

Notice of Meeting

Schools Forum

Monday 8th March 2021 at 5.00pm
On Zoom

The Council will be live streaming its meetings.

This meeting will be streamed live here: www.westberks.gov.uk/schoolsforumlive

You can view all streamed Council meetings here:
<https://www.westberks.gov.uk/councilmeetingslive>

Date of despatch of Agenda: Tuesday, 2 March 2021

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, 8 March 2021 (continued)

Forum Members: Reverend Mark Bennet, Dominic Boeck, Jonathon Chishick, Catie Colston (Vice-Chairman), Jackie Davies, Emily Dawkins, Michelle Harrison, Keith Harvey, Jon Hewitt, Brian Jenkins, Hilary Latimer, Sheila Loy, Ross Mackinnon, Maria Morgan, Julia Mortimore, Ian Nichol, Janet Patterson, Gemma Piper, Chris Prosser, David Ramsden, Campbell Smith, Graham Spellman (Chairman), Jayne Steele and Charlotte Wilson

Agenda

Part I

Page No.

1	Apologies	
2	Minutes of previous meeting dated 25th January 2021	1 - 10
3	Actions arising from previous meetings	11 - 12
4	Declarations of Interest	
5	Membership	

Items for Decision

6	Work Programme 2021/22 (Jessica Bailiss)	13 - 14
7	Final High Needs Block Budget 2021/22 (Jane Seymour)	15 - 40
8	Special Schools Additional Funding (Jane Seymour)	41 - 44
9	Resourced Schools - funding bands for children with physical disabilities (Jane Seymour)	45 - 48
10	Early Years Block Budget 2021/22 and Deficit Recovery Plan (Avril Allenby/Lisa Potts)	49 - 56

Items for Information

11	Energy Topics (Christopher Harris)	57 - 62
12	Impact of Covid 19 on the High Needs Block (Jane Seymour)	63 - 64



Agenda - Schools Forum to be held on Monday, 8 March 2021 *(continued)*

- | | | |
|----|---|---------|
| 13 | Deficit Schools (Melanie Ellis) | 65 - 68 |
| 14 | DSG Monitoring 2020/21 Month 10 (Ian Pearson) | 69 - 76 |
| 15 | Date of the next meeting
<i>Monday 21st June 2021 at 5pm</i> | |

Sarah Clarke
Service Director: Strategy and Governance

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, 25 JANUARY 2021

Present: Reverend Mark Bennet (Church of England Diocese), Councillor Dominic Boeck (Executive Portfolio: Children, Young People and Education), Jonathon Chishick (Maintained Primary School Governor), Catie Colston (Maintained Primary School Governor), Jacquie Davies (Pupil Referral Unit Headteacher), Emily Dawkins (Maintained Primary School Headteacher), Jon Hewitt (Maintained Special School Headteacher), Brian Jenkins (Early Years Private, Voluntary and Independent Provider Representative), Hilary Latimer (Maintained Primary School Headteacher), Sheila Loy (Academy School Governor), Maria Morgan (Maintained Nursery School Headteacher), Julia Mortimore (Academy School Headteacher), Ian Nichol (Maintained Primary School Governor), Gemma Piper (Academy School Headteacher), Chris Prosser (Maintained Secondary School Headteacher), Felix Rayner (Maintained Primary Representative (Substitute for Keith Harvey)), Graham Spellman (Roman Catholic Diocese), Jayne Steele (Non School Post 16 Provider) and Charlotte Wilson (Academy School Headteacher)

Also Present: Avril Allenby (Early Years Service Manager), Melanie Ellis (Chief Accountant), Ian Pearson (Head of Education Services), Jane Seymour (Service Manager, SEN & Disabled Children's Team), Jessica Bailiss (Policy Officer (Executive Support)), Lisa Potts (Finance Manager) and Michelle Sancho (Principal EP & Service Manager)

Apologies for inability to attend the meeting: Keith Harvey, Councillor Ross Mackinnon and David Ramsden

PART I

58 Minutes of previous meeting dated 7th December 2021

The Minutes of the meeting held on 7th December 2021 were approved as a true and correct record and signed by the Chairman.

59 Actions arising from previous meetings

The Chairman drew attention to the action from the previous meeting on page 11 of the agenda.

Dec20-Ac1 - Councillor Dominic Boeck reported that he had not been able to meet with MP Laura Farris due to a conflict with a parliamentary matter. He had however, been able to meet with two staff members from her team, who had informed him that Laura Farris had met with Vicky Ford, the Minister for Children, to express her concern regarding early years funding and to seek support for changes. The next step for Laura Farris was to go and meet with the Policy Team at Number 10 regarding the issues. Ian Pearson and Avril Allenby had also attended the meeting and had briefed them on the issues facing early years funding.

60 Declarations of Interest

The Chairman drew attention to members' standing interests on page 13 of the agenda. This list would be accessible on the School Forums' webpage.

SCHOOLS FORUM - 25 JANUARY 2021 - MINUTES

Gemma Piper declared an interest in Agenda Item eight, and reported that, as her interest was a disclosable pecuniary interest or an other registrable interest, she would be leaving the meeting during the course of consideration of the matter.

Reverend Mark Bennet declared an interest of transparency in Agenda Item eight, and reported that as his interest was not a disclosable pecuniary interest or an other registrable interest, he would remain in the meeting during the course of consideration of the matter. Reverend Bennet would not take part in the vote on the item due to it being restricted to School Members.

61 Membership

Jessica Bailiss provided an update regarding membership of the Schools' Forum. An election was currently taking place to try and fill the vacancy for a primary school business manager position on the Forum. The deadline for nominations had been extended until the 2nd February.

Jessica Bailiss confirmed that no other School Forum Members were near reaching the end of their Term of Office.

62 Schools Funding Formula 2021/22 (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 6), which sought agreement to the final school funding formula allocations for 2021/22.

Melanie Ellis highlighted that the report set out the criteria that had been agreed for allocating the formula funding, which had been agreed by the Schools' Forum in December 2020. Since this meeting the final allocations had been received from the DSG and these were shown under table in section 4.1 of the report. The Local Authority had been awarded £600k in growth funding and section five of the report detailed how the Growth Fund was calculated. As it was within the Schools Block, movement of funding between the formula and the Growth Fund was permitted.

Some analysis had been undertaken on the cumulative balance of the Growth Fund and with the funding from the previous year it was estimated that the balance of the fund by the end of March 2021 would be about £1.2m. As the projected balance was considered to be sufficient to meet growth it was not felt that the further £600k was required and therefore two options were proposed for consideration:

- a) Put the full 2021/22 allocation into the schools funding formula to allocate to schools, or;
- b) Use £274k of the 2021/22 growth fund to increase the High Needs Block (HNB) transfer from 0.25% as previously agreed to 0.5%, and put the remaining balance of £330k into the school formula and allocation to schools.

Melanie Ellis added that if option (b) was chosen then money transferred to the HNB could be used for 'invest to save' purposes.

Ian Pearson explained that a discussion had taken place at the Heads' Funding Group (HFG) and it had been suggested that some of the Growth Fund allocation for 2021/22 could further support efforts to drive down the deficit in the HNB. Ian Pearson had discussed this with Jane Seymour and asked her to comment on if there were any particular areas that could be targeted with the funding if agreed. Jane Seymour reported that there was a report under agenda item nine on the HNB that included a number of current invest to save proposals. It was being requested that funding for these projects was ongoing and therefore any growth funding transferred to the HNB could be used for these areas. Regarding other potential uses of the money, one difficulty was that much of the funding required within the SEND Strategy required ongoing funding rather than one off amounts. Jane Seymour stated however, that the Forum might wish to use some of

SCHOOLS FORUM - 25 JANUARY 2021 - MINUTES

the funding to support resourced schools because the pressure faced by this area was high. Further consideration could be given to what other areas could be funded on a one off basis. Ian Pearson stated that if recommendation (b) was approved then a further report would be brought to the Forum for consideration that included detail on how the funding could be used.

Gemma Piper raised a question on the reporting factor of a further transfer. It was clear from guidance that a transfer needed to be in line with deficit recovery plans. Gemma Piper queried if anything further would be brought to the Forum on the strategic oversight of savings and sought clarity on this point.

In response to Gemma Piper's question Ian Pearson reported that there were two options. Firstly the funding could be used to pay down some of the deficit in the HNB. The other preferred approach that could be taken would be to add the funding to a deficit recovery plan/framework that would support activities that would reduce costs in the HNB overtime. There was an issue about the funding being one off however, this applied to any funding transferred to the HNB, including the 0.25% that had already been agreed in December 2020.

Reverend Mark Bennet referred to discussions that had taken place regarding deficit recovery in the past and he noted at some point the expectation was that this would be externally monitored. He sought clarity on what the current position was in terms of the need to provide a deficit recovery plan and when there would need to be accountability for how funding was being used. Ian Pearson explained that the Department for Education (DfE) was measuring deficits against a local authorities overall DSG balance. In West Berkshire the pressure predominately rested in the HNB. A deficit was looked at in proportion to an areas total spend and some areas had deficits that exceeded their HNB budgets. West Berkshire was not currently in this position as the overall deficit was about £3.94m against the overall DSG balance of £25m. Ian Pearson reported that the aim was to bring a report to the next meeting which showed detail on the deficits being faced by other local authorities.

West Berkshire had not yet been approached by the DfE regarding its deficit but was aware that conversations were being sought and had been made aware of the thresholds being used. The DfE had recognised that it was a broad problem being faced. Any contact from the DfE would be reported in due course.

Councillor Dominic Boeck noted under section 2.2 of the report that the final funding formula rates and allocation were subject to political ratification, but it would not be referred to the Council's Executive. Melanie Ellis confirmed that the matter was due to be dealt with by Councillor Ross Mackinnon as an Individual Member Decision.

Ian Nichol referred to items 14 (a) and (b) on the agenda, which considered increasing numbers of schools facing deficit and the pressure on schools' budgets caused by Covid-19. He queried if consideration had been given to using the £604k of growth funding as part of the Schools' in Financial Difficulty Fund (SFDF) due to the size of the issue facing schools as the lockdown progressed. Ian Pearson noted the valid point as more schools were facing a potential deficit but not for the reasons the SFDF was originally created for. Ian Pearson suggested that the Forum might wish to postpone the decision until Agenda Item 14.

Catie Colston queried if the HFG had expressed a preference over options (a) or (b). Ian Pearson confirmed that option (b), which included awarding some of the funding to the HNB, was generated by the HFG but it had been felt that the options should be taken forward to the Forum for consideration.

Gemma Piper stated that she had been of the understanding from the HFG meeting that more work was going to be carried out in time for the Forum to show the impact of the

SCHOOLS FORUM - 25 JANUARY 2021 - MINUTES

funding overtime and asked for clarification on this. Ian Pearson clarified that Keith Harvey had raised option (b) at the HFG and it had been suggested that this be considered at the Forum. How the funding could be used if agreed was a separate issue for consideration and would be included within the next HNB report being brought to the Forum in March 2021. It was confirmed that a decision regarding schools funding formula needed to be taken at the current meeting.

The Chairman suggested that a vote needed to be taken based on the recommendations set out in the report. Further work would be required regarding how the funding would be targeted if money was transferred to the HNB. Moira Fraser noted that a suggestion had been raised to defer the vote on the recommendations set out in 2.1 of the report until Agenda Item 14 was considered.

Melanie Ellis clarified that the vote that was required was for all schools however, if the SFDF was to be considered as a possible use of the funding then this would be for consideration by primary schools only. Therefore Melanie Ellis was of the view that a vote needed to be taken on the recommendation in 2.1 first. Primary schools would then need to take a decision on whether they wished to place growth funding in the SFDF.

Jonathan Chishick noted that consideration was required on whether transfer a further £274k to the HNB. This would leave £330k to be allocated out to schools and could be devoted to issues faced as a result of Covid-19.

The Chairman invited members of the Forum to consider whether they were in favour option (a) or (b). At the vote recommendation (b), which included increasing the HNB transfer to 0.5% and allocating the remaining funding to schools was agreed.

RESOLVED that

- Option (b) as set out in section 2.1 of the report was agreed.
- The Schools' Forum noted the final formula rates and allocations to schools, which were subject to political ratification on 28th February 2021.

63 Central Schools' Services Block Budget 2021/22 (Melanie Ellis/Ian Pearson/Lisa Potts)

Ian Pearson introduced the report (Agenda Item 7), which set out the budget proposal for services funded from the Central Schools' Services (CSSB) block of the DSG and proposed measures to enable the budget for the block to be balanced.

Ian Pearson reported that adjustments had been made to the block and it had been brought into balance. This was explained in more detail within the report.

The Chairman invited the Forum to consider the recommendation to agree to the 2021/22 budget for the CSSB. This recommendation was proposed by Sheila Loy and seconded by Ian Nichol and at the vote the motion was carried.

RESOLVED that the Schools' Forum agreed the 2021/22 budget for the CSSB as set out in the report.

64 Growth Fund 2020/21 Payments (Melanie Ellis)

(Gemma Piper declared a personal and prejudicial interest in Agenda Item 8 by virtue of the fact that she was the Executive Head of Kennet School Academies Trust including Whitelands Park Primary. As her interest was personal and prejudicial and a disclosable pecuniary interest, she would be leaving the meeting during the course of consideration of the matter and would take no part in the debate or voting on the matter.)

(Reverend Mark Bennet declared an interest of transparency in Agenda Item 8 by virtue of the fact that he was a director on the Kennet School Academies Trust. As his interest

SCHOOLS FORUM - 25 JANUARY 2021 - MINUTES

was not a personal or disclosable pecuniary interest he would remain in the meeting during the course of consideration of the matter. He was unable to take part in the vote on the item due to it being restricted to School Members only.)

(Gemma Piper was placed in the virtual waiting room at 17.37pm)

Melanie Ellis introduced the report (Agenda Item 8), which aimed to review the Growth Fund applications and sought a decision on whether to award payments to schools from the growth fund in 2020/21.

Melanie Ellis reported that following the receipt of the final October 2020 census data, all schools were invited to make a funding request if they felt that their circumstances met the Growth Fund criteria. Whitelands Park Primary School, which was part of the Kennet School Academies Trust had been the only school to submit an application. This was due to an extra class being required from September 2020 to meet basic need, which involved an increase of 17 pupils. They had not needed to agree the provision of the extra class with the Local Authority for basic need and therefore the application did not meet the criteria of the Growth Fund. The loss of funding to the school however, would be significant.

The application had been considered by the Head's Funding Group (HFG) however, there had been differing views across the group on whether the case should be approved. It had therefore been forwarded to the Forum for consideration.

Richard Hawthorne reported that he would find it difficult to support the application. His school, John O'Gaunt, had been in a similar position to Whitelands Primary School however, the case had been refused due to not meeting the criteria of the Growth Fund. If the application from Whitelands Park was approved, Richard Hawthorne felt that there would be number of other schools applying to the fund. It was important to keep the process fair to all schools and approving an application outside of the criteria could set a precedent.

Ian Nichol concurred with the caution raised by Richard Hawthorne regarding applications not meeting the criteria and was concerned about awarding funding on an ad-hoc basis. It was possible that the criteria needed revisiting. Many schools in Thatcham had moved around within their PAN however, had made adjustments without needing to apply to the Growth Fund.

Chris Prosser echo the concerns that had been raised and felt that consistency needed to be applied. He agreed that maybe the criteria needed to change going forward however, it was important that a consistent approach was taken with all schools. Melanie Ellis agreed that she would look into this at a later date.

The Chairman invited the Forum to make a recommendation. Chris Prosser proposed that the Schools' Forum support refusal of the application and this was seconded by Jonathan Chishick. At the vote the motion was carried.

RESOLVED that

- The criteria for the Growth Fund would be reviewed.
- The application by Whitelands Park Primary School to the Growth Fund was refused.

65 High Needs Block Budget 2021/22 (Jane Seymour)

(Gemma Piper re-joined the meeting)

Jane Seymour introduced the report (Agenda Item 9), which set out the current financial position of the high needs budget for 2020/21, the position known so far for 2021/22, including the likely shortfall, together with savings options for 2021-22 and

SCHOOLS FORUM - 25 JANUARY 2021 - MINUTES

recommendations on the continuation of Invest to Save projects agreed by the Schools Forum for 2020-21.

Jane Seymour reported that there had already been a large amount of discussion on the High Needs Block at both the Heads' Funding Group and Schools' Forum.

Jane Seymour drew attention to section 3.5 of the report and stressed the Local Authority's statutory duties for children with SEND were effectively open ended. If a children required an Education, Health and Care Plan (EHCP) then this must be provided regardless of budgetary constraints. The number of children with EHCPs was increasing, in spite of the threshold for an EHCP remaining the same and being applied robustly.

Jane Seymour reported that there had been a rise in EHCPs in West Berkshire of 31% between 2015 and 2020 and the HNB budget had not risen at the same rate. Appendix D to the report showed that most of this increase was in EHCPs in specialist placements rather than mainstream schools, which was what was primarily driving the HNB budget pressure. There were plans through the SEND Strategy to create more local provision for children with SEMH and autism, which would alleviate the pressure to some extent as local maintained provision was most cost effective. It was however, also critical that mainstream schools were supported to maintain more children with SEND in mainstream settings, if the HNB overspend was to be effectively addressed.

Jane Seymour drew attention to section 3.10 of the report, which detailed that the net shortfall in the 2021-22 HNB budget, was £3,960,618. Without the carried forward overspends, the shortfall in 2021-22 would be £1,123,298.

Key pressures on the HNB were detailed within Appendix A to the report. The greatest area of pressure was Top Up Funding with Independent Special Schools causing the greatest pressure on the budget, mainly due to large numbers of SEMH and ASD specialist placements. This was followed by maintained special schools. Non WBC special schools and free special schools were other areas of significant pressure. There were many strategies in place to address these pressures and help children remain in mainstream schools including Therapeutic Thinking and the other invest to save projects. Regarding the projected overspend, Jane Seymour reported that the aim was to bring a report to the next meeting in March 2021, which provided some predictions regarding how spend could be reduced overtime including investment in mainstream schools to reduce the level of children moving out of this area.

Jane Seymour drew attention to invest to save projects for 2020/21, which were detailed under section six of the report. The projects included the recruitment of a Therapeutic Thinking Officer; increasing the Vulnerable Children Fund (VCF) and expanding the ASD Advisory Team. Evaluation data was included on each of the projects apart from for expansion ASD Team as this had needed to be delayed due to Covid-19. Success criteria was also set out for the coming year.

Jane Seymour highlighted that Appendix B to the report looked as possible saving option, which involved non statutory services. The HFG had been of the view that these were preventative services and if cut would only increase pressure further on HNB. The HFG had been in favour of taking an invest to save approach to reduce the deficit overtime.

The Chairman invited the Schools' Forum to look in detail at each of the saving proposals under Appendix B. A vote was carried out on each area of potential saving and none of the saving options were supported by the Forum.

The Chairman invited the Schools' Forum to consider the invest to save proposals contained within the report. Jon Hewitt recommended the invest to save projects be approved and this was seconded by Sheila Loy. At the vote the motion was carried.

RESOLVED that:

- The Schools' Forum did not support any of the saving options detailed in Appendix B to the report.
- The Schools' Forum supported recommendation on invest to save projects detailed under section six of Appendix A of the report.
- The Schools' Forum noted the predicted shortfall in the HNB.

66 High Needs Block - Resourced Schools (Jane Seymour)

Jane Seymour introduced the report (Agenda Item 10), which sought approval from the Schools' Forum to adopt an additional funding band for resourced units for children with physical disabilities.

Jane Seymour reported the budget for schools with resourced units was not meeting budget requirements. It was important that resourced units were funded in a fair way, which allowed schools to meet the needs of pupils and did not impact negatively on the school's mainstream school budget. A survey was carried out with schools with resourced units to ascertain in more detail what the specific funding pressures were. Returns were received from seven out of the ten resourced provisions.

Jane Seymour explained that there were no specific patterns that could be identified from the information received. Funding pressures were not consistent across specific types of resourced provision in terms of the type of SEN catered for and therefore there did not appear to be a case for a general funding uplift across all resourced provisions. Jane Seymour reported that there did however, appear to be one exemption to this which related to children with physical disabilities, where there were currently three bands for children (PD1, PD2 and PD3). Jane Seymour explained that PD3 did not generate sufficient funding for the high level of personal care required by some children. It was therefore proposed that a new funding band (PD4) be introduced.

If agreed then a further report would be brought to a future meeting which detailed the new values of the bands. There would be no funding implications as a result of the decision because top up funding was already having to be provided to meet need and therefore it was a formality.

(Mark Bennet and Gemma Piper declared an interest in the item because Kennet School had a resourced unit and abstained from voting on the matter.)

The Chairman invited the Forum to consider whether to approve the recommendation under 2.1 of the report. Jon Hewitt proposed that the recommendation be approved this was seconded by Ian Nichol. At the vote the motion was carried.

RESOLVED that the recommendation for an additional funding band for children in Physical Disability resourced provisions with very high level needs, was approved.

67 Vulnerable Children's Grant 19-20 (Michelle Sancho)

Michelle Sancho introduced the report (Agenda Item 11), which provided a review of Vulnerable Children's Grant (VCF) 2019/20. Michelle Sancho stated that fund was typically reported on the year after the financial year it had been awarded in. Table one on page 90 of the agenda showed an overview of the allocation of the VCF between 2016 and 2020.

Feedback had been sought from schools per individual pupil that had received grant funding and this was detailed from the bottom of page 90 of the report. It was important to note that the evaluation was carried out during the Covid-19 pandemic and therefore the level of feedback was lower than usual. 67% of schools had reported a decrease in their level of worry for a pupil and there had been no reports of increased worry levels. Michelle Sancho reported that the VCF was a well valued fund.

RESOLVED that the Schools' Forum noted the report.

68 Dedicated Schools Grant 2021/22 (Melanie Ellis)

(Gemma Piper left the meeting at 6.15pm)

Melanie Ellis introduced the report (Agenda Item 12), which set out the final Dedicated Schools Grant (DSG) allocation for 2021/22.

The table under section 4.1 of the report set out the final 2020/21 DSG allocation based on the October 2020 census pupil numbers. Pay and Pensions would be funded as part of the DSG for 2021/22 and not by a separate grant.

RESOLVED that the Schools' Forum noted the report.

69 Early Years Budget 2021/22 (Lisa Potts/Avril Allenby)

(Janet Patterson left the meeting at 6.30pm)

Lisa Potts introduced the report (Agenda Item 13), which updated the Schools Forum on the funding rates for the Early Years Block for 2021/22.

The normal process for determining funding allocations for local authorities for the early years' entitlements was to take an annual census count of the number of hours taken up by children in each local authority in January. However the Department of Education had advised that a new process was to be used for 2021. This was because the DfE had recognised that the number of children attending childcare might not have returned to normal when the January 2021 census was taken. Therefore if attendance was below 85% of the January 2020 census levels, a top up would be applied.

Lisa Potts added that this would have a big impact on maintained nursery schools which normally received a lump sum each year. The period from April to August was indicative and September to March was subject to change.

Avril Allenby referred to the point in the report regarding allocations and the January census. If the attendance rate for January 2021 was below 85% of the attendance recorded for January 2020 then a top up would be applied. It was important to note however, that the top up would only be up to 85%. It had been census week the week prior to the meeting and it was clear many parents were still withholding their children due to the lockdown. Previously allocations to providers had been guaranteed however, it was now based on places being available. Avril Allenby commented that it would be interesting to see what final figures were, as the funding allocations presented in the previous and current report were indicative.

Lisa Potts reported that the proposed budget for Early Years was due to be brought to the next meeting of the Forum in March 2021 however, she added that this was going to be particularly difficult to in light of the current situation. Catie Colston sympathised with the position being faced and stated that she would be interested to know how other areas were managing to create a budget given the lack of information. Lisa Potts reported that she had not yet spoken to other areas but she intended to do so. Estimates would have to be made.

Brian Jenkins stressed that the early year's sector was heading into an impossible situation and pleaded with the Forum to bear with the sector. He referred to the comment made earlier in the meeting regarding the meeting at Number 10 Downing Street and the fact that there was due to be a policy discussion. Brian Jenkins stated that he would be interested to hear what this meeting could entail. The Chairman sympathised with the impossible situation faced by the early year's sector.

Reverend Mark Bennet referred to the strategic significance of the issue. Early years settings were very important in preparing children for school, particularly amongst

SCHOOLS FORUM - 25 JANUARY 2021 - MINUTES

disadvantaged pupils. In light of the Covid-19 situation, a reduction in pre-school education would have a knock on impact on schools. As well as budgeting, the importance of reaching out to children and families who were in need was also a significant issue that needed to be kept in mind.

RESOLVED that the Schools' Forum noted the report.

Deficit Schools and the Impact of Covid-19 on School Budgets (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 14a), which provided details on the schools in deficit as set out in 1.1 of the report. Melanie Ellis reported that there were increased numbers of schools forecasting large deficits.

Melanie Ellis reported that the table under section 6.1 of the report provided a summary of the schools that had predicted deficit forecasts for 2021/22 and 2022/23.

Melanie Ellis moved on to the report on page 103 of the report (Agenda Item 14b), which looked at the impact of Covid-19 on schools budgets, which was significant. In order to gauge the impact on schools the Schools' Accountancy Team had written to 59 schools asking them to submit their P6 budget monitoring forecasting for their main school budget and for their out of hours provision, if applicable. 51 schools had responded in total.

Melanie Ellis explained that 31 maintained schools operated out of hours provision and 29 of these schools had submitted a P6 year end forecast. 23 of the schools had reported a reduction in their forecasted year end position, 13 of whom forecast to end the year in a deficit position based on the impact on out of hours provision.

In July 2020 schools had been able to claim for exceptional costs arising as a result of Covid-19 however, conditions and criteria set for this funding were stringent and restrictive. Melanie Ellis reported that an option for consideration was whether the unforeseen costs incurred to manage Covid-19, together with loss of income, could be considered as a reasonable use of the Schools in Financial Difficulty Fund (SFDF) for schools facing an unplanned deficit in 2020/21. The data on end of year positions would not be available until May 2021 and Melanie Ellis proposed that a further report was taken to the HFG at this time for consideration.

Ian Pearson added that the DfE had recently indicated that they intended on moving the census point for when they would be calculating Free School Meals (FSM). Normally this would be calculated based on the January census however, it was being moved back to October. By moving back to October it meant that there was a five to six month period between the funding being calculated and being received by schools. In light of Covid-19, it was likely there would be an increase in children requiring FSM between October and April and therefore this could result in schools not receiving Pupil Premium Funding that they otherwise would have received. This change to the census could have a negative impact on school budgets going forward.

Avril Allenby added to the comments from Ian Pearson and reported that she had checked numbers and early years had seen a month on month increase of about 50 pupils applying for FSM. Therefore there had been a significant increase in children since the October census.

Hilary Latimer reported that Andy Higgs the Chairman of the Primary Headteachers Association had been asked which schools would be missing out on funding as a result of the change. A number of schools had voiced concern regarding the number of additional pupils that would have been eligible for the Pupil Premium Grant funding if the January census had been used.

SCHOOLS FORUM - 25 JANUARY 2021 - MINUTES

Catie Colston reported that she had not previously appreciated the impact of the information and would be interested to hear any feedback as a result of discussions. The issue being faced would also apply to other local authorities and therefore was not a localised issue. Ian Pearson reported that a discussion would be taking place with the DfE that week on the matter regarding the consequences of the decision.

RESOLVED that

- Ian Pearson would feedback to the Forum regarding discussion with the DfE on matter of schools missing out of funding for Free School Meals.
- Melanie Ellis would bring a report to the HFG after May 2021 to give consideration as to whether the unforeseeable costs incurred to manage Covid-19, together with the loss of income, could be considered as reasonable use of the SFDF.

71 DSG Monitoring 2020/21 Month 9 (Ian Pearson)

Ian Pearson introduced the report (Agenda Item 15), which reported the forecast financial position of the services funded by the DSG, highlighting any under or over spends, and to highlight the cumulative deficit on the DSG.

There were no significant variances within the Schools' Block. There was a potential issue regarding the impact of business rates. The report referenced the overspend of £400k in the Early Years Block, which was predicted in the current year. The Central Schools' Block was forecasting a £21k underspend and was one of the reasons why it was predicted the block could be balanced in 2021/22.

Section 9.1 of the report provided further detail on the HNB and what the main pressures were. The deficit within the DSG sat largely within the High Needs and Early Years blocks, and Ian Pearson stated that reports would be presented to Schools Forum on plans to address the deficits.

RESOLVED that the Schools' Forum noted the report.

72 Forward Plan

RESOLVED that the Schools' Forum noted the forward plan.

73 Date of the next meeting

Monday 8th March 2021 at 5pm.

(The meeting commenced at 5.00 pm and closed at 6.40 pm)

CHAIRMAN

Date of Signature

Agenda Item 3

Actions from previous meeting

Ref No.	Date of meeting(s) raised	Item	Action	Responsible Officer	Comment / Update
Jan21 - Ac1	25th January 2021	Growth Fund 2020/21 Payments	The criteria for the Growth Fund would be reviewed.	Melanie Ellis	This will be reviewed in October 2021.
Jan21 - Ac2	25th January 2021	High Needs Block - Resourced Schools	A further report would be brought to a future meeting which detailed the new values of the bands.	Jane Seymour	On the agenda for 8th March 2021.
Jan21 - Ac3	25th January 2021	Deficit Schools and the Impact of Covid-19 on School Budgets	Ian Pearson would feedback to the Forum regarding discussion with the DfE on matter of schools missing out of funding for Free School Meals.	Ian Pearson	A verbal update will be provided at the meeting on 8th March 2021.
Jan21 - Ac4	25th January 2021	Deficit Schools and the Impact of Covid-19 on School Budgets	Melanie Ellis would bring a report to the HFG after May 2021 to give consideration as to whether the unforeseeable costs incurred to manage Covid-19, together with the loss of income, could be considered as reasonable use of the Schools in Financial Difficulty Fund.	Melanie Ellis	This will be brought the the round of meetings in June 2021.

This page is intentionally left blank

Agenda Item 6

Schools Forum Work Programme 2021/22

	Item	HFG Deadline	Heads Funding Group	SF Deadline	Schools Forum	Action required	Author
Term 5	Election of Chairman and Vice-Chairman	02/06/21	09/06/21	15/06/21	21/06/21	Decision	
	School Balances 2020/21	02/06/21	09/06/21	15/06/21	21/06/21	Discussion	Melanie Ellis
	DSG Outturn 2020/21	02/06/21	09/06/21	15/06/21	21/06/21	Decision	Melanie Ellis
	Early Years Block Budget - update on deficit recovery plan	02/06/21	09/06/21	15/06/21	21/06/21	Information	Avril Allenby
	Deficit Recovery Plan for the DSG	02/06/21	09/06/21	15/06/21	21/06/21	Discussion	Melanie Ellis / Ian Pearson
	Vulnerable Children's Fund - Annual Report for 2020/21	02/06/21	09/06/21	15/06/21	21/06/21	Information	Michelle Sancho
	Trade Union Facilities Time - Annual Report for 2020/21	02/06/21	09/06/21	15/06/21	21/06/21	Information	Gary Upton
	The Schools' in Financial Difficulty Fund (<i>to be considered with regards to unforeseen costs associated with managing Covid-19</i>)	02/06/21	09/06/21	15/06/21	21/06/21	Discussion	Melanie Ellis
	Schools: deficit recovery (<i>standing item</i>)	02/06/21	09/06/21	15/06/21	21/06/21	Information	Melanie Ellis
	Schools in Financial Difficulty Bids (TBC)	02/06/21	09/06/21	15/06/21	21/06/21	Decision	Melanie Ellis
Term 6	Schools' Forum Membership and Constitution from September 2021			13/07/21	19/07/21	Decision	Jessica Bailiss
	DSG Monitoring 2021/22 Month 3			13/07/21	19/07/21	Information	Melanie Ellis
	SENDIASS – Special Educational Needs & Disabilities Information Advice & Support Services Contract (<i>To be considered under Part II due to (Paragraph 3 – information relating to financial/business affairs of particular person) and (Paragraph 6 – information relating to proposed action to be taken by the Local Authority).</i>)	29/06/21	06/07/21	13/07/21	19/07/21	Decision	Thomas Ng
	Schools: deficit recovery (<i>standing item</i>)	29/06/21	06/07/21	13/07/21	19/07/21	Information	Melanie Ellis
	Schools in Financial Difficulty Bids (TBC)	29/06/21	06/07/21	13/07/21	19/07/21	Information	Melanie Ellis
Term 1	Schools Funding Formula Proposal 2022/23	29/09/21	06/10/21	12/10/21	18/10/21	Decision	Melanie Ellis
	Draft De-delegations 2022/23	29/09/21	06/10/21	12/10/21	18/10/21	Decision	Lisa Potts
	Additional Funding Criteria 2022/23	29/09/21	06/10/21	12/10/21	18/10/21	Decision	Melanie Ellis
	Scheme for Financing Schools 2021/22	29/09/21	06/10/21	12/10/21	18/10/21	Decision	Melanie Ellis
	Early Years Block Budget - update on Deficit Recovery Plan	29/09/21	06/10/21	12/10/21	18/10/21	Information	Avril Allenby
	DSG Monitoring 2021/22 Month 6			12/10/21	18/10/21	Information	Melanie Ellis
	Schools: deficit recovery (<i>standing item</i>)	29/09/21	06/10/21	12/10/21	18/10/21	Information	Melanie Ellis
	Schools in Financial Difficulty Bids (TBC)	29/09/21	06/10/21	12/10/21	18/10/21	Decision	Melanie Ellis
	DSG Funding Settlement Overview 2022/23	16/11/21	23/11/21	30/11/21	06/12/21	Discussion	Melanie Ellis
	School Funding Formula 2022/23	16/11/21	23/11/21	30/11/21	06/12/21	Decision	Melanie Ellis
Term 2	Final Additional Funding Criteria 2021/22	16/11/21	23/11/21	30/11/21	06/12/21	Decision	Melanie Ellis
	Final Scheme for Financing Schools 2021/22	16/11/21	23/11/21	30/11/21	06/12/21	Decision	Melanie Ellis
	Final De-delegations 2022/23	16/11/21	23/11/21	30/11/21	06/12/21	Decision	Lisa Potts
	Draft Central Schools Block Budget 2022/23	16/11/21	23/11/21	30/11/21	06/12/21	Discussion	Melanie Ellis
	Draft High Needs Budget 2022/23	16/11/21	23/11/21	30/11/21	06/12/21	Discussion	Jane Seymour
	High Needs Places and Arrangements 2022/23	16/11/21	23/11/21	30/11/21	06/12/21	Discussion	Jane Seymour
	High Needs Block - Resourced Units	16/11/21	23/11/21	30/11/21	06/12/21	Discussion	Jane Seymour
	Outline Early Years Forecast 2021/22	16/11/21	23/11/21	30/11/21	06/12/21	Discussion	Avril Allenby
	Deficit Schools (<i>standing item</i>)	16/11/21	23/11/21	30/11/21	06/12/21	Information	Melanie Ellis
	DSG Monitoring 2021/22 Month 7			30/11/21	06/12/21	Information	Melanie Ellis
Term 3	Schools in Financial Difficulty Bids (TBC)	16/11/21	23/11/21	30/11/21	06/12/21	Decision	Melanie Ellis
	DSG Funding Settlement Overview 2022/23	05/01/22	12/01/22	18/01/22	24/01/22	Discussion	Melanie Ellis
	Final School Funding Formula 2022/23	05/01/22	12/01/22	18/01/22	24/01/22	Decision	Melanie Ellis
	Final Central School Block Budget Proposals 2022/23	05/01/22	12/01/22	18/01/22	24/01/22	Decision	Melanie Ellis
	iCollege Review	05/01/22	12/01/22	18/01/22	24/01/22	Decision	Michelle Sancho
	High Needs Block Budget Proposals 2022/23	05/01/22	12/01/22	18/01/22	24/01/22	Discussion	Jane Seymour
	Growth Fund 2021/22	05/01/22	12/01/22	18/01/22	24/01/22	Information	Melanie Ellis
	Deficit Schools (<i>standing item</i>)	05/01/22	12/01/22	18/01/22	24/01/22	Information	Melanie Ellis
	DSG Monitoring 2021/22 Month 9			18/01/22	24/01/22	Information	Melanie Ellis
	Schools in Financial Difficulty Bids (TBC)	05/01/22	12/01/22	18/01/22	24/01/22	Decision	Melanie Ellis
Term 4	Work Programme 2022/23	22/02/22	01/03/22	08/03/22	14/03/22	Decision	Jessica Bailiss
	Final DSG Budget 2022/23 - Overview	22/02/22	02/03/22	08/03/22	14/03/22	Decision	Melanie Ellis
	Final High Needs Block Budget 2022/23	22/02/22	03/03/22	08/03/22	14/03/22	Decision	Jane Seymour
	Final Early Years Block Budget 2022/23	22/02/22	04/03/22	08/03/22	14/03/22	Decision	Avril Allenby
	Early Years Block Budget - update on Deficit Recovery Plan	22/02/22	04/03/22	08/03/22	14/03/22	Discussion	Avril Allenby
	Deficit Schools (<i>standing item</i>)	22/02/22	05/03/22	08/03/22	14/03/22	Information	Melanie Ellis
	DSG Monitoring 2021/22 Month 10			08/03/22	14/03/22	Information	Melanie Ellis
	Schools in Financial Difficulty Bids (TBC)	22/02/22	01/03/22	08/03/22	14/03/22	Decision	Melanie Ellis

This page is intentionally left blank

High Needs Block Budget 2021/22			
Report being considered by:	Schools Forum on 8 th March 2021		
Report Author:	Ian Pearson, Jane Seymour, Michelle Sancho, Linda Curtis		
Item for:	Decision	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 2020/21, the position as far as it can be predicted for 2021/22, including the likely shortfall, together with recommendations on Invest to Save projects and a prediction of potential future HNB spend and savings.

2. Recommendation

2.1 To agree the overall HNB budget for 2021-22. This includes a 0.25% schools block transfer to fund the Invest to Save projects set out in Section 6 of Appendix A of this report.

2.2 To agree to invest a further 0.25% schools block transfer in the Invest to Save projects detailed in Section 7 of Appendix A of this report.

2.3 To delegate authority to the Head of Education Services to determine which invest to save projects will be funded and the level of funding for each project following consultation with the Heads Funding Group at the 23 March 2021 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 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, in spite of the threshold for an EHCP remaining the same and being applied robustly.

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. The budget set for 2020/21 included a planned overspend of £1.18m.

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 The Local Authority's statutory duties for children with SEND are effectively open ended in that if a child requires an EHC Plan it must be provided regardless of budgetary constraints. Criteria for initiating an Education, Health and Care assessment are robustly applied by the SEN Panel (which has Headteacher representation on it). EHC assessment requests are only agreed if there is clear evidence that the child has complex and persistent needs which persist in spite of the school having followed the "graduated approach" set out in the SEND Code of Practice, and having invested its own resources to support the child. However, in spite of robust management of demand, the number of children with EHCPs continues to rise. The total number of EHCPs has risen from 822 in 2015 to 1078 in 2020, an increase of 31%. Appendix C shows that most of this increase is in EHCPs in specialist placements rather than mainstream schools, which is primarily what is driving the HNB budget pressure. The increase by 41% in non maintained and independent special school placements during this period is also having a significant financial impact.

3.6 The creation of more local provision for children with SEMH and autism, through the SEND Strategy, will alleviate these pressures to some extent as local maintained provision will be more cost effective than independent and non maintained provision. However, it is also critical that mainstream schools are supported to maintain more children with SEND in mainstream settings if the HNB overspend is to be effectively addressed. This includes in particular children with SEMH and autism. The invest to save projects set out in section 6 of this report aim to reduce exclusions and demand from schools for children to be placed in alternative specialist placements.

3.7 Tables 2, 3, 4 and 5 in Appendix A show where the predicted 2021-22 costs exceed 2020-21 budgets.

3.8 The net shortfall in the 2021-22 HNB budget, is **£4,086,306**. This includes a predicted 20/21 overspend of £980,686 and carried forward overspends of £1,279,122 in 19/20 and of £521,000 in 18/19. (Total carried forward overspend of £2,780,808). Without the carried forward overspends, the shortfall in 21-22 would be **£1,305,498**.

3.9 The increase can be explained as follows:

- Overspend of £521,000 in 2018-19, carried forward
- Overspend of £1,279,122 in 2019-20, carried forward.
- Estimated overspend of £980,686 in 2020-21, carried forward
- Additional anticipated pressures in 21-22, over and above the deficit budget set in 2020-21, 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.

3.10 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

3.11 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.

3.12 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 2020/21 and 2021/22 is set out in Table 1. 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 2020 census, and import/export adjustments based on the January 2020 census and February 2020 ILR.

TABLE 1	2020/21 Budget £	2020/21 Forecast £	2021/22 Estimate £
Place Funding	6,082,000	6,082,000	6,141,000
Top Up Funding	12,865,755	12,772,712	14,749,150
PRU Funding (top ups only)	1,375,920	1,455,800	1,393,370
Other Statutory Services	1,541,640	1,507,370	1,621,260
Non Statutory Services	1,063,270	930,770	1,385,814
Support Service Recharges	186,330	186,330	188,790
Total Expenditure	23,114,920	22,934,990	25,479,384

HNB DSG Allocation	-21,667,304	-21,691,304	-23,625,318
0.25% Schools Block Transfer Existing Invest to save projects	-263,285	-263,000	-274,284
0.25% Schools Block Transfer New Invest to save projects			-274,284
In year overspend	1,184,331	980,686	1,305,498
HNB DSG Overspend from previous year	1,800,122	1,800,122	2,780,808
Total cumulative deficit	2,984,453	2,780,808	4,086,306

4.3 There is a forecast shortfall of **£1,305,498** in the 2021/22 HNB.

4.4 Proposals for savings were considered by the HFG and Schools Forum, but a decision was taken not to make any cuts because of the potential increase in statutory expenditure if preventative services are removed or reduced.

4.5 A consultation took place with schools in November 2020 on whether to transfer 0%, 0.25% or 0.5% from the Schools Block to the HNB. This was voted on and confirmed at the last Schools Forum meeting as 0.25%, which amounts to £274k. It has been agreed by the HFG and Schools Forum that this funding can be used for continuation of the Invest to Save projects originally agreed in 2020-21. See Section 6 of this report.

4.6 A request was made at the last HFG / Schools Forum for new Invest to Save proposals for consideration, to be funded through a further 0.25% of the Schools Block. See section 7 of Appendix A of this report.

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

Appendix B – HNB Projected Expenditure and Income

Appendix C – Increase in EHCPs by type of placement

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 2021-22; no additional funding is made available.
- 1.3 In total the allocated planned places in 2020-21 are 723 (see Table 1 below).
- 1.4 Requests have been made for an increase of 15 post 16 places in academies in 21-22, but this is offset by a reduction of 3 pre 16 places in academy resourced schools, so the net increase is 12. This net increase reflects an increase in placements in resourced provision in academies.
- 1.5 The increases and reductions in planned places for 21-22 are shown below by establishment.

Establishment	Current planned places	Proposed planned places	Change
Fir Tree ASD	7	8	+1
Trinity ASD/SpLD	49	54	-1 Pre 16 +6 Post 16 Net +5
Kennet PD/HI	32	36	-2 Pre 16 +6 Post 16 Net +4
St. Bart's Post 16	3	5	+2
Total	93	105	+12

- 1.6 Planned places at establishments not listed above will remain the same for 2021-22.
- 1.7 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. There is a shortfall in planned places for children with EHCPs attending West Berkshire maintained special schools and PRUs, so this funding will need to be taken from the maintained special school and PRU EHCP top up budgets, creating additional pressure in those areas.

TABLE 1 - Place Funding Budget		2020/21 Budget			2021/22 Estimated Budget		
		No. of Places	£	Current No. of Pupils	Proposed No. of Places	£	Difference in number
Special Schools – pre 16 (90540)	–	286	2,860,000	409	286	2,860,000	0
Special Schools – post 16 (90546)	–	79	790,000		79	790,000	0
Resource Units Maintained – pre 16 (90584)	–	35	230,000	30	35	242,000	0
Resource Units Academies – pre 16 (DSG top slice)	–	103	684,000	101	101	634,000	-2
Mainstream Maintained – post 16	–	5	25,000	6	5	38,000	0
Mainstream Academies – post 16 (DSG top slice)	–	16	96,000	19	30	180,000	+14
Further Education		133	737,000		133	737,000	-6
PRU Place Funding (90320)		66	660,000	72	66	660,000	0
TOTAL		723	6,082,000		735	6,141,000	+12

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 2020/21 and the estimate for 2021/22.

TABLE 2	2019/20 Budget		2020/21 Budget			2021/22	
Top Up Budgets	Budget £	Outturn £	Budget £	Forecast £ (Month 10)	Over/ (under) £	Estimate £	Difference 20/21 budget & 21/22 prediction
Special Schools Maintained (90539)	3,463,450	3,749,817	3,986,360	4,122,320	135,960	4,403,120	+416,760
Non WBC special schools (90548)	1,065,960	920,557	1,194,300	966,170	-228,130	1,324,500	+130,200
Resource Units Maintained (90617)	270,350	312,583	313,650	291,220	-22,430	314,000	+350
Resource Units Academies (90026)	946,530	826,870	948,280	979,460	31,180	1,113,300	+165,020
Resource Units Non WBC (90618)	143,580	164,744	130,600	162,970	32,370	170,540	+39,940
Mainstream Maintained (90621)	667,330	822,349	779,450	796,680	17,230	818,660	+39,210

Mainstream Academies (90622)	267,460	360,616	389,600	398,370	8,770	423,560	33,960
Mainstream Non WBC (90624)	73,030	79,555	70,590	138,450	67,860	160,510	89,920
Non Maintained Special Schools (90575)	1,030,380	911,178	1,068,200	1,008,830	-59,370	1,007,880	-60,320
Independent Special Schools (90579)	2,683,020	2,205,989	2,797,000	2,837,580	40,580	3,535,280	738,280
Further Education (90580)	1,408,870	1,141,252	1,087,730	1,039,410	-48,320	1,437,800	350,070
Disproportionate HN Pupils (90627)	100,000	68,001	100,000	31,260	-68,740	40,000	-60,000
TOTAL	12,119,960	11,563,511	12,865,760	12,772,720	-93,040	14,749,150	+1,883,390

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

- Independent special schools
- Maintained special schools
- Resource units academies
- Mainstream non West Berkshire
- Non West Berkshire special schools
- Resource units non West Berkshire
- Mainstream maintained
- Mainstream academies

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

- Non maintained special schools
- Disproportionate high needs budget

2.4 The predictions of cost for 2021-22 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 2021-22. The figures assume a middle ground between the best case scenario and the worst case scenario (financially) in terms of Tribunal outcomes.

2.5 Independent special schools

This is by far the greatest pressure in the top up budgets. The pressure reflects a number of factors including the fact that some highly complex children have needed to be placed in very expensive placements in 20-21 and so have only incurred part year

costs this year, but will incur full year costs in 21-22. In addition there are a number of children with very complex SEMH (including ASD in some cases) who are very likely to need specialist places in 21-22. A number of these children would be suitable for the new planned SEMH/ASD provision but it is not possible for their current placements to be sustained until the new provision is available. Every effort is being made to avoid independent specialist school placements if it is possible to do so, but realistically the chances of doing so are low.

2.6 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. As there is no additional planned place funding for special schools, the extra planned place funding has been allowed for in this budget. Historically, special schools have only been paid £7,500 per extra place over and above the ESFA agreed planned places, which has placed an increasing strain on special schools as their numbers have increased. It is proposed that special schools from 2021-22 should be paid the full £10,000 for each additional place, which has been allowed for in the projected 2021-22 costs. In addition, a separate report to the Schools Forum recommends that an increase of 5% should be applied to the special school top up funding bands.

2.7 Resource Units Academies

This pressure reflects a small number of young people with extremely complex physical disabilities attending our PD resourced provisions who would otherwise be in much more costly specialist placements. It also includes increased funding for several other children in our PD resources, as the needs of this cohort have become much more complex over time. In addition, the Fir Tree ASD Resource has been increasing its numbers up to the full capacity agreed when it was set up.

2.8 Mainstream top ups (non- West Berkshire schools)

This increase reflects a higher number of families opting for cross border secondary placements, including two high cost young people who might otherwise be in specialist provision.

2.9 Non West Berkshire special schools

This budget funds placements in special schools maintained by other Local Authorities and also special Free Schools. The increase is due to 4 students needing to move in to SEMH provision, including three currently in I-College and one currently in mainstream.

2.10 Resource units (non- West Berkshire)

This increase reflects one additional student requiring a place at The Rise ASD provision in Bracknell.

2.11 Mainstream top ups (maintained and academies)

This increase is due to a small increase in the number of EHCPs in mainstream schools, combined with an increase in the average cost of an EHCP.

2.12 FE Colleges

The figures above assume the same level of budget requirement for FE College placements in 21-22 as currently. More detailed work is being done on this and it is possible that the budget requirement will be lower. An updated figure will be included in the next report to the HFG / Schools Forum on the HNB.

3. PUPIL REFERRAL UNITS (PRU) – STATUTORY

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

TABLE 3	2019/20 Budget		2020/21 Budget			2021/22	
PRU Budgets	Budget £	Outturn £	Budget £	Forecast £ (Month 10)	Over/ (under) £	Estimate £	Difference 20/21 budget & 21/22 prediction
PRU Top Up Funding (90625)	757,700	871,370	818,400	884,350	65,950	821,920	+3,520
PRU EHCP SEMH Placements (90628)	331,400	505,724	557,520	571,450	13,930	571,460	+13,940
Non WBC PRU Top Up Funding (90626)	0	0	0	0	0	0	0
TOTAL	1,089,100	1,377,094	1,375,920	1,455,800	79,880	1,393,370	+17,450

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. Heads have requested that this contribution remains until a review in March 2022. 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 21/22 PRU Top Up Funding is based on the profile of pupils at I-College in the summer term.

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. 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	2019/20 Budget		2020/21 Budget			2021/22	
Other Statutory Services	Budget £	Outturn £	Budget £	Forecast £ (Month 10)	Over/ (under) £	Estimate £	Difference 19/20 budget & 20/21 prediction
Applied Behaviour Analysis (90240)	119,120	136,178	136,580	164,940	28,360	150,470	+13,890
Sensory Impairment (90290)	236,000	228,079	227,590	245,630	18,040	247,860	+20,270
SEN Commissioned Provision (90577)	527,150	515,446	567,650	567,040	-610	584,480	+16,830
Equipment for SEN Pupils (90565)	15,000	8,429	15,000	26,260	11,260	15,000	0
Therapy Services (90295)	261,470	244,291	261,470	259,330	-2,140	314,500	+53,030
Elective home Education Monitoring (90288)	28,240	21,603	28,240	20,540	-7,700	28,240	0
Home Tuition Service (90315)	102,080	71,277	0	0	0	0	0
Medical Home Tuition (90282)	119,920	90,601	205,000	140,000	-65,000	172,730	-32,270
Hospital Tuition (90610)	36,000	16,345	39,050	31,050	-8,000	39,280	+230
SEND Strategy (DSG) (90281)	56,200	33,015	61,060	52,580	-8,480	68,700	+7,640
TOTAL	1,501,180	1,365,264	1,541,640	1,507,370	-34,270	1,621,260	+79,620

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 an increase in Personal Budgets.

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 higher next year due to increased teachers' pay and pension costs.

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 the contract having been retendered in January 2020. The previous cost had remained fixed for several years under the previous contract so an inflationary increase was necessary. There have also been increased 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 will overspend this year, mainly due to one exceptionally high need student in one of our PD resources. It is recommended that the budget stays the same for 2021-22 as although this is a budget which does come under pressure, we have successfully negotiated with Health to fund 50% of specialist seating in schools in future which should reduce pressure on this budget.

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. The service is commissioned from the Berkshire Healthcare Foundation Trust.

4.6.3 We are currently in the process of extending the contract for one year with a view to a potential joint commissioning arranging with other neighbouring Local Authorities at the end of the 12 month period.

4.6.4 It has been necessary to fund an additional part time post due to the increasing volume of Tribunal cases which require involvement of a speech and language or occupational therapist.

4.7 Elective Home Education (EHE) Monitoring

4.7.1 There is a statutory duty for Local Authorities to monitor arrangements for EHE made by parents. The EHE monitoring sits within the Education Welfare and Safeguarding Service. The Elective Home Education Officer is 0.6fte and was a new post for September 2019. EHE numbers have been growing, both locally and nationally over

recent years but September and October 2020 have seen a steep rise in numbers due to COVID-19. In September 2019, eleven students were deregistered from schools; September 2020 saw 34 students deregistered. .

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 the following year's budget already agreed by Schools' Forum. £40K saving has been achieved as a result of transferring this service in house. Further savings have been proposed for 21/22

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 2021-22 budget remains the same as 2020-21. There is a small increase due to inflation increases in salaries for the proportion of staff time administering this service

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. Agreement was given by the Schools Forum in October 2020 that this post could be made permanent in order to attract and retain candidates of a suitable calibre.

5 NON STATUTORY Services

5.10 **Table 5** details the non-statutory service budgets for 2019-20, 2020-21, and estimates for 2021-22. 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 2021/22 assuming that the services continue and there are no changes to staffing levels.

5.12 Table 5 also includes ongoing funding for the "invest to save" initiatives agreed in 2020-21; an increase in the Vulnerable Children Grant and investment in the Therapeutic Thinking initiative in order to ensure it is sustainable.

TABLE 5	2019/20 Budget		2020/21 Budget			2021/22	
Non Statutory Services	Budget £	Outturn £	Budget £	Forecast £ (Month 10)	Over/ (under) £	Estimate £	Difference 20/21 budget & 21/22 prediction
Language and Literacy Centres LALs (90555)	98,400	81,595	116,200	116,200	0	122,000	+5,800
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
Early Years Inclusion Fund (90238) moved to EY Block	0	0	0	0	0	0	0
Cognition and Learning Team(90280)	325,660	319,240	308,130	305,130	-3,000	328,100	+19,970
ASD Advisory Service (90830)	146,210	153,307	208,390	140,890	-67,500	229,970	+21,580
Vulnerable Children (90961)	50,000	50,000	179,400	129,400	-50,000	179,400	0
Early Development and Inclusion Team (90287)	40,000	40,000	51,950	45,950	-6,000	56,560	+4,610
Dingley's Promise (90581)	30,000	30,000	30,000	30,000	0	30,000	0
Therapeutic Thinking (90372)	0	0	58,000	52,000	-6,000	54,300	-3,700
New Invest to Save projects	0	0	0	0	0	274,284	274,284
TOTAL	801,470	785,342	1,063,270	930,770	-132,500	1,385,814	+322,544

5.13 Language and Literacy Centres (LALs)

5.13.1 In September 2018, charges were introduced for placements at the Language and Literacy Centres at Theale and Winchcombe schools. Charges were based on 50% of the real cost of the place. These charges were introduced in order to alleviate pressure on the High Needs Block.

5.13.2 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.

5.13.3 Prior to the introduction of charging, all 48 LAL places were taken up every year. When charging was introduced, the number of children accessing the LALs reduced to 33 in 2018 and 26 in 2019.

- 5.13.4 A survey of primary school head teachers clearly demonstrated that a large number of primary schools would have liked to refer pupils to LAL but could not afford to do so. 77% of schools who responded said that they had referred children to LAL in the three years prior to charging being introduced, but only 36% had made referrals since charging was introduced. A number of schools commented that they would like to refer to LAL but the charge was prohibitively expensive, especially for small schools.
- 5.13.5 There is some 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.
- 5.13.6 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.
- 5.13.7 It was therefore agreed in 2020-21 that the charges for LAL places would be 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.
- 5.13.8 The increase proposed to the LAL budgets relates to the budgets not currently meeting costs of the host schools. In previous years this has been covered off by carried forward amounts but these funds have now been exhausted.

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

- 5.15.1 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 Cognition and Learning Team

- 5.16.1 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.
- 5.16.2 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.

5.16.3 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.

5.16.4 The additional cost represents teachers' salary increases, pension and NI.

5.17 **ASD Advisory Service**

5.17.1 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.

5.17.2 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.

5.17.3 In 2020-21 it was agreed that there would be investment in the service to provide two HLTAs. Recruitment to these posts was delayed due to Covid 19, but both posts have now been filled successfully and staff will start in January.

5.17.4 The increase in cost represents teachers' salary increases, pension and NI, plus a vacancy being filled by a teacher on UPS (previous post holder not on UPS).

5.17.5 *See also section 6: Invest to Save Projects 2020-21*

5.18 **Vulnerable Children**

5.18.1 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.

5.18.2 The budget was gradually reduced from £120K over a number of years. This has always been a well used resource that helps schools support vulnerable pupils with complex needs.

5.18.3 It was agreed in 2020-21 that this budget would be increased, as an invest to save initiative, in order to support the roll out of Therapeutic Thinking in West Berkshire schools.

5.18.4 It is proposed that the increase agreed in 2020-21 is maintained in 2021-22. 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.

5.18.5 *See also section 6: Invest to Save Projects 2020-21*

5.19 Early Development and Inclusion Team

- 5.19.1 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.
- 5.19.2 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.
- 5.19.3 The service is currently supporting approximately 100 children. It has been reduced in size in recent years from 3.4 to 1.7 staff.

5.20 Dingley's Promise

- 5.20.1 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.
- 5.20.2 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.

5.21 Therapeutic Thinking Officer

- 5.21.1 A therapeutic thinking approach has been introduced in West Berkshire, with an extensive training programme to help staff in schools to understand how to support children and young people in schools in a trauma informed way. In 2020-21 it was agreed that one year funding would be given to employ a Therapeutic Thinking Officer in order to lead on ongoing roll out of training and continue to embed therapeutic thinking approaches in schools. Following the presentation of an evaluation of the therapeutic approaches initiative, it was agreed by the Schools Forum in January 2021 that this post could be made permanent from 2021-22.

6. Invest to Save Projects initially agreed in 2020-2021 (now extended to 21-22)

The Schools Forum agreed, in January 2020, to fund the following Invest to Save projects with the aim of achieving savings in the longer term. The Schools Forum

also agreed at its meeting in January 2021 that these projects would continue to be funded in 2021-22 using the 0.25% transfer from the Schools Block.

6.1 Recruitment of Therapeutic Thinking Officer £54,000

6.1.1 In order to ensure that therapeutic thinking could be moved forward in a timely way and embedded in schools, it was agreed that a new post of Therapeutic Thinking Officer would be created and offered as a three year temporary contract initially. This is a Band K post with agreed annual funding of £58K. This will be made a permanent post in 2021-22.

6.1.2 Evaluation data

Reported to a previous meeting of the Schools Forum and therefore not included in this report.

6.1.3 Success Criteria

- Therapeutic Thinking Training offered face to face or online to Head Teachers and key staff 6 weekly
- Therapeutic Thinking surgery held for schools weekly
- Therapeutic Thinking newsletter distributed monthly
- Therapeutic Thinking network meetings held termly
- Face to face support meetings held with schools (as requested)
- TT Vlogs introduced Nov 2020 in response to Secondary HT feedback to be distributed fortnightly)
- Bid writing with schools to ease workload (as requested)
- Impact report writing with schools to ease workload (as requested)

Method of measuring impact:

- Monitoring by Therapeutic Thinking Officer
- Quarterly report from Therapeutic Thinking Officer
- Feedback from schools

6.1.4 Recommendation

It was recommended that this funding be agreed for 2021-22 and made a permanent commitment in the HNB so that a permanent appointment can be made to the post. This is considered necessary in order to attract / retain candidates of the necessary calibre. This recommendation has been accepted by the Schools Forum.

6.2 Increase in Vulnerable Children Grant £125,000

6.2.1 The Vulnerable Children Grant was increased from £50,000 to £179,400 in order 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

6.2.2 Evaluation Data

Report considered at previous meeting of the Schools Forum and therefore not included here.

6.2.3 Success Criteria

- Attendance of child/children has improved
- A decrease in incidents of anti-social behaviour
- Child/children are more emotionally and socially aware and are seeking the support of an adult rather than demonstrating dysregulation
- Child/children is having less conflict with others
- Child/children are able to remain in class more
- Child/children have no or fewer exclusions

Method of measuring impact:

- Feedback surveys from schools

6.2.4 Recommendation

It was recommended that this funding continues in 2021-22 and is reviewed for 2022-23. This recommendation has been accepted by the Schools Forum.

6.3 Expansion of the ASD Advisory Team to include 2 x Specialist Higher Level Teaching Assistants for deployment in schools £57,800.

6.3.1 Due to the significant rise in children with ASD in schools and the inability of the ASD Team to provide intensive, targeted work due to resource constraints, it was agreed that funding of £57,800 would be made available in order 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.

6.3.2 Evaluation Data

Recruitment to these posts had been planned for April 2020 but had to be put on hold due to the pandemic. Recruitment took place in the autumn term with one member of staff starting in December 2020 and one in January 2021.

Plans are in place to start work on two targeted projects in January 2020, one in primary schools focusing on improving behaviour by reducing anxiety and one in

secondary schools focusing on emotionally based school avoidance. As the projects have only recently started there is no evaluation data available yet.

6.3.3 Success Criteria

Secondary schools project - young people with autism who are emotionally based school avoiders

Outcomes/success criteria for pupils:

- Those at Level 2 move to Level 1 or better (these levels are from the EPS EBSA guidance)
- Those at Level 1 move to very few instances of reluctance to attend and/or anxiety around attending is reduced
- Data on attendance improves

Method of measuring impact:

- Pupil questionnaires (pre and post intervention)
- Parent feedback (pre and post intervention)
- School feedback (pre and post intervention)
- Attendance data

Primary schools project – improving behaviour by reducing anxiety

Schools will identify personalised outcomes for individuals in conjunction with the ASD team

Outcomes /success criteria for pupils:

- Improved attendance
- Fewer incidents of behaviour that causes concern
- Levels of anxiety reduced

Method of measuring impact:

- Pupil questionnaires (pre and post intervention)
- Parent feedback (pre and post intervention)
- School feedback (pre and post intervention)

6.3.4 Recommendation

It was recommended that this funding continues in 2021-22 and is reviewed for 2022-23. This recommendation has been accepted by the Schools Forum.

7. Additional invest to save proposals 2021/22

7.1 A request was made at the last HFG / Schools Forum for new Invest to Save proposals for consideration, to be funded through a further 0.25% of the Schools Block.

7.2 The proposals set out below have been compiled for consideration and were discussed at the Heads Funding Group meeting on 23rd February 2021.

7.3 It is proposed that authority is delegated to the Head of Education Services to determine which invest to save projects will be funded and the level of funding for each project following consultation with the Heads Funding Group at the 23 March 2021 meeting.

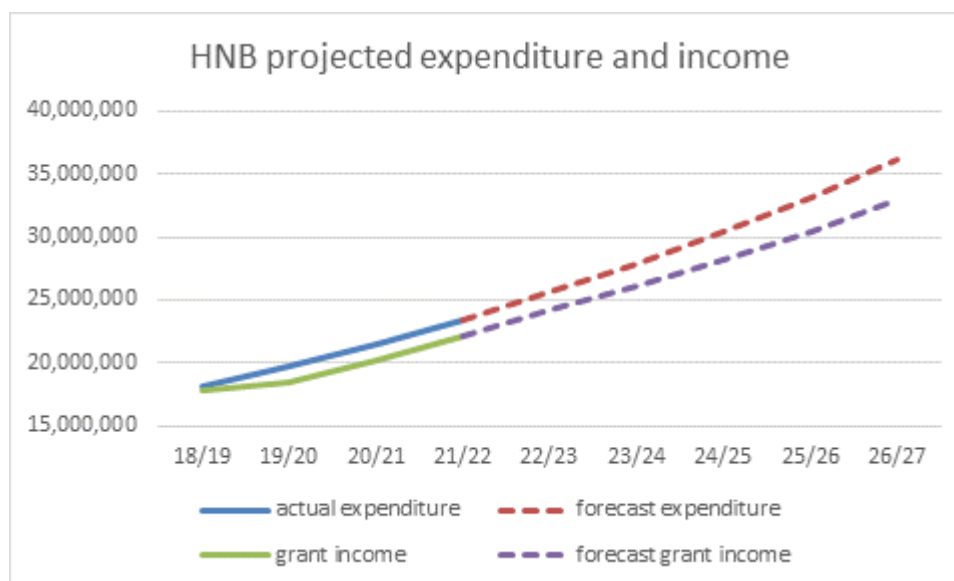
7.4 More information will be provided to the HFG meeting on 23/3/21 in respect of the incidence of the types of needs which these proposals will address and the potential savings to be achieved.

Proposal	Rationale	Cost
1. Funding (for allocation to schools) to support children who are Emotionally Based School Avoiders Allocated by newly formed EBSA Forum to support children to return to school and maintain attendance. Could be used for TA support, teaching support, resources, training etc or to assist schools to purchase provision such as EHA	Number of children who are EBSA is increasing significantly and increasingly they are requiring expensive specialist placements. Earlier, more intensive intervention may help to avoid this.	£52,685 / £82,500
2. 0.5 EP to lead PATHS meetings and advise schools on strategies for children who are Emotionally Based School Avoiders	EBSA Guidance developed by the EPS includes the opportunity for schools to request PATHS meetings led by the EPS for children who are EBSA, but the current service lacks capacity for this work and schools may not be able to afford to purchase it from the EPS.	£33,240
3. 1FTE EBSA Coordinator in the Education Welfare Service To coordinate support around complex EBSA cases and ensure effective multi agency working in order to maintain children in school. To collate information on EBSA	Once EBSA cases have become entrenched there is often no alternative other than a specialist placement. Earlier intervention sometimes fails because of lack of a rapid and joined up multi agency	£41,350

cases across the Authority and track progress. To oversee funding allocations from the proposed EBSA fund (see above)	response and because no one single agency has responsibility for these cases.	
4. 1FTE Outreach Worker in EHA to work with children who are Emotionally Based School Avoiders	The Emotional Health Academy already works with children who are EBSA but lacks capacity to provide the very intensive support needed in some cases, particularly as numbers are increasing	£34,410
5. Funding (for allocation to schools) to support children with ASD who are at risk of requiring specialist placement, allocated by ASD Team Could be used for TA support, teaching support, resources, training etc.	A high proportion of children who move in to specialist placements have ASD. Short term funding for intensive support could help to avoid placement breakdown	£52,685 / £82,500
6. Specialist Social Communication and Interaction teacher to support schools in managing children who are waiting for ASD assessment Attached to existing ASD Team to allow the team to support children who are awaiting ASD assessment / diagnosis	A high proportion of children who move in to specialist placements have ASD or traits of ASD. The ASD Team currently only has capacity to support children with a diagnosis. An additional post would allow the team to work with children who are awaiting assessment / diagnosis and who may be presenting just as many challenges for schools as children with a diagnosis.	£59,630.
7. Specialist ADHD teacher to support schools in managing needs of children with ADHD Attached to existing ASD Team. This is a need already identified in the SEND Strategy.	Increasing numbers of children who transfer to specialist placements have comorbid diagnoses of ASD/ADHD	£59,630.

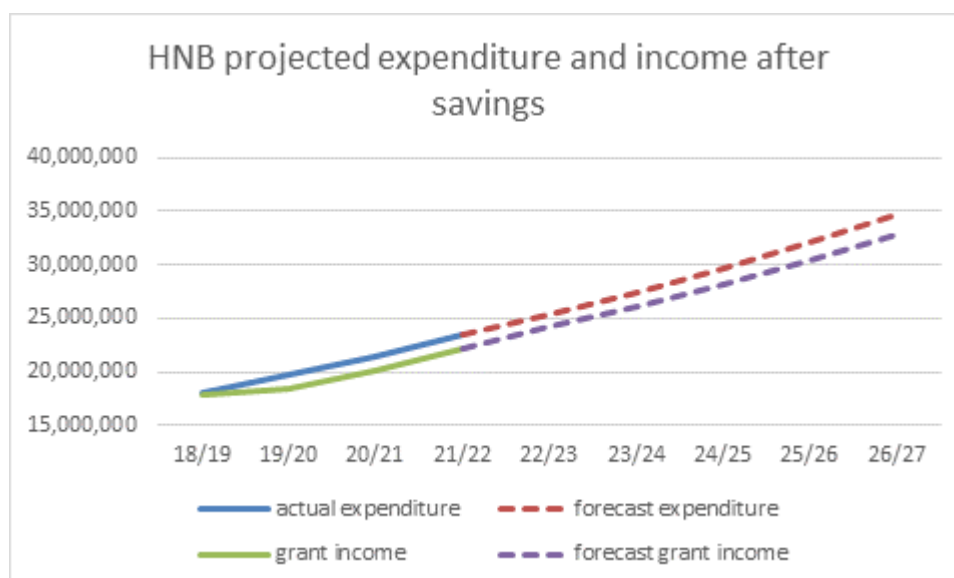
Projected HNB expenditure and income

- The graph and table below show predicted expenditure and income up to 26-27 if expenditure continues to increase at the current rate of 9.07% per year. Income is assumed to increase by 9.6% increase for 22/23, with subsequent years estimated at an increased income of 8%.



	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27
expenditure	18,059,839	19,793,060	21,449,502	23,433,900	25,559,823	27,878,611	30,407,758	33,166,350	36,175,201
grant income	17,849,038	18,364,593	20,148,470	22,079,318	24,198,933	26,134,847	28,225,635	30,483,686	32,922,381

- If expenditure continues to rise at the current rate, and if investment in the HNB by central government remains at current rates, there will be a funding gap of £3,252,820 by 2026-27. This does not take in to account carried forward overspends.
- The graph and table below show income increasing at the same rate, but a lower increase in expenditure based on savings projections including the proposed new secondary SEMH provision and other placement savings as set out in a report to the HFG / Schools Forum in October 2020. This report assumed a reduction in permanent exclusions and in SEMH and ASD placements.



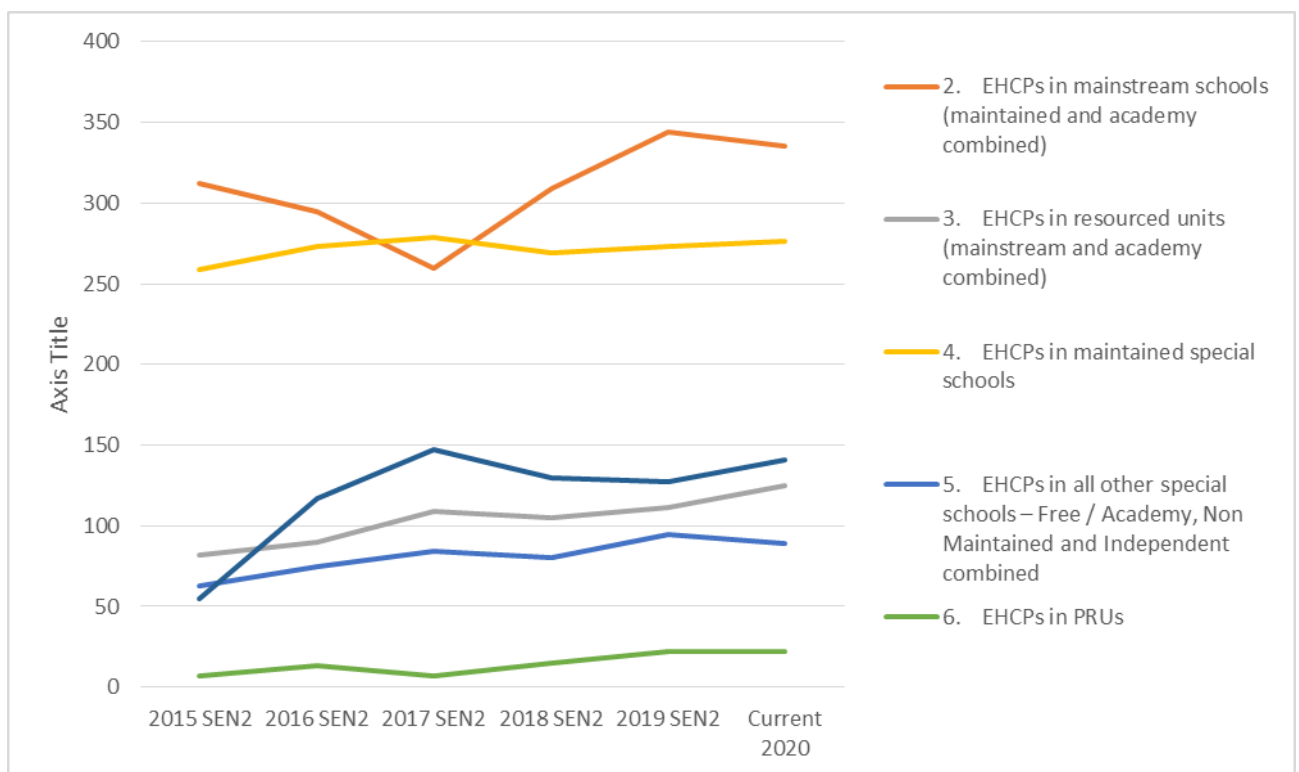
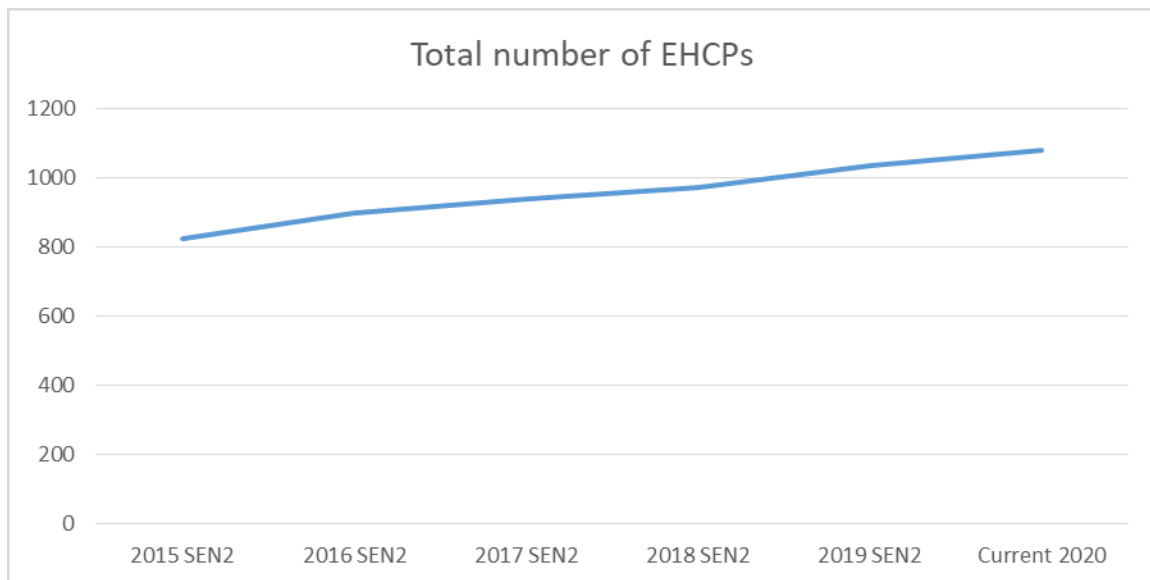
	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27
expenditure	18,059,839	19,793,060	21,449,502	23,433,900	25,403,795	27,457,286	29,633,288	32,012,332	34,779,263
grant income	17,849,038	18,364,593	20,148,470	22,079,318	24,198,933	26,134,847	28,225,635	30,483,686	32,922,381

4. This projection shows a smaller gap between expenditure and income of £1,856,882.
5. The estimated reduction in specialist placements included in these figures and based on the October 2020 report did not take in to account the new invest to save proposals included in this report.
6. Further work would be needed to assess the reduction in specialist placements required in order to bring expenditure in line with income.

Appendix C

1. Increase in EHCPs since 2015 and analysis of placement type

	2015 SEN2	2016 SEN2	2017 SEN2	2018 SEN2	2019 SEN2	Current 2020	Rise in number	% rise
1. Total number of EHCPs	822	897	938	971	1034	1078	256	31%
2. EHCPs in mainstream schools (maintained and academy combined)	312	295	260	309	344	335	23	7%
3. EHCPs in resourced units (mainstream and academy combined)	82	90	109	105	111	125	43	52%
4. EHCPs in maintained special schools	259	273	279	269	273	276	17	7%
5. EHCPs in all other special schools – Free / Academy, Non Maintained and Independent combined	63	75	84	80	95	89	26	41%
6. EHCPs in PRUs	7	13	7	15	22	22	15	214%
7. EHCPs in FE (General FE and specialist FE combined)	55	117	147	130	127	141	86	156%



This page is intentionally left blank

Special School Funding

Report being considered by: Schools Forum on 8th March 2021

Report Author: Jane Seymour

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

1. Purpose of the Report

1.1 To seek agreement from the Schools Forum to increase the value of special school funding bands by 5%.

2. Recommendation(s)

2.1 That the Schools Forum agrees to increase the value of the funding bands for West Berkshire maintained special schools by 5%.

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 It was agreed at the Schools Forum meeting in January 2021 that a report would be brought to the March meeting about special school funding.

4. Supporting Information

4.1 The funding scheme for special schools was devised in 2013 and includes 22 funding bands (see attached)

4.2 Since the funding scheme was introduced, the value of the special school funding bands has never been increased; in fact there was a 0.5% reduction in 2016-17 as part of a range of savings to address the overspend in the HNB.

4.3 It is true that there has also been no increase in the value of the funding bands for children with EHCPs in mainstream schools and resourced schools. However, special schools are affected more by this than mainstream and resourced schools as all of their children have EHCPs and therefore all of their funding is derived from high needs funding arrangements.

4.4 Since 2013, mainstream school budgets have increased by 13.1% while special school budgets have decreased by 0.5%. Special schools have faced the same year on year increases in costs as mainstream schools, including increased salary and pension costs.

4.5 The result of this is that special schools have been reliant on carried forward funds which are now reducing and they have also had to make reductions to their provision including, for example:

- Staff reductions leading to larger teaching groups

- Reduced TA support
- Reduced management capacity
- Reduced curriculum offer, eg. fewer subject specialists
- Less access to specialist equipment and resources
- Reduced support for families through FSWs
- Reduced staff training
- Reduced access to college for taster courses

4.6 The special schools have both reported that they will have to set deficit budgets from 2021-22 to avoid provision for children becoming unsafe, if there is no increase in funding.

4.7 Brookfields School has reported that by 2023 it will have a deficit of approximately £1.1M if there is no increase in funding.

2020-21	£360,000
2021-22	£541,000
2022-23	£627,000
Cumulative total deficit	£1,528,000
Minus reserves	£ 400,000
Total deficit by 2023	£1,128,000

4.8 The Castle School has reported that by 2023 it will have a deficit of approximately £870K if there is no increase in funding.

2020-21	£330,000
2021-22	£490,000
2022-23	£560,000
Cumulative total deficit	£1,380,000
Minus reserves	£510,000
Total deficit by 2023	£870,000

4.9 At the same time, it has become apparent that Local Authorities in neighbouring areas, such as Reading and Wokingham, are increasing their special school funding in

order to address similar issues. Reading Borough Council, for example, is increasing the value of its special school funding bands in 2021-22 by 5%.

5. Options for Consideration

5.1 Maintain special school funding at current levels

5.2 Increase special school funding bands by 5%

6. Proposals

6.1 That the Schools Forum considers an increase in the value of the special school funding bands in order to partly address the real terms reduction in special school budgets over time and to protect the quality of provision offered to children in our maintained special schools.

6.2 The approximate cost of a 5% increase in top up values would be £213,788 in 2021-22.

7. Conclusion

7.1 West Berkshire maintained special school funding has not increased since 2013 and has reduced by 0.5%. In real terms therefore funding levels have reduced, given the increases in staffing and other costs during that period.

7.2 Special schools have been using up funding reserves and making systematic cuts in provision over that period.

7.3 There is also some evidence that West Berkshire special schools are falling behind funding levels in neighbouring Local Authorities.

7.4 It would be reasonable to consider an increase to the value of special school funding bands in 2021-22 in order to partly address the real terms reduction in budgets over time and protect the quality of special school provision.

8. Consultation and Engagement

8.1 Consultation has taken place with the Council's Accountancy Service, Head of the Education Service and Headteachers of the two West Berkshire maintained special schools.

9. Appendices

Appendix 1 – High Needs Top Up Bandings 2020-21

10. Heads Funding Group Recommendation

10.1 HFG recommended an increase to the value of special school funding bands of 5%.

This page is intentionally left blank

Resourced Schools

Report being considered by: Schools Forum on 8th March 2021

Report Author: Jane Seymour

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

1. Purpose of the Report

1.1 To seek agreement from the Schools Forum to amend the funding bands for resourced units for children with physical disabilities

2. Recommendation(s)

2.1 That the funding bands for PD resourced units are amended as set out below for 2021-22.

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 It was agreed at the Schools Forum meeting in January 2021 that further work needed to be done on the funding bands for resourced provision for children with physical disabilities which are no longer deemed fit for purpose given the changing nature of this cohort.

4. Supporting Information

4.1 There are currently three funding bands for children with physical disabilities in PD resourced schools, PD1, PD2 and PD3.

4.2 As the cohort of children with physical disabilities has changed over the years, with significantly increased complexity of need, band PD1 is becoming obsolete as it does not generate enough funding for children in this type of provision. PD2 is still used in some cases, mainly for older children who were placed in PD resourced provision some time ago. PD3 is now having to be used for the vast majority of new children placed in PD provision to ensure that there are sufficient resources to meet needs.

4.3 Similarly, it is becoming increasingly necessary to provide “exceptional” funding to PD resourced provision, as PD3 is not sufficient to meet the staffing needs of the most complex children. We now have some children placed in this type of provision who would previously have attended specialist out of area schools for children with disabilities and who require a very high level of support.

4.4 The current PD funding top up bands (ie. funding over and above £10K place funding) are as follows:

	Primary	Secondary
PD1	£4,220	£4,822
PD2	£7,503	£8,105
PD3	£10,786	£11,387

4.5 It is proposed that the current Band PD1 is abolished and the value of current Band PD2 is adopted as base funding for PD Resources, ie. this would become the value of Band PD1, with funding increasing from there in the same increments as currently.

4.6 It is also proposed that a new band PD4 is introduced, in order to reduce the number of cases where exceptional funding has to be applied.

4.7 The top up band values would then be as follows:

	Primary	Secondary
PD1	£7,503	£8,105
PD2	£10,786	£11,387
PD3	£14,069	£14,670
PD4	£17,352	£17,953

4.8 This model would formalise what is currently in place and would reduce the need for exceptional funding arrangements.

4.9 There may still be some children with extremely high needs who will need exceptional funding over and above the new Band PD4, but these can be negotiated on a case by case basis.

5. Options for Consideration

5.1 N/A

6. Proposals

6.1 That the proposed new funding bands are adopted for 2021-22 and that children in the resourced provision are re banded in consultation with the schools concerned.

7. Conclusion

7.1 There is evidence to support the introduction of new funding bands for PD Resources, as set out above.

8. Consultation and Engagement

8.1 Consultation has taken place with the Council's Accountancy Service and with head teachers of schools which have PD resourced provision.

9. Appendices

10. Heads Funding Group Recommendation

10.1 The HFG recommended amendment of PD funding bands to bring them more in line with the resourcing needs of children now being placed in the Local Authority's PD resourced provision.

This page is intentionally left blank

Early Years Budget 2021/22

Report being considered by: Schools' Forum on 8th March 2021

Report Author: Avril Allenby and Lisa Potts

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

1. Purpose of the Report

- 1.1 To set out the proposal for the Early Years budget, which is based upon the recommendations of the Early Years Funding Group.

2. Recommendation

- 2.1 For the Schools Forum to agree the 2021/22 budgets as detailed in 5.11.

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. Funding Framework for 2021/22

- 3.1 The funding rate determined for West Berkshire for 2021/22 for 3 to 4 year olds has increased by 6p from £4.78 to £4.84 per hour.
- 3.2 Local Authorities are required to set an average funding rate for providers for 3 and 4 year olds which is at least 95% of the authority's funding rate (£4.84 for West Berkshire). This minimum funding level is referred to as the pass through rate.
- 3.3 The funding rate paid for 2 year olds has also increased by an 8p uplift from £5.82 to £5.90 per hour.
- 3.4 The Early Years Pupil Premium Grant (EYPPG) is to continue.
- 3.5 A Disability Access Fund (DAF) payment of £615 per child per year will be made for children in receipt of Disability Living Allowance.
- 3.6 An SEN Inclusion fund also continues.
- 3.7 The additional funding for maintained nursery schools is indicative from April to August 2021. Funding for September 2021 to March 2022 is conditional and may be subject to change.

4. Forecast Outturn for 2020/21

- 4.1 There has been a decline in the number of hours in the January 2021 census due to Covid-19. The DFE have recognised that census numbers for January 2021 are likely to be lower than previous years. If attendance is shown to be below 85% of the January 2020 census, a top up would be applied. The final census figures are not yet available for West Berkshire. However based on provisional figures available, the attendance for West Berkshire was 89% of the January 2020 census.

- 4.2 There is a reported saving on the centrally managed funds of £39685, mainly due to reduced spend on the SEN Inclusion Fund
- 4.3 The table below shows the forecast outturn for 2020/21:

	2020/21 Budget Set £	2020/21 Forecast £	2020/21 Variance £
Funds Delegated to Early Years Providers			
PVI Providers (90036)	6,423,350	6,274,327	-149,023
Nursery classes in Mainstream Schools (90037)	1,650,420	1,580,518	-69,902
Maintained Nursery Schools (90010)	938,110	864,656	-73,454
2 Year Old Funding (90018)	756,830	614,313	-142,517
Pupil Premium Grant (27%) and deprivation funding (73%) (90052)	188,380	224,970	36,590
Additional payment re Autumn 2019 - Covid	0	390,384	390,384
Total Delegated Funds	9,957,090	9,949,168	-7,922
Centrally Managed Funds			
Central Expenditure on Children Under 5 (90017)	258,450	258,450	0
Pre School Teacher Counselling (90287)	51,950	45,950	-6,000
SEN Inclusion Fund (90238)	90,000	68,000	-22,000
Disability Access Fund (90053)	23,370	11,685	-11,685
SSRs	66,152	66,152	0
Total Centrally Managed Funds	489,922	450,237	-39,685
TOTAL EXPENDITURE	10,447,012	10,399,405	-47,607
Early Years DSG Block Funding In Year	-9,651,877	-9,930,170	-278,293
IN YEAR OVERSPEND	795,135	469,235	-325,900
Early Years clawback from 2019/20	0	-86,554	-86,554
Early Years DSG Block deficit carried forward	682,380	874,948	192,568
OVERALL NET POSITION	1,477,515	1,257,629	-219,886

5. Budget Model for 2021/22

- 5.1 The Early Years Funding Group have been consulted on reductions to the funding rates to recover the current deficit on the early Years Block. A range of options were presented to the group. It was important to consider that any reductions didn't affect any provider group more so than any others. The option chosen by the group is shown below:

	Year 1	Year 2	Year 3	Year 4	Year 5
3 & 4 year olds	3p	4p	6p	7p	8p
quality rate	3p	3p	4p	4p	5p
2 year olds	10p	12p	14p	14p	15p
deprivation	25p	35p	45p	50p	60p

5.2 Based on 2019/20 hours, the deficit could be repaid as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
up to 8p reduction 3 / 4 year olds to £4.32	54,948	73,265	109,897	128,213	146,529	512,852
up to 5p reduction in quality rate to £0.61	31,312	31,312	41,749	41,749	52,186	198,307
up to 15p reduction in 2 year olds to £5.50	13,395	16,074	18,753	18,753	20,093	87,068
up to 60p reduction in deprivation to £1.40	23,547	32,965	42,384	47,094	56,512	202,502
	123,202	153,616	212,783	235,808	275,320	1,000,729

- 5.3 West Berkshire uses a single base rate for all providers. The rate increased from 1st April 2019 to a base rate of £4.40 and a quality supplement of 0.66p per hour. In light of the deficit recovery, these will change to £4.37 and 0.63p respectively.
- 5.4 The deprivation supplement based upon the current arrangements with the funding being linked to the early year's pupil premium, increased from 1st April 2019 to £1.47, this will change to £1.22
- 5.5 The hourly rate to providers for 2 year olds increased from 1st April 2019 to £5.65. As per the deficit recovery plan, this rate will change to £5.55
- 5.6 The impact of these rate reductions are necessary but challenging and add to an already difficult financial time for early years providers. The spreadsheet in Appendix A provides details of the financial impact on individual providers. The greatest impact will be felt by those providers who access the full range of rates; quality, deprivation and two year old, on top of the base rate.
- 5.7 The Local Authority is allowed to fund from the grant some centrally provided services, including staffing and IT costs in relation to overseeing the delivery of the free entitlement, sufficiency of places, eligibility checking, and administration of funding payments to providers. However funding for these services is limited by the requirement to set a "pass-through rate" for 3 and 4 year olds which is at least 95% of the authority's funding rate.
- 5.8 It should be noted that 2019/20 the single base rate was increased to support all providers with the additional costs that have impacted on them over the past two years; rises in the minimum wage and pension costs alongside the introduction of the additional free entitlement to working parents. However this rise has impacted upon the pass-through rate taking it above 100% and has resulted in the overspend position that now needs addressing.
- 5.9 We have seen a reduction in hours during the 2020/21 financial year due to the Coronavirus pandemic. This has made it difficult to base the 2021/22 budget. Trends of the hours over the last few years have been analysed and used as a basis for the 2021/22 financial year.

Trend of hours over 3 year period

	3 to 4 year old universal hours	3 to 4 year old extended hours	2 year old hours
2018-19	1,337,792	438,429	101,570
2019-20	1,317,068	503,808	133,183
2020-21	1,240,745	494,623	108,786

3 year average hours	1,298,535	478,953	114,513
----------------------	-----------	---------	---------

5.10 The 2021/22 budget is shown below using the basis shown above:

	2021/22 Budget
	£
Funds Delegated to Early Years Providers	
PVI Providers (90036)	6,251,271
Nursery classes in Mainstream Schools (90037)	1,561,777
Maintained Nursery Schools (90010)	854,516
2 Year Old Funding (90018)	635,547
Pupil Premium Grant (27%) and deprivation funding (73%) (90052)	200,349
Total Delegated Funds	9,503,460
Centrally Managed Funds	
Central Expenditure on Children Under 5 (90017)	270,760
Early Development Intervention Team (EDIT) (90287)	60,190
SEN Inclusion Fund (90238)	90,000
Disability Access Fund (90053)	23,370
SSRs	68,510
Total Centrally Managed Funds	512,830
TOTAL EXPENDITURE	10,016,290
Early Years DSG Block Funding In Year	-10,161,500
Early Years DSG Block Funding carried forward	£1,257,629
OVERALL NET POSITION	1,112,420

6. Conclusion

- 6.1 The Early Years Block budget has been set at a level which seeks to realign the pass-through rate and reduce some of the deficit budget.
- 6.2 The deficit will be monitored to ensure the overall position of the block is recovering the current shortfall.

Option F		3 & 4 year olds							2 year olds				Deprivation				Total reduction	
2020/21 Quality Indicator	2020/21 cost @ £4.40		rate 4.32	quality 0.61	Total rate	rate @ £4.32 quality @ 0.61	% loss	2020/21 cost @ £5.65		rate @ £5.50	% loss	2020/21 cost @ £2.00		rate @ £1.40	% loss	£	%	
	2020/21 Forecast Hours	£						2020/21 Hours Estimate	£			2020/21 Hours Estimate	£					
			4.32	0.61						5.50				1.40				
Childminder	366	£1,610	£4.32	£0.00	£4.32	£1,581	-1.82%	387	£2,187	£2,129	-2.73%	183	£366	£256	-42.86%	£197	-4.97%	
Childminder	388	£1,705	£4.32	£0.00	£4.32	£1,674	-1.82%	540	£3,051	£2,970	-2.73%	183	£366	£256	-42.86%	£222	-4.53%	
Childminder	1,071	£4,712	£4.32	£0.00	£4.32	£4,627	-1.82%	888	£5,017	£4,884	-2.73%	387	£774	£542	-42.86%	£451	-4.49%	
Childminder	0	£0	£4.32	£0.00	£4.32	£0		290	£1,641	£1,597	-2.73%	0	£0	£0		£44	-2.73%	
Childminder	0	£0	£4.32	£0.00	£4.32	£0		171	£966	£941	-2.73%	0	£0	£0		£26	-2.73%	
Childminder	0	£0	£4.32	£0.00	£4.32	£0		108	£610	£594	-2.73%	0	£0	£0		£16	-2.73%	
Childminder	171	£752	£4.32	£0.00	£4.32	£739	-1.82%	990	£5,594	£5,445	-2.73%	0	£0	£0		£162	-2.62%	
Childminder	183	£805	£4.32	£0.00	£4.32	£791	-1.82%	618	£3,493	£3,401	-2.73%		£0	£0		£107	-2.56%	
Childminder	178	£784	£4.32	£0.00	£4.32	£770	-1.82%	387	£2,187	£2,129	-2.73%	0	£0	£0		£72	-2.49%	
Childminder	529	£2,329	£4.32	£0.00	£4.32	£2,287	-1.82%	346	£1,954	£1,902	-2.73%	23	£46	£32	-42.86%	£108	-2.56%	
Childminder	342	£1,505	£4.32	£0.00	£4.32	£1,477	-1.82%	450	£2,545	£2,477	-2.73%	0	£0	£0		£95	-2.40%	
Childminder	135	£594	£4.32	£0.00	£4.32	£583	-1.82%	171	£966	£941	-2.73%	0	£0	£0		£36	-2.39%	
Childminder	433	£1,906	£4.32	£0.00	£4.32	£1,871	-1.82%	387	£2,187	£2,129	-2.73%	0	£0	£0		£93	-2.32%	
Childminder	525	£2,310	£4.32	£0.00	£4.32	£2,268	-1.82%	399	£2,254	£2,195	-2.73%	0	£0	£0		£102	-2.28%	
Childminder	1,045	£5,286	£4.32	£0.61	£4.93	£5,150	-2.57%	68	£386	£376	-2.73%	0	£0	£0		£146	-2.64%	
Childminder	749	£3,295	£4.32	£0.00	£4.32	£3,235	-1.82%	387	£2,187	£2,129	-2.73%		£0	£0		£118	-2.20%	
Childminder	2,423	£10,661	£4.32	£0.00	£4.32	£10,467	-1.82%	452	£2,556	£2,488	-2.73%	68	£137	£96	-42.86%	£303	-2.32%	
Childminder	1,005	£5,087	£4.32	£0.61	£4.93	£4,957	-2.57%	0	£0	£0		0	£0	£0		£131	-2.64%	
Childminder	183	£805	£4.32	£0.00	£4.32	£791	-1.82%	73	£414	£403	-2.73%	0	£0	£0		£26	-2.15%	
Childminder	973	£4,279	£4.32	£0.00	£4.32	£4,202	-1.82%	387	£2,187	£2,129	-2.73%	0	£0	£0		£136	-2.15%	
Childminder	524	£2,307	£4.32	£0.00	£4.32	£2,265	-1.82%	183	£1,034	£1,007	-2.73%	0	£0	£0		£69	-2.12%	
Childminder	924	£4,066	£4.32	£0.00	£4.32	£3,992	-1.82%	183	£1,034	£1,007	-2.73%	0	£0	£0		£101	-2.03%	
Childminder	729	£3,208	£4.32	£0.00	£4.32	£3,149	-1.82%	120	£678	£660	-2.73%	0	£0	£0		£76	-2.00%	
Childminder	1,002	£4,409	£4.32	£0.00	£4.32	£4,329	-1.82%	122	£689	£671	-2.73%	0	£0	£0		£98	-1.97%	
Childminder	4,755	£20,922	£4.32	£0.00	£4.32	£20,542	-1.82%	570	£3,221	£3,135	-2.73%	0	£0	£0		£466	-1.97%	
Childminder	3,467	£15,257	£4.32	£0.00	£4.32	£14,979	-1.82%	387	£2,187	£2,129	-2.73%	0	£0	£0		£335	-1.96%	
Childminder	1,736	£7,638	£4.32	£0.00	£4.32	£7,500	-1.82%	183	£1,034	£1,007	-2.73%	0	£0	£0		£166	-1.96%	
Childminder	1,625	£7,149	£4.32	£0.00	£4.32	£7,019	-1.82%	171	£966	£941	-2.73%	0	£0	£0		£156	-1.96%	
Childminder	1,150	£5,062	£4.32	£0.00	£4.32	£4,970	-1.82%	30	£170	£165	-2.73%	6	£12	£9	-42.86%	£100	-1.95%	
Childminder	251	£1,104	£4.32	£0.00	£4.32	£1,083	-1.82%	0	£0	£0		0	£0	£0		£20	-1.85%	
Childminder	1,302	£5,727	£4.32	£0.00	£4.32	£5,623	-1.82%	0	£0	£0		0	£0	£0		£104	-1.85%	
Childminder	1,926	£8,474	£4.32	£0.00	£4.32	£8,319	-1.82%	0	£0	£0		0	£0	£0		£154	-1.85%	
Childminder	1,100	£4,842	£4.32	£0.00	£4.32	£4,754	-1.82%	0	£0	£0		0	£0	£0		£88	-1.85%	
Childminder	282	£1,241	£4.32	£0.00	£4.32	£1,219	-1.82%	0	£0	£0		0	£0	£0		£23	-1.85%	
Childminder	490	£2,157	£4.32	£0.00	£4.32	£2,118	-1.82%	0	£0	£0		0	£0	£0		£39	-1.85%	
Childminder	638	£2,806	£4.32	£0.00	£4.32	£2,755	-1.82%	0	£0	£0		0	£0	£0		£51	-1.85%	
Childminder	1,253	£5,515	£4.32	£0.00	£4.32	£5,415	-1.82%	0	£0	£0		0	£0	£0		£100	-1.85%	
Childminder	568	£2,497	£4.32	£0.00	£4.32	£2,452	-1.82%	0	£0	£0		0	£0	£0		£45	-1.85%	
Childminder	372	£1,637	£4.32	£0.00	£4.32	£1,607	-1.82%	0	£0	£0		0	£0	£0		£30	-1.85%	
Childminder	3,691	£16,241	£4.32	£0.00	£4.32	£15,946	-1.82%	0	£0	£0		0	£0	£0		£295	-1.85%	
Childminder	1,351	£5,943	£4.32	£0.00	£4.32	£5,835	-1.82%	0	£0	£0		0	£0	£0		£108	-1.85%	
Childminder	342	£1,505	£4.32	£0.00	£4.32	£1,477	-1.82%	0	£0	£0		0	£0	£0		£27	-1.85%	
Childminder	171	£752	£4.32	£0.00	£4.32	£739	-1.82%	0	£0	£0		0	£0	£0		£14	-1.85%	
Childminder	684	£3,010	£4.32	£0.00	£4.32	£2,955	-1.82%		£0	£0		0	£0	£0		£55	-1.85%	
Childminder	256	£1,127	£4.32	£0.00	£4.32	£1,107	-1.82%	0	£0	£0		0	£0	£0		£20	-1.85%	
Childminder	1,710	£7,525	£4.32	£0.00	£4.32	£7,388	-1.82%	0	£0	£0		0	£0	£0		£137	-1.85%	
Childminder	634	£2,790	£4.32	£0.00	£4.32	£2,739	-1.82%	0	£0	£0		0	£0	£0		£51	-1.85%	
Childminder	996	£4,380	£4.32	£0.00	£4.32	£4,301	-1.82%	0	£0	£0		0	£0	£0		£80	-1.85%	
Childminder	2,704	£11,896	£4.32	£0.00	£4.32	£11,680	-1.82%	0	£0	£0		0	£0	£0		£216	-1.85%	
Childminder	798	£3,511	£4.32	£0.00	£4.32	£3,447	-1.82%	0	£0	£0		0	£0	£0		£64	-1.85%	
Childminder	1,098	£4,831	£4.32	£0.00	£4.32	£4,743	-1.82%	0	£0	£0		0	£0	£0		£88	-1.85%	
Childminder	2,534	£11,147	£4.32	£0.00	£4.32	£10,945	-1.82%	0	£0	£0		0	£0	£0		£203	-1.85%	
Childminder	1,872	£8,237	£4.32	£0.00	£4.32	£8,087	-1.82%	0	£0	£0		0	£0	£0		£150	-1.85%	
Childminder	156	£686	£4.32	£0.00	£4.32	£674	-1.82%	0	£0	£0		0	£0	£0		£12	-1.85%	
Childminder	468	£2,059	£4.32	£0.00	£4.32	£2,022	-1.82%	0	£0	£0		0	£0	£0		£37	-1.85%	
Childminder	697	£3,065	£4.32	£0.00	£4.32	£3,009	-1.82%	0	£0	£0		0	£0	£0		£56	-1.85%	

Childminder		387	£1,703	£4.32	£0.00	£4.32	£1,672	-1.82%		0	£0	£0		0	£0	£0		£31	-1.85%	
Childminder		115	£507	£4.32	£0.00	£4.32	£498	-1.82%		0	£0	£0		0	£0	£0		£9	-1.85%	
Childminder		912	£4,013	£4.32	£0.00	£4.32	£3,940	-1.82%		0	£0	£0		0	£0	£0		£73	-1.85%	
Childminder		705	£3,101	£4.32	£0.00	£4.32	£3,045	-1.82%		0	£0	£0		0	£0	£0		£56	-1.85%	
Childminder		1,002	£4,409	£4.32	£0.00	£4.32	£4,329	-1.82%		0	£0	£0		0	£0	£0		£80	-1.85%	
Childminder		506	£2,228	£4.32	£0.00	£4.32	£2,187	-1.82%		0	£0	£0		0	£0	£0		£41	-1.85%	
Childminder		351	£1,544	£4.32	£0.00	£4.32	£1,516	-1.82%		0	£0	£0		0	£0	£0		£28	-1.85%	
Childminder		1,927	£8,480	£4.32	£0.00	£4.32	£8,326	-1.82%		0	£0	£0		0	£0	£0		£154	-1.85%	
Childminder		525	£2,308	£4.32	£0.00	£4.32	£2,266	-1.82%		0	£0	£0		0	£0	£0		£42	-1.85%	
Childminder		1,834	£8,070	£4.32	£0.00	£4.32	£7,923	-1.82%		0	£0	£0		0	£0	£0		£147	-1.85%	
Childminder		140	£617	£4.32	£0.00	£4.32	£606	-1.82%		0	£0	£0		0	£0	£0		£11	-1.85%	
Childminder		281	£1,235	£4.32	£0.00	£4.32	£1,212	-1.82%		0	£0	£0		0	£0	£0		£22	-1.85%	
Childminder		192	£845	£4.32	£0.00	£4.32	£829	-1.82%		0	£0	£0		0	£0	£0		£15	-1.85%	
Childminder		957	£4,211	£4.32	£0.00	£4.32	£4,134	-1.82%		0	£0	£0		0	£0	£0		£77	-1.85%	
Childminder		183	£805	£4.32	£0.00	£4.32	£791	-1.82%		0	£0	£0			£0	£0		£15	-1.85%	
Childminder		366	£1,610	£4.32	£0.00	£4.32	£1,581	-1.82%		0	£0	£0		0	£0	£0		£29	-1.85%	
Childminder		366	£1,610	£4.32	£0.00	£4.32	£1,581	-1.82%		0	£0	£0		0	£0	£0		£29	-1.85%	
Childminder		183	£805	£4.32	£0.00	£4.32	£791	-1.82%		0	£0	£0		0	£0	£0		£15	-1.85%	
Childminder		366	£1,610	£4.32	£0.00	£4.32	£1,581	-1.82%		0	£0	£0		0	£0	£0		£29	-1.85%	
Childminder		396	£1,743	£4.32	£0.00	£4.32	£1,711	-1.82%		0	£0	£0		0	£0	£0		£32	-1.85%	
Childminder		572	£2,519	£4.32	£0.00	£4.32	£2,473	-1.82%		0	£0	£0		0	£0	£0		£46	-1.85%	
Childminder		1,140	£5,016	£4.32	£0.00	£4.32	£4,925	-1.82%		0	£0	£0		0	£0	£0		£91	-1.85%	
Childminder		570	£2,508	£4.32	£0.00	£4.32	£2,462	-1.82%		0	£0	£0		0	£0	£0		£46	-1.85%	
Childminder		2,280	£10,032	£4.32	£0.00	£4.32	£9,850	-1.82%		0	£0	£0		0	£0	£0		£182	-1.85%	
Childminder		1,065	£4,686	£4.32	£0.00	£4.32	£4,601	-1.82%		0	£0	£0		0	£0	£0		£85	-1.85%	
Childminder		1,020	£4,488	£4.32	£0.00	£4.32	£4,406	-1.82%		0	£0	£0		0	£0	£0		£82	-1.85%	
Pre-School		7,278	£32,023	£4.32	£0.00	£4.32	£31,441	-1.82%		1,973	£11,146	£10,850	-2.73%		2,742	£5,484	£3,839	-42.86%	£2,523	-5.47%
Pre-School	1	12,094	£61,194	£4.32	£0.61	£4.93	£59,622	-2.57%		754	£4,261	£4,148	-2.73%		1,586	£3,173	£2,221	-42.86%	£2,637	-4.00%
Pre-School		17,842	£78,505	£4.32	£0.00	£4.32	£77,077	-1.82%		3,427	£19,361	£18,847	-2.73%		2,763	£5,526	£3,868	-42.86%	£3,599	-3.61%
Pre-School		9,262	£40,754	£4.32	£0.00	£4.32	£40,013	-1.82%		101	£569	£554	-2.73%		1,245	£2,489	£1,742	-42.86%	£1,503	-3.55%
Pre-School		8,378	£36,861	£4.32	£0.00	£4.32	£36,191	-1.82%		2,958	£16,713	£16,269	-2.73%		1,140	£2,280	£1,596	-42.86%	£1,798	-3.33%
Pre-School	1	36,787	£186,143	£4.32	£0.61	£4.93	£181,361	-2.57%		1,592	£8,994	£8,755	-2.73%		3,223	£6,446	£4,512	-42.86%	£6,955	-3.57%
Pre-School		12,912	£56,814	£4.32	£0.00	£4.32	£55,781	-1.82%		3,002	£16,964	£16,513	-2.73%		1,518	£3,036	£2,125	-42.86%	£2,394	-3.22%
Pre-School		18,745	£82,480	£4.32	£0.00	£4.32	£80,980	-1.82%		1,747	£9,871	£9,609	-2.73%		1,865	£3,730	£2,611	-42.86%	£2,881	-3.09%
Pre-School		7,683	£33,805	£4.32	£0.00	£4.32	£33,191	-1.82%		531	£3,000	£2,921	-2.73%		738	£1,476	£1,033	-42.86%	£1,137	-3.06%
Pre-School	1	10,114	£51,176	£4.32	£0.61	£4.93	£49,861	-2.57%		285	£1,610	£1,568	-2.73%		372	£744	£521	-42.86%	£1,581	-3.04%
Pre-School		22,752	£100,107	£4.32	£0.00	£4.32	£98,286	-1.82%		675	£3,816	£3,715	-2.73%		1,615	£3,231	£2,262	-42.86%	£2,891	-2.77%
Pre-School		16,744	£73,674	£4.32	£0.00	£4.32	£72,335	-1.82%		1,008	£5,695	£5,544	-2.73%		1,155	£2,310	£1,617	-42.86%	£2,184	-2.75%
Pre-School		11,105	£48,862	£4.32	£0.00	£4.32	£47,974	-1.82%		0	£0	£0			786	£1,572	£1,100	-42.86%	£1,360	-2.77%
Pre-School		8,657	£38,091	£4.32	£0.00	£4.32	£37,399	-1.82%		726	£4,104	£3,995	-2.73%		505	£1,011	£707	-42.86%	£1,105	-2.62%
Pre-School	1	10,599	£53,629	£4.32	£0.61	£4.93	£52,252	-2.57%		171	£966	£941	-2.73%		171	£342	£239	-42.86%	£1,506	-2.82%
Pre-School		20,636	£90,799	£4.32	£0.00	£4.32	£89,148	-1.82%		3,852	£21,765	£21,188	-2.73%		948	£1,896	£1,327	-42.86%	£2,798	-2.51%
Pre-School	1	28,520	£144,313	£4.32	£0.61	£4.93	£140,606	-2.57%		1,494	£8,443	£8,219	-2.73%		330	£661	£463	-42.86%	£4,130	-2.77%
Pre-School	1	5,322	£26,927	£4.32	£0.61	£4.93	£26,235	-2.57%		0	£0	£0			75	£151	£106	-42.86%	£737	-2.80%
Pre-School	1	12,560	£63,553	£4.32	£0.61	£4.93	£61,920	-2.57%		2,197	£12,413	£12,084	-2.73%		0	£0	£0		£1,962	-2.65%
Pre-School	1	5,603	£28,353	£4.32	£0.61	£4.93	£27,625	-2.57%		798	£4,509	£4,389	-2.73%		0	£0	£0		£848	-2.65%
Pre-School		10,998	£48,392	£4.32	£0.00	£4.32	£47,512	-1.82%		647	£3,658	£3,561	-2.73%		514	£1,027	£719	-42.86%	£1,285	-2.48%
Pre-School	1	17,583	£88,968	£4.32	£0.61	£4.93	£86,683	-2.57%		102	£573	£558	-2.73%		0	£0	£0		£2,301	-2.64%
Pre-School		23,168	£101,937	£4.32	£0.00	£4.32	£100,084	-1.82%		1,971	£11,138	£10,843	-2.73%		715	£1,431	£1,002	-42.86%	£2,578	-2.30%
Pre-School		7,898	£34,753	£4.32	£0.00	£4.32	£34,121	-1.82%		516	£2,915	£2,838	-2.73%		186	£372	£260	-42.86%	£821	-2.21%
Pre-School		16,535	£72,754	£4.32	£0.00	£4.32	£71,431	-1.82%		353	£1,993	£1,940	-2.73%		354	£708	£496	-42.86%	£1,588	-2.15%
Pre-School		15,272	£67,198	£4.32	£0.00	£4.32	£65,976	-1.82%		432	£2,441	£2,376	-2.73%		220	£439	£307	-42.86%	£1,418	-2.07%
Pre-School		15,892																		

Private provider/Ind school		14,298	£62,911	£4.32	£0.00	£4.32	£61,767	-1.82%	2,094	£11,831	£11,517	-2.73%	1,110	£2,220	£1,554	-42.86%	£2,124	-2.84%
Private provider/Ind school		1,667	£7,334	£4.32	£0.00	£4.32	£7,201	-1.82%	0	£0	£0		132	£264	£185	-42.86%	£213	-2.88%
Private provider/Ind school		40,660	£178,904	£4.32	£0.00	£4.32	£175,651	-1.82%	6,750	£38,138	£37,125	-2.73%	2,674	£5,347	£3,743	-42.86%	£5,869	-2.71%
Private provider/Ind school		8,229	£36,208	£4.32	£0.00	£4.32	£35,550	-1.82%	0	£0	£0		576	£1,152	£806	-42.86%	£1,004	-2.76%
Private provider/Ind school	1	27,817	£140,753	£4.32	£0.61	£4.93	£137,136	-2.57%	1,590	£8,984	£8,745	-2.73%	195	£390	£273	-42.86%	£3,972	-2.72%
Private provider/Ind school	1	51,763	£261,922	£4.32	£0.61	£4.93	£255,193	-2.57%	2,272	£12,836	£12,495	-2.73%	387	£774	£542	-42.86%	£7,302	-2.72%
Private provider/Ind school	1	35,344	£178,840	£4.32	£0.61	£4.93	£174,245	-2.57%	2,692	£15,208	£14,804	-2.73%	0	£0	£0		£4,998	-2.64%
Private provider/Ind school	1	32,485	£164,374	£4.32	£0.61	£4.93	£160,151	-2.57%	1,868	£10,556	£10,276	-2.73%	0	£0	£0		£4,503	-2.64%
Private provider/Ind school		4,360	£19,182	£4.32	£0.00	£4.32	£18,833	-1.82%	0	£0	£0		210	£420	£294	-42.86%	£475	-2.48%
Private provider/Ind school	1	18,303	£92,612	£4.32	£0.61	£4.93	£90,233	-2.57%	426	£2,407	£2,343	-2.73%	0	£0	£0		£2,443	-2.64%
Private provider/Ind school	1	17,501	£88,556	£4.32	£0.61	£4.93	£86,280	-2.57%	293	£1,654	£1,610	-2.73%	0	£0	£0		£2,319	-2.64%
Private provider/Ind school	1	36,973	£187,082	£4.32	£0.61	£4.93	£182,276	-2.57%	387	£2,187	£2,129	-2.73%	0	£0	£0		£4,865	-2.64%
Private provider/Ind school	1	7,986	£40,411	£4.32	£0.61	£4.93	£39,373	-2.57%	0	£0	£0		0	£0	£0		£1,038	-2.64%
Private provider/Ind school	1	5,473	£27,691	£4.32	£0.61	£4.93	£26,980	-2.57%	0	£0	£0		0	£0	£0		£711	-2.64%
Private provider/Ind school	1	13,951	£70,592	£4.32	£0.61	£4.93	£68,778	-2.57%	0	£0	£0		0	£0	£0		£1,814	-2.64%
Private provider/Ind school	1	58,050	£293,733	£4.32	£0.61	£4.93	£286,187	-2.57%	0	£0	£0		0	£0	£0		£7,546	-2.64%
Private provider/Ind school	1	4,077	£20,630	£4.32	£0.61	£4.93	£20,100	-2.57%	0	£0	£0		0	£0	£0		£530	-2.64%
Private provider/Ind school	1	2,829	£14,316	£4.32	£0.61	£4.93	£13,948	-2.57%	0	£0	£0		0	£0	£0		£368	-2.64%
Private provider/Ind school	1	22,267	£112,669	£4.32	£0.61	£4.93	£109,774	-2.57%	0	£0	£0		0	£0	£0		£2,895	-2.64%
Private provider/Ind school	1	28,567	£144,550	£4.32	£0.61	£4.93	£140,836	-2.57%	0	£0	£0		0	£0	£0		£3,714	-2.64%
Private provider/Ind school		34,952	£153,789	£4.32	£0.00	£4.32	£150,993	-1.82%	1,082	£6,113	£5,951	-2.73%	948	£1,896	£1,327	-42.86%	£3,527	-2.23%
Private provider/Ind school		23,568	£103,699	£4.32	£0.00	£4.32	£101,814	-1.82%	456	£2,576	£2,508	-2.73%	540	£1,080	£756	-42.86%	£2,278	-2.17%
Private provider/Ind school		10,979	£48,305	£4.32	£0.00	£4.32	£47,427	-1.82%	375	£2,119	£2,063	-2.73%	228	£456	£319	-42.86%	£1,071	-2.15%
Private provider/Ind school		29,502	£129,809	£4.32	£0.00	£4.32	£127,449	-1.82%	5,280	£29,832	£29,040	-2.73%	0	£0	£0		£3,152	-2.01%
Private provider/Ind school		7,570	£33,307	£4.32	£0.00	£4.32	£32,702	-1.82%	969	£5,475	£5,330	-2.73%	0	£0	£0		£751	-1.97%
Private provider/Ind school		5,033	£22,147	£4.32	£0.00	£4.32	£21,744	-1.82%	615	£3,475	£3,383	-2.73%	0	£0	£0		£495	-1.97%
Private provider/Ind school		23,889	£105,111	£4.32	£0.00	£4.32	£103,200	-1.82%	1,691	£9,553	£9,299	-2.73%	0	£0	£0		£2,165	-1.92%
Private provider/Ind school		107,070	£471,110	£4.32	£0.00	£4.32	£462,544	-1.82%	3,654	£20,645	£20,097	-2.73%	0	£0	£0		£9,114	-1.89%
Private provider/Ind school		13,604	£59,858	£4.32	£0.00	£4.32	£58,770	-1.82%	354	£2,000	£1,947	-2.73%	0	£0	£0		£1,141	-1.88%
Private provider/Ind school		38,125	£167,751	£4.32	£0.00	£4.32	£164,701	-1.82%	818	£4,622	£4,499	-2.73%	0	£0	£0		£3,173	-1.88%
Private provider/Ind school		232	£1,022	£4.32	£0.00	£4.32	£1,003	-1.82%	0	£0	£0			£0	£0		£19	-1.85%
Private provider/Ind school		20,498	£90,192	£4.32	£0.00	£4.32	£88,552	-1.82%	0	£0	£0		0	£0	£0		£1,640	-1.85%
Private provider/Ind school		3,560	£15,665	£4.32	£0.00	£4.32	£15,380	-1.82%	0	£0	£0		0	£0	£0		£285	-1.85%
Private provider/Ind school		1,629	£7,168	£4.32	£0.00	£4.32	£7,037	-1.82%	0	£0	£0		0	£0	£0		£130	-1.85%
Private provider/Ind school		6,828	£30,043	£4.32	£0.00	£4.32	£29,497	-1.82%	0	£0	£0		0	£0	£0		£546	-1.85%
Private provider/Ind school		2,518	£11,079	£4.32	£0.00	£4.32	£10,878	-1.82%	0	£0	£0		0	£0	£0		£201	-1.85%
Additional Hours		14,000	£61,600	£4.32	£0.00	£4.32	£60,480	-1.82%									£1,120	-1.85%
Nursery Class/School	1	16,559	£83,791	£4.32	£0.61	£4.93	£81,638	-2.57%	0	£0	£0		4,320	£8,640	£6,048	-42.86%	£4,745	-5.41%
Nursery Class/School	1	27,830	£140,819	£4.32	£0.61	£4.93	£137,201	-2.57%	5,283	£29,849	£29,057	-2.73%	7,419	£14,838	£10,387	-42.86%	£8,862	-5.02%
Nursery Class/School	1	19,776	£100,067	£4.32	£0.61	£4.93	£97,496	-2.57%	0	£0	£0		4,074	£8,148	£5,704	-42.86%	£5,015	-4.86%
Nursery Class/School	1	27,165	£137,455	£4.32	£0.61	£4.93	£133,923	-2.57%	5,533	£31,259	£30,429	-2.73%	5,193	£10,386	£7,270	-42.86%	£7,477	-4.36%
Nursery Class/School	1	23,098	£116,877	£4.32	£0.61	£4.93	£113,874	-2.57%	0	£0	£0		2,846	£5,692	£3,984	-42.86%	£4,710	-4.00%
Nursery Class/School	1	21,001	£106,263	£4.32	£0.61	£4.93	£103,533	-2.57%	0	£0	£0		2,043	£4,086	£2,860	-42.86%	£3,956	-3.72%
Nursery Class/School	1	21,372	£108,142	£4.32	£0.61	£4.93	£105,364	-2.57%	3,237	£18,289	£17,804	-2.73%	1,971	£3,942	£2,759	-42.86%	£4,447	-3.53%
Nursery Class/School	1	11,446	£57,918	£4.32	£0.61	£4.93	£56,430	-2.57%	0	£0	£0		936	£1,872	£1,310	-42.86%	£2,050	-3.55%
Nursery Class/School	1	16,335	£82,655	£4.32	£0.61	£4.93	£80,532	-2.57%	0	£0	£0		1,119	£2,238	£1,567	-42.86%	£2,795	-3.40%
Nursery Class/School	1	21,512	£108,850	£4.32	£0.61	£4.93	£106,053	-2.57%	0	£0	£0		945	£1,890	£1,323	-42.86%	£3,364	-3.13%
Nursery Class/School	1	32,246	£163,165	£4.32	£0.61	£4.93	£158,973	-2.57%	2,060	£11,639	£11,330	-2.73%	1,253	£2,507	£1,755	-42.86%	£5,253	-3.05%
Nursery Class/School	1	29,041	£146,947	£4.32	£0.61	£4.93	£143,172	-2.57%	183	£1,034	£1,007	-2.73%	685	£1,370	£959	-42.86%	£4,214	-2.90%
Nursery Class/School	1	71,925	£497,751	£4.32	£0.61	£4.93	£488,400	-1.88%	10,620	£60,003	£58,410	-2.73%	8,721	£17,442	£12,209	-42.86%	£16,176	-2.89%
Nursery Class/School	1	12,240	£61,934	£4.32	£0.61	£4.93	£60,343	-2.57%	0	£0	£0		183	£366	£256	-42.86%	£1,701	-2.81%
Nursery Class/School	1	25,190	£127,460	£4.32	£0.61	£4.93	£124,186	-2.57%	0	£0	£0		366	£732	£512	-42.86%	£3,494	-2.80%
Nursery Class/School	1	60,583	£440,362	£4.32	£0.61	£4.93	£432,486	-1.79%	8,751	£49,443	£48,131	-2.73%	7,108	£14,216	£9,951	-42.86%	£13,453	-2.74%
Nursery Class/School	1	7,839	£39,665	£4.32	£0.61	£4.93	£38,646	-2.57%	0	£0	£0		0	£0	£0		£1,019	-2.64%
Nursery Class/School	1	2,330	£11,792	£4.32	£0.61	£4.93	£11,489	-2.57%	0	£0	£0		0	£0	£0		£303	-2.64%
Nursery Class/School	1	3,000	£15,180	£4.32	£0.61	£4.93	£14,790	-2.57%	0	£0	£0		0	£0	£0		£390	-2.64%
Nursery Class/School	1	8,190	£41,441	£4.32	£0.61	£4.93	£40,377	-2.57%	0	£0	£0		0	£0	£0		£1,065	-2.64%
		1,831,616	£9,015,584				£8,816,869		133,951	£756,825	£736,738		133,951	£188,375	£131,864		£275,320	

Total saving based on final year 5 reduction in rates £275,320

This page is intentionally left blank

Energy Topics

Report being considered by: Schools' Forum on 8th March 2021

Report Author: Chris Harris / Phil Newton

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

1. Purpose of the Report

1.1 The purpose of this report is to update Schools' Forum on a number of energy related matters including; the transfer of electricity meters to EDF as part of the council's central energy portfolio, the council's current Purchasing Strategy, the current Environment Strategy and also best ways to engage with schools regarding energy issues.

2. Recommendation

2.1 None associated as this is an update paper.

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

3.1 Ahead of the new Financial Year 2021-22 the West Berkshire Council Energy Team would like to provide an update on some topics that will affect schools in the near future.

3.2 Purchasing Strategy - In October 2020, Chris Harris, the energy category manager, attended Heads Funding Group to update the group that a review of the current energy arrangements was taking place. It was discussed that a review was underway to analyse the market to ascertain whether there is a more cost effective and efficient way of managing energy supply to Council's corporate sites and schools across the District. The current arrangements are with a central purchasing organisation, CCS, who procure energy on behalf of the council. The review of the existing arrangements and benchmarking these against alternative providers is still in progress. It currently acknowledges that an Energy Strategy needs be written to accompany the overarching Environment Strategy.

3.3 The Transfer of Electricity Meters from British Gas to EDF. The recent CCS tender has led to EDF becoming the sole supplier of electricity under the framework from 1st April 2021 for the next 3 years. Previously the contracts were split between British Gas for non-half hourly meters and EDF for half hourly meters. As part of this change, all electricity meters within the council's portfolio that are currently with British Gas will transfer to EDF. This will transfer requires administration work between now and April 2021 to ensure a smooth handover process.

3.4 The Council has declared a Climate Emergency and has formulated, and widely consulted on, an Environment Strategy to deliver the ambitions and targets articulated as a part of the Climate Emergency. Reaching a Carbon Zero state within the next 9 -10 years is challenging.

3.5 Schools are an important stakeholder in the whole “decarbonisation” process. We will be looking at schools as a part of the Delivery Plan and associated stakeholder communication planning and will be looking to engage specifically with you on both the broad and specific issues that addressing climate change presents.

4. Supporting Information

4.1 Purchasing Strategy

(1) As part of the current arrangements, CCS procure energy over a 6 month period. This method has been used for the current financial year so the current arrangements will last until April 2022 at least. If the outcome of the Energy Strategy is to stay with the current purchasing organisation then an alternative buying window could be considered to possibly reduce energy costs. CCS are a powerful purchasing organisation due to the large number of customers they can aggregate to produce economies of scale and therefore it is currently considered that the CCS arrangements continue to provide value for money.

(2) Once the Energy Strategy has been finalised and the procurement route has been agreed, schools will be asked if they agree to opt into any new West Berkshire led contract. Those schools who do not wish to opt in to the arrangements will need to procure their own energy arrangements

(3) CCS currently have no fully managed customer service level and essentially just procure the energy on behalf of the council. The council currently perform contract management services on behalf of all sites within the portfolio. Due to the lack of CCS fully managed service and collective portal, the council currently relies upon each individual supplier’s portal for access to consumption data and financial invoices.

(4) Each supplier has their own portal which provides the data for the period that the council have a contract with them. The fact that the council is reliant upon each supplier’s portal means that there is no central portal provided by the CCS framework which collates all consumption and invoice data in one place.

(5) To make sure that all historical data is captured as well as for ease of access to consumption data per site, the council has a contract with a third party data collation agency, Digital Energy. CCS are currently working on a new customer portal where all consumption data can be viewed and interrogated in one place. As part of this portal, the council are hopeful for Carbon and Consumption Monitoring Software. The effectiveness of this new portal, as well as improvements in CCS customer service levels, will be factored into the Energy Strategy going forward.

4.2 The Transfer of non-half hourly electricity supply from British Gas to EDF

(1) As part of the transfer process, EDF have asked the council to clarify their requirement for the energy source to be procured. With the implementation of the council’s Environment Strategy, there is an opportunity for the council to move towards a more environmentally friendly fuel source. With this in mind, the council have opted for a ‘Blue for Business’ fuel source. This is classed as a ‘low-carbon’ fuel source as the carbon output being below certain levels categorises it as carbon neutral. Although this fuel source is different to the current ‘standard source’ the

change is cost neutral and will not produce an increase in energy charges as a result of the change.

(2) The transfer of supply from BGB to EDF is likely to produce better customer service levels for the council and schools. British Gas seemed to have internal system issues which have led to large amounts of queries from both an admin and a financial perspective. There is less of this seen with EDF currently and therefore it is hoped that customer service levels will improve.

(3) Before a supply is able to transfer from British Gas to EDF, there must be no historical debt outstanding on the account. The council are currently working with CCS and British Gas to make sure that any supplies with outstanding Debt is cleared before April 2021 to ensure a smooth transfer. If there is outstanding debt on a supply, the council will contact sites to work towards a resolution.

(4) Under the two current electricity contracts, the council has a different billing method with each supplier. With British Gas, the council receive one consolidated invoice with a summary figure totalling all of the meters. Currently with EDF, the council make separate payments per site. The additional supplies transferring to EDF will produce a large administrative burden for the council when paying these invoices. With this in mind, the council are likely to move to a consolidated bill with EDF.

(5) Due to the fact that the council pay individual invoices for each site to EDF currently, sites can receive a copy of their individual invoice sent to the site each month. As part of the move to a consolidated invoice through EDF, this will not be possible. Instead it is proposed that EDF will send the council a consolidated data sheet that will contain all invoice data at site level. Each site can then receive their invoice data in an excel format (soft copy) rather than a physical invoice (hard copy). The functionality of this is yet to be tested and this process will be confirmed nearer to the April start date.

4.3 Climate Emergency / Environment Strategy

(1) You will doubtless be aware that the Council has declared a Climate Emergency and has formulated, and widely consulted on, an Environment Strategy to deliver the ambitions and targets articulated as a part of the Climate Emergency. The Climate Emergency was declared over the whole district and was not just restricted to the Councils estate and assets.

(2) The Environment Strategy is not just focussed on the application of renewable technologies for generating cleaner energy or the use of non-fossil fuel reliant transport. It also embraces the need to consider the Decarbonisation of Heat, carbon sequestration and “change” in behavioural terms amongst other issues and considers the impacts of climate change on health and wellbeing

(3) Within the next two quarters a Delivery Plan will be published which sets out how the Councils ambitions will physically be delivered. In a similar timetable the approach to how the Council plans to engage with all of the stakeholders in the district will start to be formed.

4.4 How better to engage with schools

(1) Schools are an important stakeholder in the whole “decarbonisation” process.

- (2) Schools are often already engaged in addressing sustainability issues and have in the past been parts of wide networks of “eco-schools” and other national initiatives.
- (3) Schools are a potential asset for the location of renewable generation. They are often excellent candidates for investment to deliver more thermally efficient buildings and infrastructure leading to cheaper heat and hopefully protecting them to some degree from some of the ever-spiralling costs of energy.
- (4) Above all they are the places that the future citizens are growing up and are the people who will ultimately feel the success or failure of these attempts to address the issues of climate change.
- (5) We have spoken to a number of schools over the past year about the potential for the deployment of renewable technology and how we might work together on the whole climate change agenda. We believe the Environment Strategy offers an excellent opportunity to be more joined-up and co-ordinated on this approach across the estate.
- (6) We will be looking at schools as a part of the Delivery Plan and associated stakeholder communication planning and will be looking to engage specifically with you on both the broad and specific issues that addressing climate change presents.
- (7) We hope by your next, or next but one, meeting to have something more specific to discuss with you. We are interested in understanding how we can best work with you and how we can help you form effective ties across your community.

5. Options for Consideration

5.1 The options that may be included in the Energy Strategy and further reviewed include, but are not limited to, the following;

- (1) Continue with the current CCS strategy of procuring energy.
- (2) Switch to another CCS Basket which offers a longer buying window and strategy.
- (3) Change framework provider to another purchasing organisation who would purchase energy using an alternative window and strategy.
- (4) Sites to enter into contracts with Energy consultants (Third Party Intermediaries) who purchase energy from providers.

5.2 In regards to the supply transfer to EDF, the main options to consider surround the billing process and whether to move to a consolidated invoice, losing invoice hard copies at site level or whether sites receive their site level invoice hard copy but produces a very large administrative burden for the council. The result of this will depend upon discussions with EDF and e-bill functionality.

6. Proposals

6.1 N/A

7. Conclusion

7.1 The transfer of supplies from BGB to EDF is the most pressing change to the current central energy contract. This transfer will create administrative work for the council, and schools may be called upon as needed for information. It is anticipated that this change will bring about an improvement in the levels of customer service over the last 5-6 years. Sourcing supplies through CCS and the central energy contract is still considered to provide value for money. Other changes to current arrangements will be considered as part of the Energy Strategy which will also complements the council's Environment Strategy. Throughout this process, schools will remain key stakeholders and consulted during decision-making process as they remain principal users of the arrangements and provide opportunities for the council to meet its environmental targets.

8. Consultation and Engagement

8.1 Key Stakeholders that will be consulted as part of the above topics;

- (1) First point of contact for all sites that are currently part of the framework
- (2) Contacts for sites who have potential to enter the framework
- (3) West Berkshire Council Energy Team
- (4) West Berkshire Council Members
- (5) West Berkshire Council Commissioning Service

9. Appendices

9.1 N/A

10. Heads Funding Group Recommendation

10.1 N/A

This page is intentionally left blank

Impact of Covid 19 on HNB

Report being considered by: Schools' Forum on 8th March 2021

Report Author: Jane Seymour

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

1. Purpose of the Report

- 1.1 To report on impact of Covid 19 on the HNB.

2. Recommendation

- 2.1 That the report is 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 The Heads Funding Group / Schools Forum has requested a report on the impact of the coronavirus pandemic on High Needs Block expenditure.

4. Supporting Information

- 4.1 In the early stages of the pandemic, there was a reduction in the number of requests for Education, Health and Care assessments. However, since September 2020 the number of requests for EHC assessments has increased quite significantly. In the September to December 2020 period there were 41 requests, compared to 24 requests in the same period in the previous year. Formal requests for EHC assessment can be made by schools / educational settings and can also be made by parents / carers.
- 4.2 Not all requests for EHC assessment are agreed, as there has to be evidence of severe and persistent difficulty and lack of progress in spite of appropriate intervention through the graduated approach, making use of the schools' own resources. However, where assessments are agreed they usually result in an Education, Health and Care Plan, with associated costs.
- 4.3 It is difficult to ascertain to what extent this increase is related to Covid 19, as the number of EHC requests had been steadily increasing year on year since 2014 prior to the pandemic. More detailed analysis would be needed to show whether the number of EHC assessment requests is continuing to climb at the expected pre Covid rate, or whether the increase is greater than would have been expected and therefore likely to be attributable in part to Covid.
- 4.4 It is reasonable to assume that a least some of the increase in EHC requests is Covid related and could be related to the following issues:

- Children who were already experiencing difficulties with their learning falling further behind due to lockdown
- Parents becoming more aware of gaps in their children's learning as a result of home schooling
- Children experiencing increased levels of anxiety, potentially manifesting in social, emotional and mental health difficulties and challenging behaviours in school
- Children experiencing increased levels of anxiety, potentially resulting in emotionally based school avoidance (EBSA)

4.5 In addition to increased EHC requests, there has also been an increase in the number of children who are emotionally based school avoiders and whose levels of anxiety are so extreme, and their pattern on non attendance so entrenched, that the only solution becomes a specialist placement offering very small classes and a high level of support. These children often, but not always, have a diagnosis of autism.

4.6 This increase had already been noted prior to Covid 19, so it is difficult to say to what extent the pandemic has contributed. However, it would not be unreasonable to assume that the pandemic has had an impact, as children who were already finding attendance very challenging will not have been helped by a period out of school due to lockdown.

4.7 It is not currently possible to quantify increases in cases of EBSA as this group of children has not previously been identified and monitored by the Local Authority as a specific cohort. However, measures to do so have now been put in place given the high level of concern about EBSA and its implications for children's long term life outcomes, in addition to the potential financial impact.

5. Conclusion

5.1 It is only possible to speculate at this stage about the impact of Covid 19 on HNB expenditure. Further monitoring is needed.

Deficit Schools

Report being considered by: Schools Forum on 8th March 2021

Report Author: Melanie Ellis

Item for: Information **By:** All Maintained Schools Representatives

1. Purpose of the Report

1.1 This report provides details of:

- (1) The five schools which submitted deficit budgets for 2020/21
- (2) The two schools which ended the 2019/20 financial year with unlicensed deficit balances
- (3) Deficit recovery progress statements from the schools in 1 and 2 above
- (4) Summaries of schools that have informed West Berkshire Council they now expect to end the 2020/21 financial year with an unlicensed deficit balance.

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 checked="" type="checkbox"/>
---	-------------------------------	---

3. Deficit Schools

- 3.1 Five schools submitted a WBC Deficit Budget License Application for the financial year 2020/21. Two of the five had licensed deficits in the financial year 2019/20.
- 3.2 All five schools submitted their Period Nine Budget Monitoring and Forecast report, which have been reviewed by Schools Accountancy and feedback emailed to each school. The Period Nine / Ten submissions are shown in the table below with two schools forecasting to come out of deficit
- 3.3 Any of the five deficit schools that end the year in a deficit position will be required to submit revised deficit recovery plans and will be monitored throughout the next financial year.

School	Main School Budget (MSB)			Out of Hours Clubs (OoHC)			Combined
	2020/21 Original Budget Year-end balance	2020/21 P9 Forecast Year-end balance *P10 (not reviewed)	Variance	2020/21 Original Budget Year-end balance	2020/21 P9 Forecast Year-end balance *P10 (not reviewed)	Variance	2020/21 P9/*P10 Total Forecast Year-end balance
	A £	B £	B-A = C £	A £	B £	B-A = C £	£
Beenham Primary	109	(6,065)	(6,174)	224	(3,320)	(3,544)	(9,385)
Bradfield Primary	(8,352)	1,984	10,336	N/A	N/A	N/A	1,984
Hampstead Norreys & The Ilsleys Federation *	(18,845)	6,687	25,532	(650)	(4,019)	(3,369)	2,668
Mrs Blands Nursery & Infant	(36,808)	(47,573)	(10,765)	0	7,109	7,109	(40,464)
St Finians Primary *	(34,319)	(35,240)	(921)	#	(910)	-	(36,150)
Figures in red brackets indicate a deficit							
# Not submitted							

- 3.4 Each of the five schools have submitted deficit recovery progress statements including whether or not the school's current forecast for 2020/21 is in line with the budget set and, the reasons and value of significant variances.

4. Schools ending 2019/20 with an unlicensed deficit

- 4.1 Two schools ended the financial year 2019/20 with unlicensed deficits.
- 4.2 Both schools submitted their Period Nine Budget Monitoring and Forecast report, which have been reviewed by Schools Accountancy and feedback emailed to both schools. The Period Nine submissions are shown in the table below with both schools forecasting to end 2020/21 in a better financial position than budgeted.

Schools	2020/21 Original Budget Year-end balance	2020/21 P9 Forecast Year-end balance	Variance
	A £	B £	B-A = C £
Bucklebury Primary	Main School Budget (MSB) Only		
	100	4,402	4,302
Compton Primary	Main School Budget, Pupil Premium and PE & Sport Premium Grants		
	6,130	20,473	14,343

Figures in red brackets indicate a deficit

- 4.3 Both schools have submitted deficit recovery progress statements including whether or not the school's current forecast for 2020/21 is in line with the budget set and, the reasons and value of significant variances.

5. Schools that expect to end 2020/21 with an unlicensed deficit balance

- 5.1 At the end of Period Nine six primary schools have informed West Berkshire Council they now expect to end the financial year 2020/21 with an unplanned deficit on their Main School Budget Total forecast value £94,002.

- 5.2 Seventeen primary schools expect to end the year with unplanned year end deficits on their Out of Hours Clubs. Total forecast value £170,589.
- 5.3 At the end of the financial year the deficits on Out of Hours Clubs will be transferred to the Main School Budget. Based on the Period Nine/Ten figures forecast figures submitted by all primary schools once the transfer is completed eleven schools will end the 2020/21 financial year in deficit, the total value of which is forecast to be £224,331.
- 5.4 At the end of Period Nine, the forecasts submitted to West Berkshire Council by secondary (2 of the 3 reported), special, pupil referral unit and nursery (1 of the 2 reported) schools all showed year end surpluses.

6. Budget Monitoring and Forecast Submission Dates

- 6.1 Submission deadlines for the remainder of the 2020/21 financial year are shown below for licensed deficit schools 2020/21 and those that ended 2019/20 with an unlicensed deficit.

Period covered by Agresso Report	Budget Monitoring	Bank Statement, FMS Reconciliation & Historical Unreconciled Bank Transactions reports	Forecast	FMS Outstanding Purchase Order report	Submission Deadline (midnight)
Period 11 / February	Yes	Yes	Yes	No	12/03/2021

This page is intentionally left blank

Dedicated Schools Grant Monitoring Report 2020/21 – Month Ten

Report being considered by: Schools Forum on 8th March 2021

Report Author: Ian Pearson

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

1. Purpose of the Report

- 1.1 To report the forecast financial position of the services funded by the Dedicated Schools Grant (DSG), highlighting any under or over spends, and to highlight the cumulative deficit on the DSG.

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 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. 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.
- 3.2 There are four DSG funding blocks: Schools Block, High Needs Block, Early Years Block and Central Schools Services Block. The funding for each of the four blocks is determined by a national funding formula.

4. 2020/21 Budget Setting

- 4.1 The 2020/21 Dedicated Schools Grant allocation is £138m. This includes £41m which funds Academies and post-16 high needs places which is paid direct by the Education and Skills Funding Agency (ESFA) to schools. The DSG budget for 2020/21 has been built utilising the remaining grant of £97m.
- 4.2 The schools block is ring fenced but the Local Authority can transfer up to 0.5% of the funding out of the schools block with Schools Forum agreement. The other blocks are not subject to this limitation on transfers. For the 2020/21 budget, Schools Forum agreed to transfer 0.25% of the Schools Block funding to the High Needs Block amounting to £263k.

4.3 The DSG expenditure budgets required for 2020/21 total £99m, which is £2m more than the funding available. As a result, a £2m in-year efficiency target has been set against this in order to balance the DSG budget. £1.2m of the target is allocated to the High Needs Block and £0.8m to the Early Years Block in accordance with the 2020/21 budget agreed by Schools Forum at the meeting held on 09/03/2020.

4.4 There is a brought forward deficit on the DSG of £1.691m.

5. Month Ten Forecast (31 January 2021)

5.1 The forecast position at the end of January is shown in Table 1. A more detailed position per cost centre is shown in Appendix A.

Table 1 - DSG Block forecast	Original Budget 2020/21	Budget Changes	Amended Budget 2020/21	Quarter 1 Forecast	Quarter 2 Forecast	Quarter 3 Forecast	Month 10 Forecast	Month 10 Forecast Outturn Variance
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Schools Block (inc ISB)	65,221		65,221	65,221	65,221	65,221	65,221	0
Early Years Block	10,381		10,381	10,381	10,381	10,564	10,333	(48)
Early Years Block In-Year efficiency target	(795)	577	(217)	0	0	0	0	217
Central School Services Block	834		834	883	880	813	812	(22)
High Needs Block	21,387		21,387	21,343	21,566	21,313	21,257	(130)
High Needs Block In-Year efficiency target	(1,185)	24	(1,161)	0	0	0	0	1,161
Total Block Expenditure	95,843	601	96,445	97,828	98,049	97,911	97,623	1,178
Support Service Recharges	444	0	444	444	444	444	444	0
Total Expenditure	96,287	601	96,889	98,272	98,493	98,355	98,067	1,178
Funded by:								
DSG Grant	(96,287)	(601)	(96,889)	(96,287)	(96,287)	(97,037)	(97,037)	(148)
Net In-year Deficit	0	0	0	1,985	2,205	1,319	1,030	1,030
Deficit Balance in reserves	1,691		1,691	1,691	1,691	1,691	1,691	1,691
Cumulative Deficit	1,691	0	1,691	3,676	3,896	3,010	2,721	2,721

5.2 The Month Ten forecast shows an in-year forecast deficit of £1m. This comprises £200k saving against in-year expenditure and an unmet £1.4m efficiency target. Adjustments to the DSG funding in year has reduced the overall deficit to £1m in year. When added to the cumulative deficit of £1.691m, the forecast year end deficit on the DSG is £2.7m.

6. Schools Block

6.1 There are no forecast variances within the Schools block at Month Ten. 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).

6.2 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 2021/22 budget setting process as balances are only attributable to these specific services and cannot be allocated generally across the DSG. The de-delegated balances are detailed below:

Schools Block De-Delegated balances	1.4.2020	change in reserves	Q3 position	31.3.2021 Est
	£k	£k	£k	£k
Schools in Financial Difficulty	(200)	0	28	(172)
School Improvement	(41)	0	0	(41)
EMTAS	(41)	0	10	(31)
Therapeutic Thinking	(2)	0	0	(2)
Total balance	(284)	0	38	(246)

7. Early Years Block

- 7.1 The Early Years Block is forecasting a £170k overspend at Month Ten; an in year underspend of £48k against expenditure and a £217k overspend against the in-year efficiency target. Additional grant of £577k has been received relating to the Early Years Block, as shown in Table 1.
- 7.2 Due to the nature of the volatility in this block, it is difficult to forecast as the funding (the final grant allocation will be determined by the January 2021 census), and payments to providers (payments are made according to actual number of hours of provision each term) are unpredictable.

8. Central Schools Services Block

- 8.1 The Central School Services Block is forecasting an under spend of £22k at Month Ten. This comprises a £22k in-year under spend on staffing.

9. High Needs Block

- 9.1 The High Needs Block is forecasting an in-year under spend of £130k but the efficiency target of £1.2m remains unmet. The variances against top up areas have remained unchanged since Q3. The remaining main variances against expenditure are as follows:
- £134k savings have been achieved on the Disproportionate High Needs costs and the Medical Home Tuition service, which transferred in-house in Sept 2019.
 - £50k saving on Vulnerable Children. This is because there haven't been any pupils who have been proposed for transfer to mainstream due to the pandemic.

10. Deficit Position

- 10.1 The DSG forecast is a £1m overspend in year.
- 10.2 When added to the prior year deficit, the total forecast deficit on the DSG amounts to £2.7m. The DfE recognises that some authorities still cannot afford to pay off the historic deficit from the DSG over the next few years. In these cases, the DfE expects to work together with LAs to agree a plan of action to pay off its deficit. The DfE expects to approach selected authorities to begin discussions during 2020 and expand discussions to other authorities during 2021/22 and subsequent years.

10.3 The deficit sits largely within the High Needs and Early Years blocks.

11. Conclusion

11.1 The total forecast deficit on the DSG amounts to £2.7m, comprising £1.7m from previous years and a further £1m forecast over spend in year.

Appendix A – DSG 2020-21 Budget Monitoring Report Month Ten

Dedicated School's Grant (DSG) 2020/2021 Budget Monitoring Month 10

Cost Centre	Description	Original Budget 2020/21	Net Virements in year	Amended Budget 2020/21	Forecast	Variance	Comments
90020	Primary Schools (excluding nursery funding)	47,677,060		47,677,060	47,677,060	0	
DSG top slice	Academy Schools Primary	0		0	0	0	
90025	Secondary Schools (excluding 6th form funding)	16,115,140		16,115,140	16,115,140	0	
DSG top slice	Academy Schools Secondary	0		0	0	0	
90230	DD - Schools in Financial Difficulty (primary schools)	19,000		19,000	19,000	0	
90113	DD - Trade Union Costs	47,090		47,090	47,090	0	
90255	DD - Support to Ethnic minority & bilingual Learners	224,660		224,660	224,660	0	
90349	DD - Behaviour Support Services	216,390		216,390	216,390	0	
90424	DD - CLEAPSS	3,070		3,070	3,070	0	
90470	DD - School Improvement	0		0	0	0	
90423	DD - Statutory & Regulatory Duties	172,930		172,930	172,930	0	
90235	School Contingency - Growth Fund/Falling Rolls Fund	756,100		756,100	756,100	0	
90054	Efficiency Target	-10,070		-10,070	-10,070	0	
	Schools Block Total	65,221,370	0	65,221,370	65,221,370	0	
90583	National Copyright Licences	140,190		140,190	140,190	0	
90019	Servicing of Schools Forum	43,940		43,940	43,940	0	
90743	School Admissions	176,270		176,270	177,850	1,580	
90354	ESG - Education Welfare	170,790		170,790	148,290	-22,500	
90460	ESG - Statutory & Regulatory Duties	351,590		351,590	350,360	-1,230	
90054	Efficiency Target	-49,000		-49,000	-49,000	0	
	Central School Services Block DSG	833,780	0	833,780	811,630	-22,150	

Dedicated School's Grant (DSG) 2020/2021 Budget Monitoring Month 10							
Cost Centre	Description	Original Budget 2020/21	Net Virements in year	Amended Budget 2020/21	Forecast	Variance	Comments
90010	Early Years Funding - Nursery Schools	938,110		938,110	864,656	-73,454	
90037	Early Years Funding - Maintained Schools	1,650,420		1,650,420	1,580,518	-69,902	
90036	Early Years Funding - PVI Sector	6,423,350		6,423,350	6,274,327	-149,023	
90052	Early Years PPG & Deprivation Funding	188,380		188,380	224,970	36,590	
90053	Disability Access Fund	23,370		23,370	11,685	-11,685	
90018	2 year old funding	756,830		756,830	614,313	-142,517	
90017	Central Expenditure on Children under 5	258,450		258,450	258,450	0	
90287	Pre School Teacher Counselling	51,950		51,950	45,950	-6,000	
90238	Early Years Inclusion Fund	90,000		90,000	68,000	-22,000	
various	Additional payment re Autumn term	0		0	390,384	390,384	
90054	Efficiency Target	-794,570	577,447	-217,123	0	217,123	
	Early Years Block Total	9,586,290	577,447	10,163,737	10,333,253	169,516	
90026	Academy Schools RU Top Ups	948,280		948,280	979,460	31,180	
90546	Special Schools - Place Funding Post 16	790,000		790,000	790,000	0	
90539	Special Schools - Top Up Funding	3,986,360		3,986,360	4,122,320	135,960	
90548	Non WBC Special Schools - Top Up Funding	1,194,300		1,194,300	966,170	-228,130	One tribunal saving; children placed in local special schools and local independent
90551	Mainstream Maintained - post 16 SEN places	0		0	38,000	38,000	
90575	Non LEA Special School (OofA)	1,068,200		1,068,200	1,008,830	-59,370	
90579	Independent Special School Place & Top Up	2,797,000		2,797,000	2,837,580	40,580	
90580	Further Education Colleges Top Up	1,087,730		1,087,730	1,039,410	-48,320	
90617	Resourced Units top up Funding maintained	313,650		313,650	291,220	-22,430	
90618	Non WBC Resourced Units - Top Up Funding	130,600		130,600	162,970	32,370	
90621	Mainstream - Top Up Funding maintained	779,450		779,450	796,680	17,230	

Dedicated School's Grant (DSG) 2020/2021 Budget Monitoring Month 10

Cost Centre	Description	Original Budget 2020/21	Net Virements in year	Amended Budget 2020/21	Forecast	Variance	Comments
90622	Mainstream - Top Up Funding Academies	389,600		389,600	398,370	8,770	
90624	Non WBC Mainstream - Top Up Funding	70,590		70,590	138,450	67,860	13 new placements
90625	Pupil Referral Units - Top Up Funding	818,400		818,400	884,350	65,950	
90627	Disproportionate No: of HN Pupils NEW	100,000		100,000	31,260	-68,740	
90628	EHCP PRU Placement	557,520		557,520	571,450	13,930	
High Needs Block: Top Up Funding Total		15,031,680	0	15,031,680	15,056,520	24,840	
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)	230,000		230,000	242,000	12,000	
High Needs Block: Place Funding Total		3,750,000	0	3,750,000	3,762,000	12,000	
90240	Applied Behaviour Analysis	136,580		136,580	164,940	28,360	
90280	Special Needs Support Team	308,130		308,130	305,130	-3,000	
90281	SEND Strategy (DSG)	61,060		61,060	52,580	-8,480	
90282	Medical Home Tuition	205,000		205,000	140,000	-65,000	
90287	Pre School Teacher Counselling	51,950		51,950	45,950	-6,000	
90288	Elective Home Education Monitoring	28,240		28,240	20,540	-7,700	
90290	Sensory Impairment	227,590		227,590	245,630	18,040	
90295	Therapy Services	261,470		261,470	259,330	-2,140	
90372	Therapeutic Thinking	58,000		58,000	52,000	-6,000	
90555	LAL Funding	116,200		116,200	116,200	0	
90565	Equipment For SEN Pupils	15,000		15,000	26,260	11,260	
90577	SEN Commissioned Provision	567,650		567,650	567,040	-610	
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	39,050		39,050	31,050	-8,000	

Dedicated School's Grant (DSG) 2020/2021 Budget Monitoring Month 10							
Cost Centre	Description	Original Budget 2020/21	Net Virements in year	Amended Budget 2020/21	Forecast	Variance	Comments
90830	ASD Teachers	208,390		208,390	140,890	-67,500	Saving as a result of two HLTA ASD Support posts now running 1 Jan 21 - 31 Dec 21, so funds to be carried forward
90961	Vulnerable Children	179,400		179,400	129,400	-50,000	
90581	Dingleys Promise	30,000		30,000	30,000	0	
	High Needs Block: Non Top Up or Place Funding	2,604,910	0	2,604,910	2,438,140	-166,770	
90054	Efficiency Target	-1,184,910	24,000	-1,160,910	0	1,160,910	
	High Needs Block Total	20,201,680	24,000	20,225,680	21,256,660	1,030,980	
	Total Expenditure across funding blocks	95,843,120	601,447	96,444,567	97,622,913	1,178,346	
	SUPPORT SERVICE RECHARGES	444,000	0	444,000	444,000	0	
	TOTAL DSG EXPENDITURE	96,287,120	601,447	96,888,567	98,066,913	1,178,346	
90030	DSG Grant Account	-96,287,120	-601,447	-96,888,567	-97,036,582	-148,015	
	NET DSG EXPENDITURE	0	0	0	1,030,331	1,030,331	