require targeted teaching in order to access learning in dedicated space away from others • Health and safety risk to self and others due to increased levels of agitation and presenting risks • Sexualised language and behaviour , identified at risk of child exploitation
Assessment Planning	<p>Statutory assessment process (EHCP) is complete and pupil has been assessed as needing enhanced specialist provision</p> <p>Assessment will be an ongoing process to determine progress in learning, and also:</p> <ul style="list-style-type: none"> • Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community • There will be involvement from a range of specialist professionals in place, such as CAMHS, EP, YOT, therapeutic provision. • Multi-agency work continues, and continual assessment to feed in to the cycle of annual reviews/TACs. <p>Planning</p> <ul style="list-style-type: none"> • SAP, behaviour plan, risk assessment or provision map detailing strategies and appropriate short term targets • Risk assessment will describe procedures to keep the pupil safe, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality. • Planning meetings will include parents/carers, and are multi-agency
Groupings for teaching	<ul style="list-style-type: none"> • Pupil is likely to be on roll at special school • Pupil offered one to one support from an adult for most of the school day • There will be a greater ratio of adults to pupils and staff will have specialisms in managing pupils who present with challenging behaviour.
Human resources and staffing	<p>Multi Agency Interventions:</p> <p>Provision is within a specialist environment with appropriate staff/student ratios Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH. Additional teams will include any of the following;</p> <ul style="list-style-type: none"> • Social Worker, Police • Health (e.g. school nurse), YOT, EHA/CAMHS, Educational Psychologist, EWO

	<ul style="list-style-type: none"> • The Edge (young people's drug and alcohol service) • Targeted Intervention Service (TIS) • Contact Advice and Assessment Service (CAAS) • Home Start (promote the welfare of families with at least one child under 5 years) • SAFE! (supporting victims of crime, aged 8-25 year olds) • Time to Talk (counselling service for 11-25 year olds)
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Access to personalised interventions to help the child to regulate and reflect upon their emotions to develop resilience and reduce the severity of behaviour • Highly structured opportunities to consolidate learning and promote confidence in the learning environment • Consistent adult support to support the delivery of a personalised approach which ensures all necessary reasonable adjustments are identified and implemented • Staff have expertise in managing significant and consistent difficulties with behaviour • Risk assessment to minimise opportunities for severe incidents to occur • Regular multi-agency reviews as appropriate
Resources and Intervention Strategies	<ul style="list-style-type: none"> • Personalised to the specific needs of the pupil • Advice available from relevant specialist services • Banding – Significant (SEMH 2)

Social, Emotional and Mental Health (SEMH) Guidance

Range 7 (Exceptional)

Descriptor	<p>Continued long term and complex social, emotional, mental health difficulties, necessitating a continued multi agency response coordinated as annual SEN review or a multi professional meeting and met in specialist provision. Needs likely to include several of the following:</p> <ul style="list-style-type: none"> • Self harming behaviour • Attempted suicide • Persistent substance abuse • Extreme sexualised language and behaviour, sexually exploited • Extreme violent/aggressive behaviour • Serious mental health issues • Long term non-attendance and disaffection despite a range of appropriate strategies being employed and reviewed over time • Regular appearance in court for anti-social behaviour/criminal activity • Puts self and others in danger • Frequently missing for long periods • Extreme vulnerability due to learning needs, physical needs, Sensory impairment
Assessment and Planning	<p>Statutory assessment process (EHCP) is complete and pupil has been assessed as needing enhanced, or more secure specialist provision</p> <p>Assessment will be an ongoing process to determine progress in learning, and also:</p> <ul style="list-style-type: none"> • Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community • There will be involvement from a range of specialist professionals in place, such as CAMHS, EP, YOT, therapeutic provision. • Multi-agency work continues, and continual assessment to feed in to the cycle of annual reviews. <p>Planning</p> <ul style="list-style-type: none"> • SAP, behaviour plan, risk assessment or provision map detailing strategies and appropriate short term targets • Risk assessment will describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality. • Planning meetings will include parents/carers, and are multi-agency
Groupings for teaching	<ul style="list-style-type: none"> • Pupil is on roll at special school. May be out of area and/or residential • Pupil offered one to one support from an adult for most of the school day • There will be a greater ratio of adults to pupils and staff will have specialisms in managing pupils who present with challenging behaviour.
Human resources and staffing	<p>Provision is within a specialist environment with appropriate staff/student ratios Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH. Additional teams will include any of the following;</p> <p>Multi Agency Interventions:</p> <ul style="list-style-type: none"> • Social Worker, Police • Health (e.g. school nurse), YOT, EHA/CAMHS, Educational Psychologist, EWO • The Edge (young people's drug and alcohol service) • Targeted Intervention Service (TIS)

	<ul style="list-style-type: none"> • Contact Advice and Assessment Service (CAAS) • Home Start (promote the welfare of families with at least one child under 5 years) • SAFE! (supporting victims of crime, aged 8-25 year olds) • Time to Talk (counselling service for 11-25 year olds)
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Access to a personalised curriculum and intervention programme within a safe environment which includes an emphasis on helping the child to develop an understanding of emotions and different emotional responses, in order to develop resilience and reduce the severity of behaviour • Personalised learning programme to consolidate learning and promote confidence in the learning environment • High level and consistent adult support to ensure the delivery of a personalised approach which includes all necessary reasonable adjustments which are identified and implemented • Staff have expertise in managing complex difficulties with behaviour • Risk assessment to minimise opportunities for severe incidents to occur • Regular multi-agency reviews as appropriate
Resources and Intervention Strategies	<ul style="list-style-type: none"> • Personalised to the specific needs of the pupil • Advice available from relevant specialist services • Banding – Exceptional (SEMH 3)

Appendix

Services/Organisations	Area of Support	Contact details
Behaviour Intervention Service (BIT)	Children with SEMH and behavioural needs	07585 986658 Beth.cartwright@westberks.gov.uk OR BIT@westberks.gov.uk
Children Young People and Families Services	Info on pathways for ASD, ADHD. Referrals to services such as Occupational Therapy and Speech and Language	https://cypf.berkshirehealthcare.nhs.uk/
Cognition and Learning Team (CALT)	Advice, training and guidance for pupils with SEN	Rhian.ireland@westberks.gov.uk
Contact Advice and Assessment Service (CAAS)	Safeguarding or welfare concerns	child@westberks.gov.uk 01635 503090
Cruse	Bereavement	westberkshire@cruse.org.uk
Educational Psychology Service (EPS)	Support for vulnerable groups of children	Hazel.loomes@westberks.gov.uk
Educational Welfare Service	Supporting regular school attendance	Linda.curtis@westberks.gov.uk
Emotional Health Academy (EHA)	Emotional well-being support and signposting	Emotional.health.triage@westberks.gov.uk
Exclusions Officer	Support around exclusions, fresh starts, pupil placement panel	Ros.arthur@westberks.gov.uk 01635 503409
Home Start	Support for families (with at least one child under 5 years) suffering stress or difficulty	office@home-startwb.org.uk
Icollege	Alternative Education	office@icollege.org.uk
Outdoor Academy	Outdoor activities	info@outdooracademy.co.uk
Safe Sex Berkshire	Promoting safe sex	https://www.safesexberkshire.nhs.uk/
SAFE!	Support for victims of crime	safe@safeproject.org.uk
SENDIASS	Independent SEND advice for parents and young people	westberksiass@roseroad.org.uk
Specialist Inclusion Support Service (SISS)	Support from Brookfields and Castle Special schools	Rhian.ireland@westberks.gov.uk
Targeted Intervention Service (TIS)	Supporting young carers, those on the edge of care, domestic abuse, mental health etc	tis@westberks.gov.uk
The Edge	Drug and alcohol	theedge@westberks.gov.uk

	service	
The Ethnic Minority & Traveler Service (EMTAS)	Support for ethnic minority children and their families. This includes children for whom English is an additional language and children from Gypsy or Traveler backgrounds.	Hazel.davies@westberks.gov.uk
Time to talk	Free counselling for 11-25 years olds	office@t2twb.org
Virtual School	Offering support to Looked After Children (LAC)	Robin.douglas@westberks.gov.uk
Young Carers	Support for young carers	Youngcarers@westberks.gov.uk
Youth Offending Team (YOT)	Help for young people to help turn them away from crime	yot@westberks.gov.uk

Here follows some further signposting and resources. This list is not comprehensive and is a working document:

Websites

Organisation	Website
Charlie Waller Memorial Trust – Depression, let's get talking about it	https://www.cwmt.org.uk/resources
Contact A Family	https://contact.org.uk/
Mentally Healthy Schools	https://www.mentallyhealthyschools.org.uk
Mind Mental Health Charity	www.mind.org.uk
Mood Juice – Self-help resource	http://www.moodjuice.scot.nhs.uk/
National Self-Harm Network	http://www.nshn.co.uk/
Nurture Group Network	https://www.nurturegroups.org/
OCD-UK Leading national charity	http://www.ocduk.org
The Centre for Separated Families	https://www.separatedfamilies.info/
Trauma and Attachment Clinic	https://beaconhouse.org.uk/trauma-and-attachment/
Young Minds – Mental Health charity for young people	www.youngminds.org.uk

Books

Children's Books around divorce:

Two Homes by Claire Masurel

Dinosaurs Divorce (A Guide for Changing Families) by Marc Brown

Standing on My Own Two Feet: A Child's Affirmation of Love in the Midst of Divorce by Tamara Schmitz

Books for parents around divorce:

The truth about children and divorce by Robert E. Emery Ph.D. (ISBN 0452287162).

Mom's house, Dad's house by Isolina Ricci (ISBN 0743277120)

Other

Bhreathnach, E. *The Scared Gang Series*.

Blakemore, S.J. *Inventing Ourselves: The secret life of the teenage brain*.

Bomber, L. *Inside I'm Hurting*.

Bomber, L. *What About Me?*

Bomber, L. & Siegel, D. *Settling Troubled Pupils to Learn: Why Relationships Matter in School*.

Ciarrochi, J. *Get Out of Your Mind and Into Your Life for Teens: A Guide to Living an Extraordinary Life (An Instant Help Book for Teens)*.

Creswell, C. & Willetts, L. (2007). *Overcoming Your Child's Fears and Worries: A self-help guide using cognitive behavioural techniques*. London: Constable & Robinson.

Dummett, N. & Williams, C. (2008). *Overcoming Teenage Low Mood and Depression: A five areas approach*. London: Hodder Arnold.

Fennell, M. (1999). *Overcoming Low Self-Esteem: A self-help guide using cognitive behavioural techniques*. London: Constable & Robinson.

Geddes, H. *Attachment in the classroom*.

Gilbert, I. *The Little Book of Bereavement for Schools*.

Gilbert, P. (1997). *Overcoming Depression: A self-help guide using cognitive behavioural techniques*. London: Constable & Robinson.

Golding, K., Fain, J., Frost, A., Mills, C., Worrall, H., Roberts, N., Durrant, E., & Templeton, S. Observing children with attachment difficulties in school

Kennerley, H. (1997). *Overcoming Anxiety: A self-help guide using cognitive behavioural techniques*. London: Constable & Robinson.

Mears, K. & Freeston, M. (2008). *Overcoming Worry*. London: Constable & Robinson

West Berkshire SEMH Guidance 2018

Morgan, N. *Blame My Brain: the Amazing Teenage Brain Revealed.*

Ratner, H. *Brief Coaching with Children and Young People: A Solution Focused Approach.*

Siegel, D. & Bryson, T. *The Whole Brain Child: 12 Proven Strategies to Nurture Your Child's Developing Mind.*

Siegel, D. *Brainstorm. The Power and Purpose of the Teenage Mind.*

Taransaud, D. *You Think I'm Evil: Practical Strategies for Working with Rebellious and Aggressive Adolescents.*

Glossary of Terms

Name in full	Abbreviation
Antecedent Behaviour Consequence	ABC
Attention Deficit Hyperactive Disorder	ADHD
Autistic Spectrum Disorder	ASD
Behaviour Intervention Team	BIT
Child and Adolescent Mental Health Service	CAMHS
Children and Young People's Integrated Therapies	CYPIT
Contact Advice and Assessment Service	CAAS
Education Health and Care Plan	EHCP
Education Welfare Officer	EWO
Educational Psychology Service	EPS
Emotional Literacy Support Assistant	ELSA
Looked After Child	LAC
Pupil Placement Panel	PPP
Senior Leadership Team	SLT
Social Emotional Aspects of Learning	SEAL
Social Emotional Mental Health	SEMH
Special Educational Needs	SEN
Special Educational Needs Co-ordinator	SENCO
Support and Achievement Plan	SAP
Team Around the Child	TAC
Youth Offending Team	YOT

Thanks to Bradford's SEMH guidance document which was used as a template to generate this document.

West Berkshire Council Schools

Pupil Referral Unit & Home Tuition Charges 2019/20

iCollege TOP UP RATES From 1/4/2019 to 31/3/2020	Daily Rate	Daily Rate Payable by School	Annual Top Up Equivalent for School	Daily Rate Payable by LA (High Needs Block)	Annual Top Up Equivalent for LA	Annual Equivalent TOTAL per place
Place Funding						10,000.00
Standard Top Up Rate	£109.00					20,710.00
Total Cost per Place						30,710.00
*SEN placements for SEMH (as per EHCP):						
SEM1				£109.00	20,710.00	30,710.00
SEM2				£145.00	27,550.00	37,550.00
SEM3				£180.00	34,200.00	44,200.00

* Note that if a school places a pupil with an existing EHCP in iCollege on a short term placement, the school will be responsible for the charge and the school will continue to receive the top up funding for the pupil. SEMH funding from the LA only applies where a decision has been made by the LA to permanently place the pupil in iCollege or is using iCollege as a holding placement until an alternative high needs placement is found.

The only exceptions to schools paying for placements are as follows:

1. Permanent exclusion. LA pays the full rate, but pupil led funding is removed from the school.
2. SEMH placement. LA pays the full rate; any top up funding the school receives for the pupil ceases.
3. The pupil has been on the school roll for no more than 6 weeks (30 school days) following a *planned move from another school* (i.e. not following the usual annual admission or a change of address), and has not been on the last October school census, and was not a fresh start (a fresh start pupil would revert to being the responsibility of the original school).
4. There are exceptional circumstances which have prevented or revoked a permanent exclusion, usually due to the pupil being a LAC or a pupil with SEN.

Where it is not clearcut, the Head of Education will consider the circumstances and decide, reporting all such decisions to the Heads Funding Group.

Dedicated Schools Grant Monitoring Report 2019/20 – Month Seven

Report being considered by: Schools Forum on 9th December 2019

Report Author: Ian Pearson

Item for: Information **By:** All Forum Members

1. Purpose of the Report

- 1.1 This report sets out the forecast financial position of the services funded by the Dedicated Schools Grant (DSG), highlighting any under or over spends.

2. Recommendation(s)

- 2.1 The Local Authority and Schools' Forum are responsible for ensuring that the DSG is deployed correctly according to the Regulations. Monitoring of spend against the grant needs to take place regularly to enable decision making on over spends/under spends and to inform future year budget requirements. Over spends, unless funded from outside the DSG, should be recovered by top slicing the following year's DSG allocation. Under spends must be used to support the schools' budget in future years.

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
---	-------------------------------	---

3. Background

- 3.1 The Dedicated Schools Grant (DSG) is a ring fenced specific grant which can only be spent on school/pupil activity as set out in The School and Early Years Finance (England) Regulations 2018. There are four DSG funding blocks: Schools, High Needs, Early Years and Central Schools Services.

4. 2019/20 Funding

- 4.1 The 2019/20 Dedicated Schools Grant allocation is £131m. This includes £38m which funds Academies and post 16 high needs places and is paid direct by the Education and Skills Funding Agency (ESFA) to schools. The DSG budget for 2019/20 has been built utilising the remaining grant of £92.4m, other funding of £0.2m and an in-year £1.8m deficit recovery target.
- 4.2 The £1.8m is a deficit recovery requirement for the current financial year, and represents the difference between the expenditure budgets set across the blocks and actual funding received for 2019/20. £1.6m of the deficit is within the High Needs Block and £0.2m in the Early Years Block. This is in accordance with the 2019/20 budget agreed by Schools Forum at the meeting held on 11/03/2019.
- 4.3 In addition to this, there is a cumulative deficit of £100k from previous years.

4.4 All local authorities that have a cumulative DSG deficit of 1% or more (of the grant funding) at the end of a financial year are required to submit a recovery plan outlining how they will bring their deficit back into balance in a three-year time frame. The current 2019/20 deficit equates to 2.3%. Recovery plan information needs to be submitted to the ESFA by June 2020.

5. Month Seven Forecast (30 October 2019)

The forecast position at Month Seven is shown in Table 1. A more detailed position per cost centre is shown in Appendix A.

Table 1 - DSG Block forecast	Original Budget 2019/20	Budget Changes	Amended Budget 2019/20	Quarter 1 Forecast	Quarter 2 Forecast	Month Seven Forecast	Month 7 Forecast over/(under) spend
	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Schools Block (inc ISB)	64,794	(1,163)	63,630	64,794	64,794	63,630	0
Early Years Block	9,812	0	9,812	9,812	9,812	9,956	144
Early Years Block Deficit Recovery Target	(215)	0	(215)	0	0	0	215
Central School Services Block	972	0	972	972	972	967	(6)
High Needs Block	19,793	0	19,793	19,793	19,416	19,767	(26)
High Needs Block Deficit Recovery Target	(1,650)	0	(1,650)	0	0	0	1,650
Total Block Expenditure	93,505	(1,163)	92,342	95,370	94,993	94,319	1,977
Support Service Recharges	444	0	444	444	444	444	0
Total Expenditure	93,949	(1,163)	92,786	95,814	95,437	94,763	1,977
Funded by:							
DSG Grant	(93,722)	1,163	(92,558)	(93,722)	(93,722)	(92,558)	0
Other Funding	(228)	0	(228)	(228)	(228)	(228)	0
Net In-year Deficit	0	0	0	1,864	1,488	1,977	1,977
Deficit Balance in reserves	100	26	126	126	126	126	126
Cumulative Deficit	100	26	126	1,990	1,614	2,103	2,103

5.1 The Month Seven forecast shows an in-year forecast deficit of £2m, comprising £112k against in-year expenditure and a £1.8m deficit recovery target which is as yet un-met. When added to the cumulative deficit of £126k, the forecast year end deficit on the DSG is £2.1m.

6. Reserves Forecast

The total deficit balance on reserves at 31.3.2019 was £100k. The Month Seven forecast would lead to a deficit reserve balances of £2.1m at 31.3.2020.

Reserve Balances (surplus)/deficit	31.3.2019	Use of reserves	1.4.2019	M7 position	31.3.2020 Est
	£k	£k	£k	£k	£k
Schools Block	(642)		(642)	0	(642)
Early Years Block	247		247	359	606
Central School Services Block	(26)	26	0	(6)	(6)
High Needs Block	521		521	1,624	2,145
Total Deficit Balance	100	26	126	1,977	2,103

7. Schools Block

- 7.1 There are no forecast variances within the Schools block at Month Seven. There is however a risk of overspend in this block due to business rates, where properties may be revalued (as schools are funded according to their actual rates bill). De-delegated budgets within the Schools Block will be forecast as on line during the year. Any over or under spends are carried forward as part of the 2020/21 budget setting process as balances are only attributable to these specific services and cannot be allocated generally across the DSG.
- 7.2 The Schools Block reserve is detailed below:

Schools Block Reserve (surplus)/deficit	31.3.2019	Use of reserves	M7 position	31.3.2020 Est
	£k	£k	£k	£k
Schools in Financial Difficulty	(252)			(252)
Growth Fund	(193)			(193)
School Improvement	(41)			(41)
EMTAS	(45)			(45)
BST	(2)			(2)
Schools (re rates adj)	(109)			(109)
Total Surplus Balance	(642)	0	0	(642)

8. Early Years Block

- 8.1 The Early Years Block is forecasting a £359k overspend at Month Seven, comprising a £215k in-year deficit and a £144k overspend relating to forecast hours for two, three and four year old hours, including the extended hours provision.
- 8.2 Due to the nature of the volatility, it is difficult to forecast as the funding (the final grant allocation will be determined by the January 2020 census), and payments to providers (payments are made according to actual number of hours of provision each term) are unpredictable.
- 8.3 The reserve summary is shown below.

Reserve Balances (surplus)/deficit	31.3.2019	Use of reserves	1.4.2019	M7 position	31.3.2020 Est
	£k	£k	£k	£k	£k
Early Years Block	247		247	359	606

9. Central Schools Services Block

- 9.1 The Central School Services Block is currently forecasting a slight underspend of £6k at Month Seven. This is mainly due to savings on staff costs and additional income from Fixed Penalty Notices.
- 9.2 The reserve summary is shown below.

Reserve Balances (surplus)/deficit	31.3.2019	Use of reserves	1.4.2019	M7 position	31.3.2020 Est
	£k	£k	£k	£k	£k
Central School Services Block	(26)	26	0	(6)	(6)

10. High Needs Block

10.1 The High Needs Block is currently reporting a £26k underspend against in-year expenditure, which with the £1.6m deficit recovery target, totals £1.6m overspend. The main variances against expenditure are as follows:

- £50k pressure relating to the approval of four new personal budgets, one of which has created a £68k saving on the Independent Special School cost centre. Additional support for CYP in mainstream schools also agreed.
- Special Schools Top Up Funding has a significant overspend of £288k due to some very high needs pupils needing additional support to maintain their current placements.
- Top up funding for mainstream schools are reporting a current year pressure of £179k due to the increased number of EHCP and higher level of bandings.
- £261k pressures relate to Top ups for i-college. This relates to permanent exclusions, sixth form students and an increasing number of pupils with EHCP being placed within i-college.
- Underspends of £78k have been found from Non WBC top ups as pupils have moved from other placements to i-college
- Significant savings of £242k have been made on further education top up funding. The forecast is expected to change once college numbers have been confirmed for 19/20. Part of the saving is due to more pupils moving to employment, rather than college placements.
- £278k saving from utilising local mainstream and specialist provision instead of using independent special schools for four of the predicted transitions children.
- Other over and under spends within the Top Up funding areas are demand led and can be as a result of pupil movement from one setting to another.

10.2 Further work needs to be undertaken to ascertain if any of the current year savings are ongoing. This will help in compiling a recovery plan for 2020/21.

10.3 The reserve summary is shown below.

Reserve Balances (surplus)/deficit	31.3.2019	Use of reserves	1.4.2019	M7 position	31.3.2020 Est
	£k	£k	£k	£k	£k
High Needs Block	521		521	1,624	2,145

11. Conclusion

- 11.1 The DSG is forecasting an in-year overspend of £2m, comprising £112k against in-year expenditure and a £1.9m deficit recovery target which remains unallocated at Month Seven. It will remain unallocated until permanent savings against individual budgets can be identified to enable a permanent reduction of the target.
- 11.2 There has been an announcement that £700 million additional one off funding for the High Needs Block will be available for the 2020/21 financial year. West Berkshire have received notification confirming the 2020/21 allocation is an additional £1,525,616 (7.6%) compared to the 2019/20 allocation.

12. Appendices

Appendix A – DSG 2019/20 Budget Monitoring Report Month 7

Dedicated School's Grant (DSG) 2019/2020 Budget Monitoring Month 7

Cost Centre	Description	Original Budget 2019/20	Net Virements in year	Amended Budget 2019/20	Forecast	Variance	Comments
90020	Primary Schools (excluding nursery funding)	48,316,300	-1,163,440	47,152,860	47,152,860	0	funding adjustment due to Francis Baily academisation
DSG top slice	Academy Schools Primary	0		0	0	0	
90025	Secondary Schools (excluding 6th form funding)	15,197,160		15,197,160	15,197,160	0	
DSG top slice	Academy Schools Secondary	0		0	0	0	
90230	DD - Schools in Financial Difficulty (primary schools)	0		0	0	0	
90113	DD - Trade Union Costs	51,470		51,470	51,470	0	
90255	DD - Support to Ethnic minority & bilingual Learners	187,770		187,770	187,770	0	
90349	DD - Behaviour Support Services	213,900		213,900	213,900	0	
90424	DD - CLEAPSS	3,320		3,320	3,320	0	
90470	DD - School Improvement	0		0	0	0	
90423	DD - Statutory & Regulatory Duties	167,780		167,780	167,780	0	
90235	School Contingency - Growth Fund/Falling Rolls Fund	655,800		655,800	655,800	0	
	Schools Block Total	64,793,500	-1,163,440	63,630,060	63,630,060	0	
90583	National Copyright Licences	136,330		136,330	136,772	442	
90019	Servicing of Schools Forum	42,350		42,350	39,500	-2,850	
90743	School Admissions	210,030		210,030	210,030	0	
90354	ESG - Education Welfare	194,020		194,020	187,020	-7,000	
90460	ESG - Statutory & Regulatory Duties	389,680		389,680	393,210	3,530	
	Central School Services Block DSG	972,410	0	972,410	966,532	-5,878	

Dedicated Schools Grant Monitoring Report 2019/20 – Month Seven

Cost Centre	Description	Original Budget 2019/20	Net Virements in year	Amended Budget 2019/20	Forecast	Variance	Comments
90010	Early Years Funding - Nursery Schools	917,910		917,910	910,518	-7,392	
90037	Early Years Funding - Maintained Schools	1,323,980		1,323,980	1,550,834	226,854	
90036	Early Years Funding - PVI Sector	6,344,850		6,344,850	6,218,429	-126,421	
90052	Early Years PPG & Deprivation Funding	131,460		131,460	155,522	24,062	
90053	Disability Access Fund	23,370		23,370	23,370	0	
90018	2 year old funding	652,970		652,970	706,277	53,307	
90017	Central Expenditure on Children under 5	266,300		266,300	240,000	-26,300	saving on Capita One system
90287	Pre School Teacher Counselling	60,690		60,690	60,690	0	
90238	Early Years Inclusion Fund	90,000		90,000	90,000	0	
90054	Deficit Budget	-214,515		-214,515	0	214,515	
	Early Years Block Total	9,597,015	0	9,597,015	9,955,640	358,625	
90026	Academy Schools RU Top Ups	946,530		946,530	825,812	-120,718	
90546	Special Schools - Place Funding Post 16	527,000		527,000	527,000	0	
90539	Special Schools - Top Up Funding	3,463,450		3,463,450	3,751,180	287,730	
90548	Non WBC Special Schools - Top Up Funding	1,065,960		1,065,960	987,538	-78,422	
90575	Non LEA Special School (OofA)	1,030,380		1,030,380	996,555	-33,825	
90579	Independent Special School Place & Top Up	2,683,020		2,683,020	2,369,690	-313,330	Placements now in Mainstream or Other Specialist Provision.
90580	Further Education Colleges Top Up	1,408,870		1,408,870	1,167,133	-241,737	
90617	Resourced Units top up Funding maintained	270,350		270,350	309,086	38,736	
90618	Non WBC Resourced Units - Top Up Funding	143,580		143,580	139,162	-4,418	
90621	Mainstream - Top Up Funding maintained	667,330		667,330	769,750	102,420	

Dedicated Schools Grant Monitoring Report 2019/20 – Month Seven

Cost Centre	Description	Original Budget 2019/20	Net Virements in year	Amended Budget 2019/20	Forecast	Variance	Comments
90622	Mainstream - Top Up Funding Academies	267,460		267,460	344,100	76,640	
90624	Non WBC Mainstream - Top Up Funding	73,030		73,030	92,075	19,045	One new placement .
90625	Pupil Referral Units - Top Up Funding	757,700		757,700	847,980	90,280	
90627	Disproportionate No: of HN Pupils NEW	100,000		100,000	100,000	0	
90628	EHCP PRU Placement	331,400		331,400	502,760	171,360	
	High Needs Block: Top Up Funding Total	13,736,060	0	13,736,060	13,729,821	-6,239	
90320	Pupil Referral Units	660,000		660,000	660,000	0	
90540	Special Schools	2,860,000		2,860,000	2,860,000	0	
90584	Resourced Units - Place Funding (70)	234,000		234,000	234,000	0	
	High Needs Block: Place Funding Total	3,754,000	0	3,754,000	3,754,000	0	
90240	Applied Behaviour Analysis	119,120		119,120	168,920	49,800	New personal budgets agreed creating savings elsewhere. Additional support in Mainstream setting.
90280	Special Needs Support Team	325,660		325,660	302,660	-23,000	Saving on Capita One costs
90281	SEND Strategy (DSG)	56,200		56,200	25,442	-30,758	Part Year vacancy
90282	Medical Home Tuition	119,920		119,920	119,920	0	
90287	Pre School Teacher Counselling	40,000		40,000	40,000	0	
90288	Elective Home Education Monitoring	28,240		28,240	25,240	-3,000	
90290	Sensory Impairment	236,000		236,000	231,320	-4,680	
90295	Therapy Services	261,470		261,470	261,470	0	
90315	Home Tuition	102,080		102,080	102,080	0	
90370	Behaviour Programme (Invest to Save)	0		0	0	0	Underspend from 18/19 to be added for next budget monitoring reporting cycle
90371	PPEP Care Programme	0		0	0	0	Underspend from 18/19 to be added for next budget monitoring reporting cycle

Cost Centre	Description	Original Budget 2019/20	Net Virements in year	Amended Budget 2019/20	Forecast	Variance	Comments
90555	LAL Funding	98,400		98,400	98,400	0	
90565	Equipment For SEN Pupils	15,000		15,000	7,000	-8,000	
90577	SEN Commissioned Provision	527,150		527,150	527,150	0	
90582	PRU Outreach	61,200		61,200	61,200	0	
90585	HN Outreach Special Schools	50,000		50,000	50,000	0	
90610	Hospital Tuition	36,000		36,000	36,000	0	
90830	ASD Teachers	146,210		146,210	146,210	0	
90961	Vulnerable Children	50,000		50,000	50,000	0	
90581	Dingleys Promise	30,000		30,000	30,000	0	
	High Needs Block: Non Top Up or Place Funding	2,302,650	0	2,302,650	2,283,012	-19,638	
90054	DSG Deficit Recovery Target	-1,650,138		-1,650,138	0	1,650,138	
	High Needs Block Total	18,142,572	0	18,142,572	19,766,833	1,624,261	
	Total Expenditure across funding bocks	93,505,497	-1,163,440	92,342,057	94,319,065	1,977,008	
	SUPPORT SERVICE RECHARGES	444,000	0	444,000	444,000	0	
	TOTAL DSG EXPENDITURE	93,949,497	-1,163,440	92,786,057	94,763,065	1,977,008	
90030	DSG Grant Account	-93,721,680	1,163,440	-92,558,240	-92,558,240	0	funding adjustment due to Francis Baily academisation
	Council Funding	-227,817		-227,817	-227,817	0	
	NET DSG EXPENDITURE	0	0	0	1,977,008	1,977,008	

This page is intentionally left blank

Deficit Schools

Report being considered by: Schools Forum
On: 9th December 2019
Report Author: Melanie Ellis/Sarah Reynard
Item for: Information **By:** All Maintained Schools Representatives

1. Purpose of the Report

1.1 This report provides details of the four schools which have submitted deficit budgets for 2019/20, the two schools which ended the 2018/19 financial year with unlicensed deficit balances and a summary of the schools that submitted deficit forecasts for 2020/21.

2. Recommendation

2.1 That the report be noted.

<b style="color: #008080;">Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
---	-------------------------------	---

3. Deficit Schools

- 3.1 Four schools submitted a WBC Deficit Budget License Application for the financial year 2019/20. All four had licensed deficits in the financial year 2018/19.
- 3.2 All four schools submitted their period six Budget Monitoring and Forecast report, which have been reviewed by Schools Accountancy and feedback emailed to each school. The period six submissions are shown in the table below with three schools a better financial position and one in a worse position than budgeted.

School	Main School Budget (MSB) Only		
	2019/20 Budgeted Year-end balance	2019/20 P6 Forecast Year-end balance	Variance
	A £	B £	A-B = C £
Beenham Primary	(24,060)	(21,176)	(2,884)
St Finians Primary	(77,150)	(52,314)	(24,836)
Westwood Farm Inf & Jnr	(13,940)	4,758	(18,598)
The Willink Secondary	(2,210)	(8,905)	6,695

Figures in red brackets indicate a deficit

4. Schools ending 2018/19 with an unlicensed deficit

- 4.1 Two schools ended the financial year 2018/19 with unlicensed deficits.
- 4.2 Both schools submitted their period six Budget Monitoring and Forecast report, which have been reviewed by Schools Accountancy and feedback emailed to each school. The period six submissions are shown in the table below with both schools forecasting to end 2019/20 in a worse financial position than budgeted.

School	Main School Budget (MSB) Only		
	2019/20 Budget – Year-end balance	2019/20 P6 Forecast - Year-end balance	Variance
	A £	B £	A-B = C £
Stockcross Primary	1,525	649	876
Welford & Wickham	3,440	(5,066)	8,506

Figures in red brackets indicate a deficit

5. Summary of schools that submitted deficit forecasts for 2020/21

- 5.1 Annually all schools are required to submit a budget and a two year forecast. The table below shows a summary of the 2019/20 submissions.

Submission 2019/20	2019/20 Budget	2020/21 Forecast	2021/22 Forecast
Total Number of Deficits	4	40	46
Total Number of Surpluses	58	23	17
Total Number of Nil Balances	1	0	0

- 5.2 Historically schools do not spend a significant amount of time on the two years of forecast (2020/21 and 2021/22) as the funding information available is not robust, the time available to the schools to work on the forecasts is limited and it has been noted that some schools are no longer preparing three year School Development Plans to support three year budget and forecasting. As a result when the first year of the forecast becomes the budget the number of deficits has previously dropped significantly.

6. Budget Monitoring and Forecast Submission Dates

- 6.1 The submission deadline for P7 has been amended from 15 November 2019 to 29 November 2019 to accommodate the School Workforce Census, submission to payroll of teachers' pay increases and the need to update the SIMs personnel software with the same increases.
- 6.2 As the period seven Budget Monitoring and Forecast report will be submitted so late the period eight submission has been amended to optional.

6.3 Submission Deadlines are shown below for licensed deficit schools 2019/20 and those that ended 2018/19 with an unlicensed deficit.

Agresso Report	Budget Monitoring	Forecast	Submission Deadline
Period 3 / June	Yes	No	12/07/19
Period 6 / September	Yes	Yes	15/10/19
Period 7 / October	Yes	Yes	29/11/19
Period 8 / November	You may submit by 13/12/19 if you wish		
Period 9 / December	Yes	Yes	17/01/20
Period 10 / January	Yes	Yes	14/02/20
Period 11 / February	Yes	Yes	13/03/20

This page is intentionally left blank

Agenda Item 17

Schools Forum Work Programme 2019/20

	Item	HFG Deadline	Heads Funding Group	SF Deadline	Schools Forum	Action required	Author
Term 3	Dedicated Schools Grant (DSG) Funding Settlement and Budget Overview 2020/21	02/01/20	08/01/20	14/01/20	20/01/20	Discussion	Melanie Ellis
	Final Schools Funding Formula 2020/21	02/01/20	08/01/20	14/01/20	20/01/20	Decision	Melanie Ellis
	Central Schools Block Budget Proposals 2020/21	02/01/20	08/01/20	14/01/20	20/01/20	Decision	Melanie Ellis/Ian Pearson
	High Needs Block Budget Proposals 2020/21	02/01/20	08/01/20	14/01/20	20/01/20	Decision	Jane Seymour & Michelle Sancho
	Early Years Block Budget Proposals 2020/21	02/01/20	08/01/20	14/01/20	20/01/20	Decision	Avril Allenby
	Growth Fund and Falling Rolls Fund 2019/20	02/01/20	08/01/20	14/01/20	20/01/20	Information	Melanie Ellis
	Schools: deficit recovery (<i>standing item</i>)	02/01/20	08/01/20	14/01/20	20/01/20	Discussion	Melanie Ellis
	Schools' Broadband	02/01/20	08/01/20	14/01/20	20/01/20	Decision	Thomas Ng
	DSG Monitoring 2019/20 Month 9			14/01/20	20/01/20	Information	Ian Pearson
Term 4	Work Programme 2020/21	18/02/20	25/02/20	03/03/20	09/03/20	Decision	Jessica Bailiss
	Final DSG Budget 2020/21 - Overview	18/02/20	25/02/20	03/03/20	09/03/20	Decision	Melanie Ellis
	Final Central Schools Block Budget 2020/21	18/02/20	25/02/20	03/03/20	09/03/20	Decision	Melanie Ellis/Ian Pearson
	Final High Needs Block Budget 2020/21	18/02/20	25/02/20	03/03/20	09/03/20	Decision	Jane Seymour & Michelle Sancho
	Final Early Years Block Budget 2020/21	18/02/20	25/02/20	03/03/20	09/03/20	Decision	Avril Allenby
	Review of (50/50) funding arrangements for iCollege between the HNB and schools	18/02/20	25/02/20	03/03/20	09/03/20	Decision	Michelle Sancho
	Schools: deficit recovery (<i>standing item</i>)	18/02/20	25/02/20	03/03/20	09/03/20	Discussion	Melanie Ellis
		DSG Monitoring 2019/20 Month 10			03/03/20	09/03/20	Information

This page is intentionally left blank