

# Notice of Meeting

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## Schools Forum

**Monday 19th July 2021 at 5.00pm**  
Virtual Zoom Meeting

This meeting will be streamed live here: [www.westberks.gov.uk/schoolsforumlive](http://www.westberks.gov.uk/schoolsforumlive)

Date of despatch of Agenda: Tuesday, 13 July 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](mailto:jessica.bailiss@westberks.gov.uk)

Further information and Minutes are also available on the Council's website at [www.westberks.gov.uk](http://www.westberks.gov.uk)



## **Agenda - Schools Forum to be held on Monday, 19 July 2021 (continued)**

**Forum Members:** Reverend Mark Bennet, Dominic Boeck, Jonathon Chishick, Catie Colston (Vice-Chair), Jacquie 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 (Chair), Jayne Steele and Charlotte Wilson

# **Agenda**

## **Part I**

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## Agenda - Schools Forum to be held on Monday, 19 July 2021 *(continued)*

- 12 **Special Educational Needs Deficit Information Item (Ian Pearson)** 57 - 60
- 13 **Forward Plan** 61 - 62
- 14 **Date of the next meeting**  
*Monday 18<sup>th</sup> of October 2021 at 5pm*
- 15 **Exclusion of the Press and Public**  
RECOMMENDATION: That members of the press and public be excluded from the meeting during consideration of the following items as it is likely that there would be disclosure of exempt information of the description contained in the paragraphs of Schedule 12A of the Local Government Act 1972 specified in brackets in the heading of each item.  
[Rule 8.10.4 of the Constitution refers.](#)

## Part II

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*(Paragraph 3 – information relating to financial/business affairs of particular person)*

Sarah Clarke  
Service Director: Strategy and Governance

If you require this information in a different format or translation, please contact Stephen Chard on telephone (01635) 519462.



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

## **SCHOOLS FORUM**

### **MINUTES OF THE MEETING HELD ON MONDAY, 21 JUNE 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), Emily Dawkins (Maintained Primary School Headteacher), Keith Harvey (Maintained Primary School Headteacher), Jon Hewitt (Maintained Special School Headteacher), Hilary Latimer (Maintained Primary School Headteacher), Councillor Ross Mackinnon (Executive Portfolio Holder: Finance and Economic Development), Janet Patterson (Maintained Primary School Headteacher), Gemma Piper (Academy School Headteacher), Chris Prosser (Maintained Secondary School Headteacher), David Ramsden (Maintained Secondary School Headteacher), Campbell Smith (Academy School Governor), Graham Spellman (Roman Catholic Diocese) and Jayne Steele (Non School Post 16 Provider)

**Also Present:** Melanie Ellis (Chief Accountant), Ian Pearson (Head of Education Services), Lisa Potts (Finance Manager), Jessica Bailiss (Policy Officer (Executive Support)) and Michelle Sancho (Principal EP & Service Manager)

**Apologies for inability to attend the meeting:** Jacquie Davies, Michelle Harrison, Sheila Loy, Julia Mortimore and Ian Nichol

#### **PART I**

##### **15 Election of Chair and Vice-Chair**

Ian Pearson invited the Schools' Forum to nominate and vote on the position of Chair for the coming year.

**RESOLVED that** Graham Spellman would continue as Chair of the Schools' Forum for the 2021/22 municipal year.

Graham Spellman invited the Schools' Forum to nominate and vote on the position of Vice-Chair for the coming year.

**RESOLVED that** Catie Colston would continue as Vice-Chair of the Schools' Forum for the 2021/22 municipal year.

##### **16 Minutes of previous meeting dated 8th March 2021**

The Minutes of the meeting held on 8<sup>th</sup> March 2021 were approved as a true and correct record and signed by the Chair.

##### **17 Actions arising from previous meetings**

All actions were completed or in hand apart from Mar21-Ac3, which would be updated on verbally:

Mar21-Ac3: Final High Needs Block, Update on invest to save decision: Ian Pearson reported that at the last Schools' Forum meeting on 8<sup>th</sup> March it had been agreed that a further 0.25% should be transferred from the Schools' Block to the High Needs Block to support 'invest to save' initiatives. It had however, not been agreed how exactly

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the money should be deployed and this had needed to be discussed further at the Heads' Funding Group (HFG).

Ian Pearson reported that following discussions the HFG had not reached a decision and therefore he had undertaken further discussions with the primary and secondary headteacher groups. Regarding the final allocation of the funding, both primary and secondary groups had been in support of a pot of funding (£52,685) to be provided for schools to support children with ASD that were at risk of requiring specialist placements. This funding could now be accessed by schools.

Ian Pearson reported that there had been a lot of discussion at the HFG regarding the relative difference in the level of needs across the primary and secondary phases and which were causing financial pressures. It had been felt by headteachers that these were not the same for each phase and therefore the money should be allocated differently across primary and secondary. Therefore the remaining sum of funding (£221,315) would be split between the two phases equally. The secondary phase funding would be divided between the 10 secondary schools equally to support retaining SEND children. The primary phase funding would be used on a twelve month basis to support coordinated Emotional Based School Avoidance (EBSA) work in primary schools.

Ian Pearson reported that evaluation would be required against all elements of the funding, including from individual schools. Secondary schools could choose to use their funding to buy into the primary strategic EBSA support service arrangements and any secondary school wishing to do this needed to declare their intention by end of June 2021.

Ian Pearson concluded that he had been delegated authority to agree how the funding should be deployed and therefore he had written to the HFG to confirm what had been agreed after consultation with both school phases.

Mar21-Ac6, Resourced Schools – Funding bands for children with physical disabilities:  
Ian Pearson reported that benchmarking data would be sought from the south east regional group of local authorities regarding funding levels of physical disabilities (PD) and presented to a meeting of the HFG in the autumn 2021.

**RESOLVED that** an item on benchmarking data on funding levels PD to be added to the forward plan for the HFG in October 2021.

### 18 **Declarations of Interest**

There were no declarations of interest received.

### 19 **Membership**

Jessica Bailiss reported that there was still a maintained secondary governor vacancy on the Forum. An election had been held however no nominations had come forward. A further election would take place later in the summer. No Forum Members were near reaching the end of their Term of Office.

### 20 **School Balances 2020/21 (Melanie Ellis)**

Melanie Ellis introduced the report (Agenda Item 7), which set out for information purposes the year end balances for all maintained schools, highlighting those schools with a deficit or significant surplus.

Melanie Ellis reported that the schools' account for 2021/21 had now been closed and the closing balance for each school determined. The school balances at 31<sup>st</sup> March 2021 totalled £7.85m, an increase of £2.54m from 2019/20.

Table three on page 16 of the report summarised the main school balances. Primary school balances had increased by £839k to £2,917k. This represented five percent of the

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main school funding. Melanie Ellis added that 39 primary schools had seen an increase in balances and 14 had seen a decrease. A breakdown per school was detailed in Appendix A to the report.

Melanie Ellis highlighted that there was a further more detailed report on the financial impact of Covid later on the agenda however, section 4.5 of the report detailed that Covid-19 had obviously had a significant impact on schools, both operationally and financially. Schools had received over £1.2m in grant funding related to Covid-19 from the DfE, £775k of which was the Covid-19 Catch Up Premium. For many schools the majority of the planned expenditure for this grant was in 2021/22, thereby increasing their carry forward balances.

Table four on page 17 of the report provided detailed on the schools with significant surpluses and balances in excess of 10% of their funding in 2020/21.

**RESOLVED that** the Schools' Forum noted the report.

### 21 Financial Impact of Covid on Schools (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 8) that outlined the financial impact of Covid on schools during 2020/21. The report also aimed to explore if any bids to the Primary Schools in Financial Difficulty would be supported.

Melanie Ellis reported that all schools had been written to and asked for statements detailing the impacts faced as a result of Covid both positive and negative.

Melanie Ellis drew attention to 5.1 of the report, which provided detail on primary schools. Overall the unbudgeted costs and lost income were more than offset by cost savings and additional funding received. These were set out in detail under section 5.1 of the report.

The biggest impact from Covid could be seen under section 5.2 of the report for out of hours clubs with a loss of about £492k across maintained primary schools.

The three maintained secondary schools and iCollege had reported a saving as a result of Covid and detail on this could be found under section six of the report. Nursery schools had lost income overall as a result of Covid as detailed in section seven of the report.

Melanie Ellis stated that the report had been to the HFG and would return to the next cycle of meetings once further statements were received from schools.

**RESOLVED that**

- A further item on the financial impact of Covid on schools be added to the forward plan for July 2021.
- The Schools' Forum noted the report.

### 22 DSG Outturn (Melanie Ellis)

Melanie Ellis introduced the item (Agenda Item 9), which aimed to report on the outturn of the services funded by the Dedicated Schools Grant (DSG), highlighting any under or over spends, and to highlight the cumulative deficit at 31 March 2021.

Melanie Ellis drew attention to section 4.3 of the report, which detailed that there was a cumulative deficit of £1.6m. Positively the 2020/21 outturn position had reduced the cumulative deficit position to £1.46m, due to an in-year underspend of £147k. It was positive that the overall deficit had not increased. Melanie Ellis however, explained that the situation was different across each of the blocks.

- Schools Block – had an increased surplus due to the large amount held in the Growth Fund. A decision had been taken not to increase this fund further and instead to allocate funding back out to schools. There were commitments against

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the Growth Fund for the opening of the new school Highwood Copse and therefore the balance for this fund would begin to decrease over time.

- Early Years Block – there was a cumulative deficit in this block however, there was a deficit recovery plan in place over a five year period.
- Central Schools Services Bock – there was a small deficit however, this would be addressed when budget setting for 2022/23.
- High Needs Block – this was the block with the largest deficit. The cumulative deficit at the 31st March 2021 stood at £2.3m, which was significantly lower than anticipated. There was a planned deficit that would need to be added to this amount for 2021/22 and by March 2022 it was expected that the deficit position would be £3.6m.

**RESOLVED** that the Schools' Forum noted the report.

### 23 **Schools: Deficit Recovery (Melanie Ellis)**

Melanie Ellis introduced the item (Agenda Item 10), which reported on the outturn position of the four schools that set a deficit budget in 2020/21, and also on schools closing 2020/21 with an unlicensed deficit.

Melanie Ellis reported that four schools had a Main School Budget (MSB) licensed deficit in 2020/21, totally £98.4k. Two schools had ended the financial year 2020/21 with an unlicensed deficit and further detail was included under section six of the report.

Melanie Ellis reported that the four schools with MSB licensed deficit had worked very successfully to reduce the deficit. The deficit had been licensed at £98.4k and the final outturn was only £11.9k, which was very positive and an improvement of £86k.

The two schools with unlicensed deficits had originally planned to have a surplus of £21k between them however, had ended with the closing deficit of £44k. Both schools had fallen into deficit due to the impact of Covid, particularly as a result of the impact on out of hours provision.

**RESOLVED** that the Schools' Forum noted the report.

### 24 **Vulnerable Children's Fund - Annual Report for 2020/21 (Michelle Sancho)**

Michelle Sancho introduced the report (Agenda Item 11), which aimed to provide a review of the Vulnerable Children's Fund (VCF) 2020/21.

Michelle Sancho stated that the report provided details on the original £50k assigned to the VCF and not on the additional £75k of funding included as part of the invest to save approach, which would be reported on as part of a broader report being brought to the Forum in October 2021 on the invest to save projects and their impact.

Michelle Sancho reported that the VCF had been operating for a number of years and was a relatively small fund. It was traditionally used to assist schools that were facing additional financial pressures as a result of in-year admissions or where children's needs had dramatically increased (e.g. due to a new medical condition or a crises at home).

The period reported on covered three national lockdowns as a result of the Covid-19 pandemic. In total 56 children had benefitted from the VCF during 2020-21 and most applications were received from primary schools. As with most previous years, most applications (84%) requested funds to support through use of a Teaching Assistant (TA) and 16% required funds to buy equipment for pupils.

Michelle Sancho reported that 81% of those schools that had accessed the VCF had said reported that those children they had received the funding for had made progress as a



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result. 54% of responses had indicated that staff were still worried about the pupil's needs and amount of progress, largely as a result of the pandemic and lockdowns.

Michelle Sancho concluded that the relatively small fund seemed to be well received by schools and feedback from schools that had accessed it was very positive.

**RESOLVED** that the Schools' Forum noted the report.

**25 Forward Plan**

The Schools' Forum noted the forward plan.

**26 Date of the next meeting**

*(The meeting commenced at 5.00 pm and closed at 5.32 pm)*

**CHAIR** .....

**Date of Signature** .....

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### Actions from previous meeting

Ref No.	Date of meeting(s) raised	Item	Action	Responsible Officer	Comment / Update
Jun21 - Ac1	21st June 2021	Actions arising from previous meetings	An item on benchmarking data on funding levels for Physical Disabilities to be added to the forward plan for the HFG in October 2021.	Jess Bailiss	This had been added to the forward plan accordingly.
Jun21 - Ac2	22nd June 2021	Financial Impact of Covid on Schools	A further item on the financial impact of Covid on schools be added to the forward plan for July 2021. This would allow time for further statements to be received from schools.	Jess Bailiss	This was added to the forward plan accordingly and went to the HFG on 6th July. Due to there being no new information it was agreed that the report did not need to return to the Forum.

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## Schools' Forum Membership and Constitution from September 2021

**Report being considered by:** Schools' Forum on 19<sup>th</sup> July 2021

**Report Author:** Jessica Bailiss

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

### 1. Purpose of the Report

- 1.1 To review and where necessary update the membership and Constitution of the Schools' Forum.

### 2. Recommendation

- 2.1 To approve the membership and Constitution of the Schools' Forum from September 2021.

<b>Will the recommendation require the matter to be referred to the Council or the Executive for final determination?</b>	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
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### 3. Introduction/Background

- 3.1 The Schools' Forum is required to review its membership and Constitution annually. The current Constitution complies with The Schools' Forums' (England) Regulations 2012. There was one change made to the Regulations in 2020, which enables Schools' Forums to continue to meet remotely going forward.
- 3.2 There have been no other legislative changes requiring a change to our current practice. The membership however does need to be reviewed to see if the split based on pupil numbers is still correct or needs to be changed.
- 3.3 The current rules in respect to School Forum membership are as follows:
- (1) The need to have full representation for the various types of school with the number of members representing each being broadly proportionate to the number of pupils in each phase. This is to ensure debate within the Schools' Forum is balanced and representative.
  - (2) There is no minimum or maximum number of members, but non school members must not make up more than one third of the total membership. However, care should be taken to keep the Schools' Forum to a reasonable size to ensure that it does not become too unwieldy.
- 3.4 The current breakdown in pupil numbers between the three main groups is as follows (pupil numbers include Nursery and Sixth Form):

TABLE 1	Pupil Numbers (Jan 20 census)		Pupil Numbers (Jan 21 census)	
	Number	%	Number	%
Primary Schools	(62) 12,067	47%	(62) 11,997	46%
Secondary Schools	(3) 4,033	16%	(3) 4,103	16%
Academy Schools	(12) 9,575	37%	(12) 9752	38%
<b>TOTAL</b>	<b>25,675</b>	<b>100%</b>	<b>25,852</b>	<b>100%</b>

*(The number of schools in each sector is shown in brackets)*

3.5 Data shows that overall the percentage of pupils in each sector has remained broadly the same.

3.6 No schools in West Berkshire have converted to Academy status since the last membership report that was presented to the Schools' Forum in July 2020.

3.7 The current membership of the Schools' Forum is organised as follows:

TABLE 2					
School Members	Heads	Governors	Other	Total	
	Number	Number	Number	Number	%
Primary	4	3	1	<b>8</b>	47%
Secondary	2	1 (v)	0	<b>3</b>	18%
Academies	4	2 (1v)	0	<b>6</b>	35%
	<b>10</b>	<b>6</b>	<b>1</b>	<b>17</b>	100%
<b>Other School Members</b>					
Nursery Schools	1			<b>1</b>	
Special Schools	1			<b>1</b>	
iCollege (PRU)	1			<b>1</b>	
<b>Non School Members</b>					
RC Diocese			1	<b>1</b>	
C of E Diocese			1	<b>1</b>	
Early Years PVI			1	<b>1</b>	
Trade Union			1	<b>1</b>	
Non School Post 16			1	<b>1</b>	
<b>TOTAL MEMBERSHIP</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>25</b>	
<b>Proportion of School Members (minimum must be 67.2%)</b>				<b>80%</b>	

3.8 It is not proposed to make any changes to the structure of the membership.

#### **4. Membership – end of term**

- 4.1 The term of office for members of the Forum is four years or until the position by virtue of which they are eligible for Forum membership comes to an end, whichever is the sooner.
- 4.2 Each Member is contacted individually as the end of their term approaches and asked to consult with their relevant forums or alternatively for Governors an election process will be coordinated.
- 4.3 There are currently no Forum Members approaching the end of their Term of Office.
- 4.4 Elections will be held for the Secondary Governor position and the Academy School Governor position prior to the next cycle of meetings on October 2021.

#### **5. Constitution**

- 5.1 A list of standing declarations of interest was obtained from Forum Members recently. It was noted from this exercise that some schools have more than one representative on the Forum across the membership groups. Therefore going forward it is proposed that there should be no more than two representatives from one school/academy across the groups.
- 5.2 Forum members are invited to suggest any further changes which they deem necessary or desirable.

#### **6. Proposals**

- 6.1 As set out above in 5.1 it is proposed that there should be no more than two representatives from one school/academy across the groups that make up the Schools' Forum going forward (proposed change is included under section 2.3 of the Constitution – Election of School Members). This will be assessed as part of the election process. It is not proposed that this is actioned retrospectively.
- 6.2 There have been no changes to the Regulations or Operational Guidance for the Schools' Forum apart from being permitted to continue to meet remotely, so it is not proposed that any further changes are made to the Constitution.
- 6.3 As pupil numbers have fluctuated only slightly, no changes are proposed to the membership or composition of the Forum.

#### **7. Conclusion**

- 7.1 The Schools' Forum is invited to approve the membership and the Constitution for the Schools' Forum from September 2021.

#### **8. Consultation and Engagement**

- 8.1 Ian Pearson (Head of Education Service), Melanie Ellis (Chief Management Accountant) and Stephen Chard (Democratic Services Manager)

#### **9. Appendices**

- 9.1 Appendix A: Equalities Impact Assessment – Stage One
- 9.2 Appendix B: Membership of the Schools Forum – September 2021
- 9.3 Appendix C: Constitution of the Schools Forum

## Appendix A

### Equality Impact Assessment (EqIA) - Stage One

We need to ensure that our strategies, policies, functions and services, current and proposed have given due regard to equality and diversity as set out in the Public Sector Equality Duty (section 149 of the Equality Act 2010), which states:

- (1) A public authority must, in the exercise of its functions, have due regard to the need to:*
  - (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;*
  - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; This includes the need to:*
    - (i) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;*
    - (ii) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;*
  - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it, with due regard, in particular, to the need to be aware that compliance with the duties in this section may involve treating some persons more favourably than others.*
- (2) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.*
- (3) Compliance with the duties in this section may involve treating some persons more favourably than others.*

The following list of questions may help to establish whether the decision is relevant to equality (the relevance of a decision to equality depends not just on the number of those affected, but on the significance of the impact on them):

- Does the decision affect service users, employees or the wider community?
- Is it likely to affect people with particular protected characteristics differently?
- Is it a major policy or a major change to an existing policy, significantly affecting how functions are delivered?
- Will the decision have a significant impact on how other organisations operate in terms of equality?
- Does the decision relate to functions that engagement has identified as being important to people with particular protected characteristics?
- Does the decision relate to an area with known inequalities?



- Does the decision relate to any equality objectives that have been set by the Council?

Please complete the following questions to determine whether a full Stage Two, Equality Impact Assessment is required.

<b>What is the proposed decision that you are asking the Schools' Forum to make:</b>	To approve the membership and Constitution of the Schools' Forum from July 2021.
<b>Name of Service/Directorate:</b>	Legal and Strategic Support
<b>Name of assessor:</b>	Jessica Bailiss
<b>Date of assessment:</b>	May 2021

Is this a .... ?		Is this policy, strategy, function or service ... ?	
<b>Policy</b>	Yes x No <input type="checkbox"/>	<b>New or proposed</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Strategy</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Already exists and is being reviewed</b>	Yes x No <input type="checkbox"/>
<b>Function</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Is changing</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Service</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>		

<b>(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?</b>	
<b>Aims:</b>	To review and where necessary update the membership and Constitution of the Schools' Forum.
<b>Objectives:</b>	Review the constitution for the Forum and ensure it reflects any changes made to the Schools' Forum Regulations 2012. Review the membership composition against pupil numbers to ensure that it is still correct or needs to be changed.
<b>Outcomes:</b>	A reviewed Constitution and membership for 2021/22
<b>Benefits:</b>	Pupils across school phases in the district are fairly represented at the Schools' Forum. A Constitution that is fit for purpose.

<b>(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?</b>			
<i>(Please demonstrate consideration of all strands – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation)</i>			
<b>Group Affected</b>	<b>Potential Positive Impacts</b>	<b>Potential Negative Impacts</b>	<b>Evidence</b>
Age	Pupils across the school phases are fairly represented at the Schools' Forum.	None	The January schools' census is used to calculate the membership composition for the Forum.
Disability	None	None	
Gender Reassignment	None	None	
Marriage and Civil Partnership	None	None	
Pregnancy and Maternity	None	None	
Race	None	None	
Religion or Belief	None	None	
Sex	None	None	
Sexual Orientation	None	None	
<b>Further Comments: N/A</b>			

<b>(3) Result</b>	
<b>Are there any aspects of the proposed decision, including how it is delivered or accessed, that could contribute to inequality?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
The report aims to review and where necessary update the membership and Constitution of the Schools' Forum. This will help to ensure that pupils are fairly represented at the Schools' Forum. The refreshed Constitution will be published on the Schools' Forum's webpage. No changes are proposed to the membership at this time.	
<b>Will the proposed decision have an adverse impact upon the lives of people, including employees and service users?</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
There will be no adverse impact caused upon the lives of people, including employees or	

service users as a result of the decision.

If your answers to question 2 have identified potential adverse impacts and you have answered 'yes' to either of the sections at question 3, or you are unsure about the impact, then you should carry out a EqlA 2.

If an EqlA 2 is required, before proceeding you should discuss the scope of the Assessment with service managers in your area. You will also need to refer to the EqlA guidance and template – <http://intranet/index.aspx?articleid=32255>.

<b>(4) Identify next steps as appropriate:</b>	
<b>EqlA Stage 2 required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Owner of EqlA Stage Two:</b>	
<b>Timescale for EqlA Stage Two:</b>	

**Name: Jessica Bailiss**

**Date: May 2021**

Please now forward this completed form to Pamela Voss, Equality and Diversity Officer ([pamela.voss@westberks.gov.uk](mailto:pamela.voss@westberks.gov.uk)), for publication on the WBC website

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# West Berkshire Council Schools' Forum Membership

(Appendix B)

**Contact e-mail address for all members: [schoolsforum@westberks.gov.uk](mailto:schoolsforum@westberks.gov.uk)**

<b>School Members:</b>				<b>Start</b>	<b>End</b>	<b>Duration</b>
<u>Nursery Schools</u>	Maria Morgan	Headteacher	Victoria Park Nursery School	Apr-20	Apr-24	4 years
<u>Primary Schools</u>	Jonathan Chishick	Governor	Englefield C of E Primary	Oct-19	Oct-22	3 years
	Emily Dawkins	Headteacher	Garland Primary School	Jan-21	Jan-25	4 years
	Janet Patterson	Headteacher	Brightwalton Primary School	Mar-19	Mar-22	3 years
	Keith Harvey	Headteacher	St Nicholas' School	Jan-19	Jan-22	3 years
	Hilary Latimer	Headteacher	Englefield C of E Primary	Nov-18	Nov-21	3 years
	Michelle Harrison	School Business Manager	St Finian's Catholic Primary School	Feb-21	Feb-25	4 years
	Catie Colston	Governor	Enborne Primary School	May-19	May-22	3 years
	Ian Nichol	Governor	Robert Sandilands Primary School	Jan-19	Jan-22	3 years
<u>Secondary Schools</u>	Chris Prosser	Headteacher	The Downs School	Oct-20	Oct-24	4 years
	David Ramsden	Headteacher	Little Heath School	Sep-19	Sep-22	3 years
	<i>vacancy</i>	<i>Governor</i>				
<u>Special Schools</u>	Jon Hewitt	Headteacher	The Castle School	Sep-19	Sep-22	3 years
<u>Pupil Referral Units</u>	Jacque Davies	Headteacher	The Reintegration Service / iCollege	Oct-18	Oct-21	3 years
<u>Academies</u>	<i>vacancy</i>	<i>Governor</i>				
	Julia Mortimore	Headteacher	St Bartholomews School	Dec-19	Dec-23	4 years
	Gemma Piper	Headteacher	Kennet School	Jul-20	Jul-24	4 years
	Richard Hawthorne	Headteacher	John O'Gaunt School	Oct-20	Oct-24	4 years
	Campbell Smith	Governor	St Bartholomews School	Nov-20	Nov-24	4 years
	Charlotte Wilson	Headteacher	Trinity School	Oct-18	Oct-21	3 years
<b>Non School Members:</b>						
Non School Post 16 Providers	Jayne Steele	Director of Finances and Resources	Newbury College	Jan-19	Jan-22	3 years
Early Years PVI Providers	Catherine McLeod	Chief Executive Officer	Dingley's Promise	Sep-21	Sep-25	4 years
Church of England Diocese	Reverend Mark Bennet		Diocese of Oxford	Dec-18	Dec-21	3 years
Roman Catholic Diocese	Graham Spellman		Diocese of Portsmouth	Jul-20	Jul-24	4 years
Trade Union	Gary Upton		NASUWT	Oct-18	Oct-21	3 years
<b>Other Attendees:</b>						
<b>Executive Members:</b>						
	Dominic Boeck	Portfolio Holder for Children, Young People and Education				
	Ross Mackinnon	Portfolio Holder for Finance and Economic Development				
<b>LA Officers:</b>						
	Ian Pearson	Head of Education Service				
	Melanie Ellis	Chief Management Accountant				
<b>Clerk:</b>						
	Jessica Bailiss	Policy Officer				

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# CONSTITUTION OF THE WEST BERKSHIRE SCHOOLS' FORUM

## **Background**

1. The West Berkshire Schools Forum (hereafter referred to as the “the Forum”).
2. The requirement to establish a schools forum comes from the Education Act 2002. The main purpose of the Forum is to consider aspects of the relationship between schools and the local authority relating to financial matters.
3. The Forum is a decision making and consultative body in relation to matters concerning schools' budgets as defined in the School and Early Years Finance (England) Regulations 2014, the Schools Forum Regulations 2012 and the School Budget Shares (Prescribed Purposes) (England) 2002. The Schools Forum Regulations 2012 govern the composition, constitution and procedures of Schools' Forums.<sup>1</sup>

This document is divided into 3 sections:

- A. Terms of Reference of the West Berkshire Schools' Forum
- B. Membership of the West Berkshire Schools' Forum
- C. Operating Conventions of the West Berkshire Schools' Forum

## **A. TERMS OF REFERENCE OF THE FORUM**

### **1.1 Status of the Forum**

The Forum is established in accordance with Sections 47(1) 47A of the School Standards and Framework Act 1998 and The Schools Forums (England) Regulations 2012.

### **1.2 Annual Consultation on School Funding**

The authority must consult the Schools Forum annually in respect of the authority's functions relating to school funding including:

- Changes to the funding formula.
- The allocation of the Dedicated Schools Grant (DSG), including redistributions between blocks.
- Contracts where the LA is entering into a contract to be funded from the schools budget.
- Funding arrangements for pupils with special educational needs, in particular the places to be commissioned by the LA and schools, and the arrangements for paying top up funding.

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<sup>1</sup> These Regulations can be accessed at:<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/schoolsforums/a00213728/schools-forums-england-regs-2012>

- Funding arrangements for the use of Pupil Referral Units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools, and the arrangements for paying top up funding.
- Central spend on children and young people with high needs.
- Funding arrangements for early years provision.
- Central spend on licences negotiated centrally by the Secretary of State.
- Administrative arrangements for the allocation of central government grants paid to the schools via the authority.
- Changes to the Minimum funding Guarantee to go to the DfE for approval.
- Any other matter concerning the funding of schools as the Forum sees fit.

### **1.3 Annual Decisions on School Funding**

School Forum Members must decide annually on the following proposals made by the LA:

- The amount of expenditure the local authority can centrally retain from the school budget, including growth fund, falling rolls fund, admissions, servicing of schools forum, central spend on early years.
- The criteria for allocating funding from the growth fund and falling rolls fund.
- The de-delegation for mainstream maintained schools of allowable central budgets by the schools representatives of the relevant phase on behalf of all the schools they represent.
- Carry forward of over/under spend on central expenditure to the next financial year.
- Revisions to the authority's Scheme for Financing Schools.

## **B. MEMBERSHIP OF THE FORUM**

### **2.1 Composition**

Schools' Forums' Regulations 2012 state that the primary schools, secondary schools and Academies must be broadly proportionately represented on the Forum having regard to the total number of the registered pupils. The proportionality of the membership will be reviewed annually (in June/July) so that elections if required can be held by the end of the end of the Summer term ready for the new academic year.

The Forum shall in total comprise of 25 members being 20 school members (including Academies) and 5 non school members. The school members shall be Headteachers, Governors or Early Years representatives drawn from the schools / partnerships in the West Berkshire Local Authority area. The Primary and Secondary Headteacher members groups may also include, at the Local Authority's discretion, representatives of Headteachers - senior members of staff, such as School Business Managers.

### **2.2 School Members**

The current number of representatives in each phase is as follows:

#### **a) Primary Headteachers or their Representative**

8 representatives from primary schools of which at least 4 must be Headteachers.



- b) Secondary Headteachers or their Representative**  
3 representatives from secondary schools of which at least 2 must be Headteachers.
- c) Special School Representatives**  
1 representative from the special schools.
- d) Nursery School Representatives**  
1 representative from the nursery schools.
- e) Academy Headteachers or their Representative**  
6 representatives from the Academies, as elected by the proprietors of the Academies, of which at least 4 must be Headteachers
- f) Pupil Referral Unit Headteachers or their Representative**  
1 representative from the Pupil Referral Units.

### **2.3 Election of Schools Members**

The primary school and secondary school representatives shall be elected by their respective Heads Forum.

Academy representatives shall be elected by the Academies proprietors.

Governors shall be elected through an election process coordinated by the Clerk to the Schools' Forum.

The special school representative shall be elected by mutual agreement between the two special schools.

The nursery school representative shall be elected by mutual agreement between the two nursery schools.

The pupil referral unit representative shall be elected by mutual consent between the pupil referral units.

Support can be requested by Heads Forums for the Clerk to the Schools' Forum to help manage their election process. The Clerk of the Schools' Forum must make a record of the process by which the constituents of each group elect their nominees to the Forum.

**There should be no more than two representatives from one school/academy across the groups that make up the Schools' Forum. This will be assessed as part of the election process.**

An election scheme must take into account the following factors:

- The process for collecting names of those wishing to stand for election.
- The timescale for notifying all constituents of the election and those standing.
- The arrangements for dispatching and receiving ballots.
- The arrangements for counting and publicising the results.
- Any arrangements for unusual circumstances, such as only one candidate standing in an election or where there is a tie between two or more candidates.

- Whether existing members can stand for re-election.

If an election does not take place by any date set by the Authority or any such election results in a tie between two or more candidates the Authority will appoint the schools member.

## **2.4 Non-School Members**

In addition to the 20 school members a representative of the following groups will have full voting rights within the Forum except for voting on the funding formulae where only the Early Years PVI Provider representative can vote:

- Roman Catholic Diocese
- Church of England Diocese
- Trade Union
- Early Years PVI Provider
- Non school Post 16

The representative will be elected by their group and the record of the appointment process will be held by the Clerk of the Schools' Forum.

## **2.5 Substitute Members**

Representative groups may nominate permanent substitutes who have sufficient experience and knowledge of schools funding to attend meetings.

and/or

A stand-in substitute who attends as a full voting member if a headteacher or permanent substitute is unavailable. Stand-in substitutes may attend some meetings as an observer to gain an insight into the work of the Forum.

The Clerk must be notified in writing 24 hours before the start of the meeting that a substitution will be required. Substitute members will have full voting rights when taking the place of the substantive member for whom they are the designated substitute.

## **2.6 Participation of Observers**

Observers shall be invited to attend Forum meetings. Observers may participate in the debate but will not have voting rights should any business of the Forum require a vote. The following groups shall be asked if they would like to nominate an observer (and a named substitute) to the Forum:

- The Education and Skills Funding Agency (ESFA)

## **2.7 Council Officers and Elected Members**

The following may attend and speak at Forum meetings in an advisory capacity only and will be invited to attend Forum meetings:

- Executive Director ( People) or their representative
- Head of Finance or their representative
- Children & Young People Portfolio Holder
- Finance Portfolio Holder
- Clerk to the Schools' Forum

## **2.8 Terms of Office**

The term of office for members of the Forum is four years. The same members can be reappointed providing they are re-elected by the group that they represent. This also applies to any permanent substitutes. A Governor representative reaching the end of their term, can stand again for re-election through an election process run by the Schools' Forum Clerk.

As well as the term of office coming to an end, a schools member ceases to be a member of the Schools' Forum if he or she resigns from the Forum, giving at least one month's written notice, or no longer occupies the office which he or she was nominated to represent. An election should be held within the outgoing members electing group to nominate a successor. The Clerk will then inform the Forum members of the result of the election within one month.

## **2.9 Failure to attend meetings**

Where a member of the Schools' Forum fails throughout a period of six consecutive months from the date of their last attendance to attend a meeting of the Forum (or to organise for an appropriate substitute to attend on their behalf), then subject to certain exceptions, they will cease to be a member of the Schools' Forum unless the failure was due to some reason approved before the expiry of that period.

## **C. OPERATING CONVENTIONS OF THE WEST BERKSHIRE SCHOOLS FORUM**

### **3.1 Ordinary Meetings**

An ordinary meeting of the Forum shall be held, at a minimum, four times a year.

### **3.2 Administration of Meetings**

Meetings of the Forum shall be convened by the Local Authority, who will arrange the clerking and recording of meetings. The cycle of annual meetings are based on the financial year. All the meeting dates for the next financial year are set by the end of March every year.

Items for consideration by the Forum shall be submitted to the Clerk no later than 10 working days prior to the meeting. The agenda and working papers should be circulated a week in advance of the meeting date. Every effort should be made to circulate minutes to Forum members within 10 working days of the meeting.

### **3.3 The Chair and Vice Chair**

The Chair and Vice-Chair shall be elected from within the membership of the Schools Forum (but may not be either an elected member or an officer of the local authority).

### **3.4 Quorum**

The Forum shall be quorate if at least 40% of the total membership is present (this excludes observers and vacancies). If the Forum is not quorate the meeting can proceed and the members present can give advice to the local authority, but the authority is not obliged to take that advice into consideration. Decisions on the schools budgets may not be taken unless 40% of the school members (Headteachers and Governors) are present.

### **3.5 Voting**

Each member shall only have one vote. Voting shall be by show of hands. If there are equal numbers of votes for and against, the Chair will have a second or casting vote. There will be no restriction on how the Chair chooses to exercise a casting vote. When the vote is on the schools funding formula only the schools members and the Early Years Representative are eligible to vote.

### **3.6 Sub-Committees and Working Groups**

The Forum may have sub-committees or working groups. The Forum shall receive reports from the sub-committees or working groups to approve formally.

### **3.7 Declaration of Interest**

Any member of the Forum who has an interest in any proposal beyond the generality of the group that they represent or in which they might have a personal or prejudicial interest shall declare the interest at the beginning of the relevant item. The member can explain any issues to the meeting and then must leave the meeting until the item has finished. The member cannot vote on that item.

Where it is clear that a decision in which a member has an interest is likely to arise at a particular meeting, the meeting concerned may invite a substitute member (with no interest to declare) in accordance with the Constitution to attend the meeting in their place. Elected members are subject to the governance of the Council's Code of Conduct.

### **3.8 Status of Reports**

All report authors will be responsible for informing the clerk in advance of the status of reports to be included in the agenda i.e. confidential or non-confidential.

### **3.9 Expenses**

The Local Authority shall maintain a budget for the reimbursement of all reasonable expenses relating to the operation of the Forum and charge these expenses to the Schools Budget. The Local Authority shall reimburse expenses of members of the Forum when members submit appropriate claims, in connection with attendance at the meetings. Supply cover should only be claimed when it has been necessary to employ a supply cover teacher to enable the Headteacher to attend the Forum.

### **3.10 Interpretation of the Constitution**

The Chair or person presiding at the meeting shall be the final arbiter regarding the interpretation of the Forum's Constitution. The Constitution shall be interpreted in conjunction with the relevant provisions contained in the legislation relating to the Forum's proceedings. The requirements of legislation will prevail in the event of there being any inconsistency between the legislation and the Constitution.

### **3.11 Amendment of the Constitution**

With the exception of matters subject to legislative provision or approval by the authority, the Forum may vary its Constitution by a simple majority vote by the members provided that prior notice of the nature of the proposed variation is made and included on the agenda for the meeting.

### **3.12 Publicity relating to the Schools Forum**

The Schools Forum is a public meeting and the Local Authority is responsible for putting the Schools' Forum papers, minutes and decisions promptly on the West Berkshire

Council website and generally draw schools attention to forthcoming Schools' Forum meetings and agendas and the minutes of forum discussions.

Document last approved by the School's Forum in July 2020

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## Growth Fund 2021/22: Exceptional Payment

**Report being considered by:** Schools Forum on 19<sup>th</sup> July 2021

**Report Author:** Melanie Ellis

**Item for:** Decision **By:** All school representatives

### 1. Purpose of the Report

- 1.1 To review the exceptional Growth Fund application from The Calcots and decide whether to award a payment to the school from the growth fund 2021/22.

### 2. Recommendation

- 2.1 To vote on the application made to the growth fund for 2021/22.

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

### 3. Introduction/Background

- 3.1 The purpose of the Growth Fund is to support maintained schools and academies which are required to provide extra places in order to meet basic need within the authority. It is also to meet the cost of new and reorganised schools including pre-opening and diseconomy costs. It cannot be used for general growth in pupil numbers.
- 3.2 It can fund schools where very limited pupil number growth requires an additional class as set out by infant class size regulations (i.e. the school cannot accommodate all its additional Reception and Key Stage 1 pupils in classes of 30 or less). In order to qualify for the additional funding, the school must have set up an additional class, and employed an additional teacher, and must not have exceeded its admission number unless requested to by the LA.
- 3.3 Local authorities are required to provide on a transparent and consistent basis the criteria on which any Growth Funding is to be allocated. The criteria should both set out the circumstances and have clear objective trigger points for a school to qualify for payment and provide a clear formula for calculating the sum to be paid.
- 3.4 The Growth Fund criteria 2021/22, as in previous years, is based upon the assumption that significant increases in pupil numbers occur at the start of the academic year. Therefore, the trigger point for a school to qualify for payment is the October 2021 census pupil numbers, comparing to those of the October 2020 census upon which the school funding is calculated on.
- 3.5 In December each year, following the confirmation of the autumn school census pupil numbers, schools are invited to make an application for Growth Funding if they believe they meet one or more of the qualifying criteria.

#### 4. Exceptional Early Application 2021/22

4.1 The basis of The Calcots application is 'KS1 Classes (infant class size)'. The Calcots has a PAN of 77, driven by the capacity of the classrooms. With a PAN of 77 the class sizes average 26.

	Reception	Year 1	Year 2
Classroom 1	54m <sup>2</sup>	54m <sup>2</sup>	47m <sup>2</sup>
Classroom 2	43m <sup>2</sup>	45m <sup>2</sup>	57m <sup>2</sup>
Classroom 2	54m <sup>2</sup>	45m <sup>2</sup>	54m <sup>2</sup>
Total area	151m <sup>2</sup>	144m <sup>2</sup>	158m <sup>2</sup>

4.2 The funding for 2020/21 was based upon the Oct 2019 census (198 pupils). However, by October 2020 the pupil numbers had fallen to 180, thereby reducing the funding for 2021/22.

4.3 During the five months from the Oct 2020 census, the pupil numbers increased by seven, with five additional pupils in Reception. The school states that two classes of 32 reception pupils is unsafe and a move to larger groups of mixed ability ages is not feasible due to the physical constraints of the classroom sizes. Therefore, in order to operate three reception classes, during the Spring Term 2021, the school used an agency to provide an additional member of staff and from April 2021 have employed an additional teacher.

4.4 Based upon class sizes of 26, the required number of classes is shown in the table below:

Calcot Nursery and Infants School											
Year Group:	Pupil Numbers				Change	No. of Classes			No. of Teachers FTE		
	Oct-19	Oct-20	Jan-21	Apr-21	Oct-20 to Apr-21	Oct-20	Jan-21	Apr-21	Oct-20	Apr-21	Change
Reception	69	59	62	64	5	2.3	2.4	2.5	2	3	1
Year 1	59	69	71	70	1	2.7	2.7	2.7	3	3	0
Year 2	70	52	52	53	1	2.0	2.0	2.0	2	2	0
<b>Total</b>	<b>198</b>	<b>180</b>	<b>185</b>	<b>187</b>	<b>7</b>	<b>6.9</b>	<b>7.1</b>	<b>7.2</b>	<b>7</b>	<b>8</b>	<b>1</b>

4.5 The expectation is that where schools are operating below their PAN and see an increase in pupil numbers within their existing capacity, essentially growing back towards their planned admission number, that this would be managed within their lagged funding. However, this application requires consideration due to the infant class size regulations and the capacity restrictions of the classroom physical sizes, necessitating the school to reinstate a 3<sup>rd</sup> reception class.

#### 5. Comparison to previous bids

5.1 At the HFG meeting, a request was made to compare this bid to the Whitelands bid, which was rejected earlier this year.

5.2 The basis of the Whitelands Park application was 'extra class in September to meet basic need. The basis of Calcot is 'KS1 infant class size'.

5.3 The tables below show the pupil numbers and the number of classes being run.



## Whitelands Park

Year Group:	Pupil Numbers			No. of Classes		
	Oct-19	Oct-20	Change	Oct-19	Oct-20	Change
Reception	48	60	12	2	2	0
Year 1	59	45	-14	2	2	0
Year 2	57	59	2	2	2	0
<b>SUB TOTAL Infant C</b>	<b>164</b>	<b>164</b>	0	<b>6</b>	<b>6</b>	0
Year 3	50	53	3	2	2	0
Year 4	43	47	4	2	2	0
Year 5	52	42	-10	2	2	0
Year 6	32	52	20	1	2	1
<b>TOTAL All Classes</b>	<b>341</b>	<b>358</b>	<b>17</b>	<b>13</b>	<b>14</b>	<b>1</b>

## Calcot

Year Group:	Pupil Numbers			No. of Classes		
	Oct-20	Apr-21	Change	Oct-20	Apr-21	Change
Reception	59	64	5	2	3	1
Year 1	69	70	1	3	3	0
Year 2	52	53	1	2	2	0
<b>SUB TOTAL Infant C</b>	<b>180</b>	<b>187</b>	7	<b>7</b>	<b>8</b>	1
Year 3			0			0
Year 4			0			0
Year 5			0			0
Year 6			0			0
<b>TOTAL All Classes</b>	<b>180</b>	<b>187</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>1</b>

5.4 Both schools are operating within PAN, have not increased PAN, and have made the decision to put on an extra class and teacher as a result of the increased numbers. Both schools will not have the formula funding to run the additional class for one year, but will be funded in the following year (lagged funding).

5.5 The table below shows the total pupils divided by the class sizes.

	Calcot	Whitelands
Previous pupil numbers	180	341
class size	26	30
Minimum number of classes	6.9	11.4
Number of classes rounded up	<b>7</b>	<b>12</b>
Current pupil numbers	187	358
class size	26	30
Minimum number of classes	7.2	11.9
Number of classes rounded up	<b>8</b>	<b>12</b>

This shows that the difference in the bids, is that Calcot had to put on an extra class whereas Whitelands could have managed for one year with a mixed year group (e.g. 3 classes across year 4 and 5).

## **6. Budget 2021/22**

- 6.1 The growth fund balance at 31.03.21 is £1.5m. This was deemed sufficient to meet projected growth, so the 2021/22 DSG growth fund allocation of £604k, was transferred to the High Needs Block (£274k) and schools (£330k).
- 6.2 The criteria for growth fund 2021/22 states that 'Funding for KS1 Classes (infant class size) is payable to a school required to set up an additional class in the **autumn term** as required by infant class size regulations'. Funding will be a fixed sum of £66,000 for each new class (to pay for a mid-scale teacher plus a teaching assistant and approximately £9,000 towards other costs), pro rata for the remainder of the financial year.
- 6.3 If this exceptional early application was agreed, then the initial payment to The Calcots would be £27,500 for the period of April – August 2021 with a potential further £38,500 to be agreed in December, following the invitation to all schools to make an application to the Growth Fund after confirmation of the autumn school census pupil numbers.

## **7. Options for Consideration**

- 7.1 To award £27,500 for April to August to cover the additional costs being incurred.
- 7.2 To award nothing.

## **8. Recommendations**

- 8.1 Officers consulted in this application recommend that the £27,500 be awarded.
- 8.2 Heads Funding Group support the application.
- 8.3 To amend the growth fund criteria, so that applications can be made at other points in the year if necessary.

## **9. Consultation and Engagement**

- 9.1 Head of Education, Chief Management Accountant, Schools Accountancy Manager and Heads Funding Group.

## **10. Appendices**

- 10.1 Appendix A – Equalities Impact Assessment (Stage One)

## **11. Heads Funding Group Recommendation**

To support the bid.

# Appendix A

## Equality Impact Assessment (EqIA) - Stage One

We need to ensure that our strategies, policies, functions and services, current and proposed have given due regard to equality and diversity as set out in the Public Sector Equality Duty (section 149 of the Equality Act 2010), which states:

- (1) A public authority must, in the exercise of its functions, have due regard to the need to:
  - (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;*
  - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; This includes the need to:
    - (i) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;*
    - (ii) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;**
  - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it, with due regard, in particular, to the need to be aware that compliance with the duties in this section may involve treating some persons more favourably than others.**
- (2) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.*
- (3) Compliance with the duties in this section may involve treating some persons more favourably than others.*

The following list of questions may help to establish whether the decision is relevant to equality (the relevance of a decision to equality depends not just on the number of those affected, but on the significance of the impact on them):

- Does the decision affect service users, employees or the wider community?
- Is it likely to affect people with particular protected characteristics differently?
- Is it a major policy or a major change to an existing policy, significantly affecting how functions are delivered?
- Will the decision have a significant impact on how other organisations operate in terms of equality?
- Does the decision relate to functions that engagement has identified as being important to people with particular protected characteristics?
- Does the decision relate to an area with known inequalities?
- Does the decision relate to any equality objectives that have been set by the Council?

Please complete the following questions to determine whether a full Stage Two, Equality Impact Assessment is required.

<b>What is the proposed decision that you are asking the Schools' Forum to make:</b>	Approve growth funding
<b>Name of Service/Directorate:</b>	<b>Schools</b>
<b>Name of assessor:</b>	Melanie Ellis
<b>Date of assessment:</b>	1.6.21

Is this a .... ?		Is this policy, strategy, function or service ... ?	
<b>Policy</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<b>New or proposed</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Strategy</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>Already exists and is being reviewed</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Function</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>Is changing</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Service</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		

<b>(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?</b>	
<b>Aims:</b>	To award funding to The Calcot schools who would benefit
<b>Objectives:</b>	To mitigate loss by school of employing additional teacher
<b>Outcomes:</b>	
<b>Benefits:</b>	Financial position of the schools

<b>(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?</b>			
<i>(Please demonstrate consideration of all strands – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation)</i>			
<b>Group Affected</b>	<b>Potential Positive Impacts</b>	<b>Potential Negative Impacts</b>	<b>Evidence</b>
Age	n/a	n/a	
Disability	n/a	n/a	
Gender Reassignment	n/a	n/a	
Marriage and Civil	n/a	n/a	

Partnership			
Pregnancy and Maternity	n/a	n/a	
Race	n/a	n/a	
Religion or Belief	n/a	n/a	
Sex	n/a	n/a	
Sexual Orientation	n/a	n/a	
<b>Further Comments:</b>			

<b>(3) Result</b>	
Are there any aspects of the proposed decision, including how it is delivered or accessed, that could contribute to inequality?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Please provide an explanation for your answer:	
Will the proposed decision have an adverse impact upon the lives of people, including employees and service users?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Please provide an explanation for your answer:	

If your answers to question 2 have identified potential adverse impacts and you have answered 'yes' to either of the sections at question 3, or you are unsure about the impact, then you should carry out a EqIA 2.

If an EqIA 2 is required, before proceeding you should discuss the scope of the Assessment with service managers in your area. You will also need to refer to the EqIA guidance and template – <http://intranet/index.aspx?articleid=32255>.

<b>(4) Identify next steps as appropriate:</b>	
EqIA Stage 2 required	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Owner of EqIA Stage Two:	
Timescale for EqIA Stage Two:	

Name:

Melanie Ellis

Date: 1.6.21

Please now forward this completed form to Pamela Voss, Equality and Diversity Officer (pamela.voss@westberks.gov.uk), for publication on the WBC website

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## Early Years Deficit Recovery Update

**Report being considered by:** Schools' Forum on 19<sup>th</sup> July 2021

**Report Author:** Avril Allenby and Lisa Potts

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

### 1. Purpose of the Report

1.1 To update the Forum on the deficit recovery for the Early Years Block.

### 2. Deficit Recovery Plan

2.1 The Early Years Funding Group were consulted on reductions to the funding rates to recover the deficit on the Early Years Block. The option chosen 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

2.2 The following rate changes come into effect from 1<sup>st</sup> April 2021:

	previous rate	Rate from April 2021
3 & 4 year olds	£4.40	£4.37
quality rate	£0.66	£0.63
2 year olds	£5.65	£5.55
deprivation	£1.47	£1.22

### 3. Deficit position at the end of March 2021

3.1 The table below summarises the current position as at the end of March 2021.

3.2 It shows that we had a planned budget to overspend by £461k in 2019-20 but the final figures were overspend of £875k. In 2020-21 we had a planned budget to overspend by £1.5m but by the end of the year the actual overspend was £970k.

	2019-20		2020-21		2021-22	
	budgeted overspend	outturn	budgeted overspend	actual outturn	budgeted overspend	current forecast
Expenditure	9,861,030	10,338,314	10,447,012	10,440,331	9,978,717	9,978,717
Income	-9,646,508	-9,404,559	-9,651,877	-10,229,324	-10,161,500	-10,161,500
in year overspend/(underspend)	214,522	933,755	795,135	211,007	-182,783	-182,783
carry forward	247,000	247,000	682,380	874,948	1,257,629	970,730
grant adjustment	0	-305,807	0	-115,225	0	0
Overall position	461,522	874,948	1,477,515	970,730	1,074,846	787,947

3.3 It is worth noting that these figures represent the position before any changes to the rates.

#### **4. Conclusion**

4.1 We will continue to monitor the deficit over the planned 5 years recovery period and update the group on an annual basis



## Report on uptake and survey comments relating to the Early Years Sustainability Grant 2021

**Report being considered by:** Schools' Forum on 19<sup>th</sup> July 2021

**Report Author:** Avril Allenby

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

### 1. Purpose of the Report

- 1.1 To inform the group on the take-up and impact of the Early Years Sustainability Grant 2021 and share the comments of the Early Years providers survey.

### 2. Recommendation

- 2.1 Early Years providers have given useful financial information through a Survey Monkey questionnaire that was completed as part of the sustainability grant application process. This can be used alongside looking at other areas of support we have offered providers and identifying any continuing gaps and sustainability.

<b>Will the recommendation require the matter to be referred to the Council or the Executive for final determination?</b>	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
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### 3. Introduction/Background

- 3.1 In February 2021, Gold Group agreed to fund one of two proposals put forward by Avril Allenby, Service Manager Early Years, Access, Vulnerable Learners & Families to support Early Years providers impacted by COVID-19.
- 3.2 An in year Early Years Sustainability Grant for Early Years providers was agreed by the group with funding of £226,200 per the table below:

Funded Providers	Number of Providers	Proposed Tiered Payment
> 32 funded children	21	£3,000
< 32 funded children	45	£1,800
<b>Total Group Providers</b>	<b>66</b>	<b>£144,000</b>
Childminders	<b>62</b>	£600
<b>Total Childminders</b>		<b>£37,200</b>
> 32 funded children	9	£3,000
< 32 funded children	10	£1,800
<b>Total Schools &amp; MNS</b>	<b>19</b>	<b>£45,000</b>

<b>Total All Providers</b>	<b>147</b>	<b>£226,200</b>
(1 school not claiming)		

#### 4. Supporting Information

- 4.1 The grant was announced to providers on 15th February by Andy Sharp and the application process launched at the beginning of March.
- 4.2 To date a total of £198,000 in grants has been paid to 130 providers through three tranches of payments as providers have applied.

The high level of take-up can be seen below.

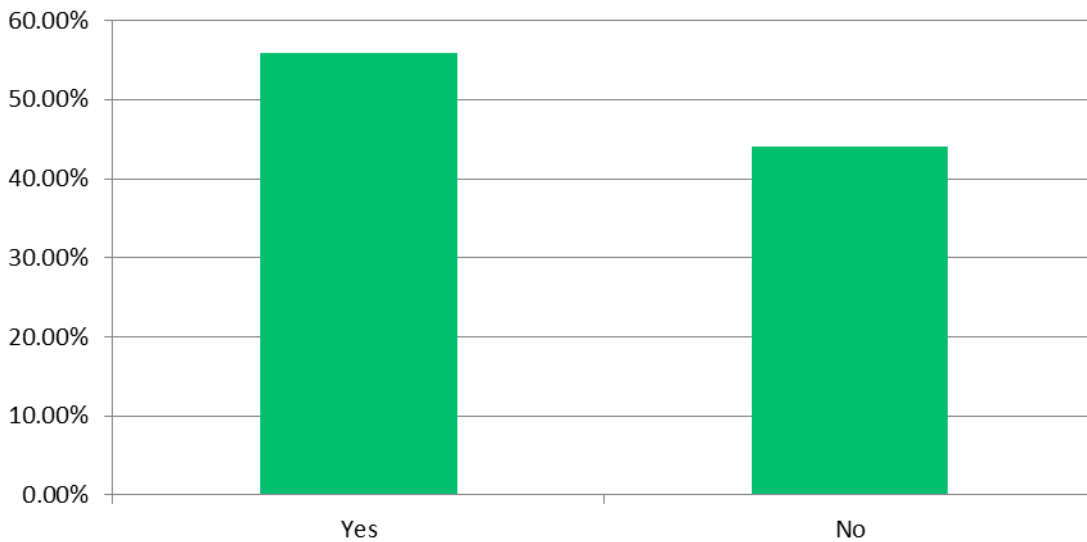
#### Summary of Take-Up and Spend

Funded Providers	Proposal Agreed by Gold		Actual take-up		
	Number of Providers	Proposed Tiered Payment	Number of Providers	Total Payment	Take-up %
> 32 funded children	21	£3,000	20	£60,000	95
< 32 funded children	45	£1,800	36	£64,800	80
<b>Total Group Providers</b>	<b>66</b>	<b>£144,000</b>	<b>56</b>	<b>£124,800</b>	<b>85</b>
Childminders	<b>62</b>	£600	58	£34,800	94
<b>Total Childminders</b>		<b>£37,200</b>		<b>£34,800</b>	
> 32 funded children	9	£3,000	8	£24,000	89
< 32 funded children	10	£1,800	8	£14,400	80
<b>Total Schools &amp; MNS</b>	<b>19</b>	<b>£45,000</b>	<b>16</b>	<b>£38,400</b>	<b>84</b>
<b>Total All Providers</b>	<b>147</b>	<b>£226,200</b>	<b>130</b>	<b>£198,000</b>	<b>88</b>
(1 school not claiming)					

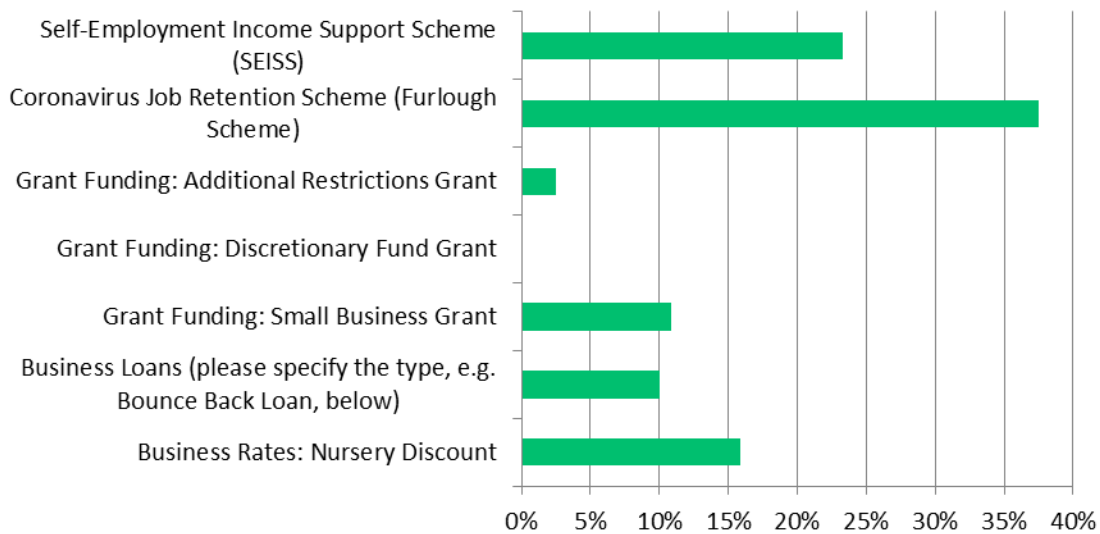
#### 4.2 Provider Comments and Feedback

Below is a selection of the responses to questions received from providers completing the questionnaire.

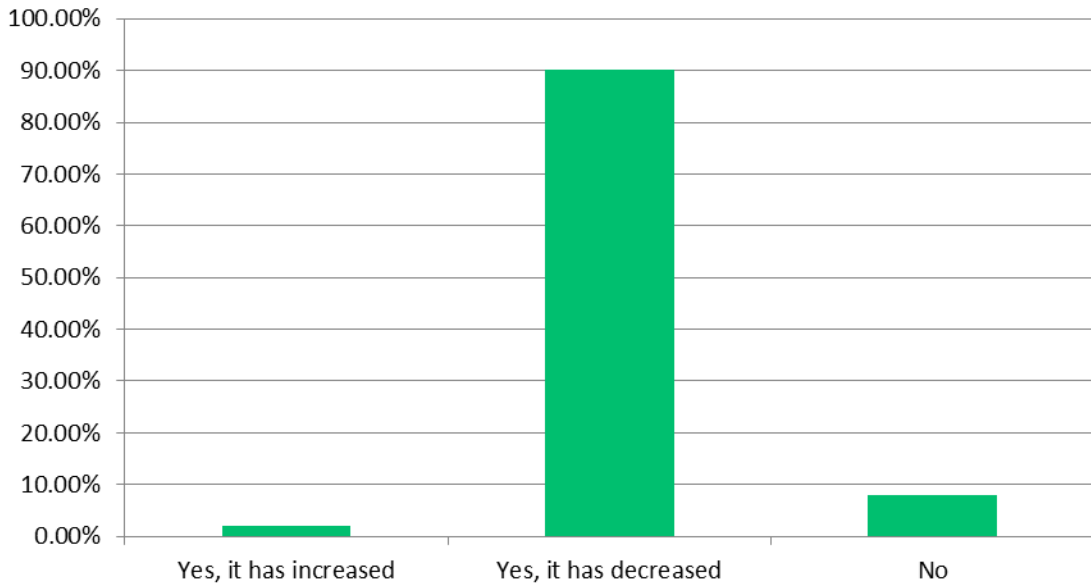
### Have you accessed any of the government financial support available to Early Years providers?



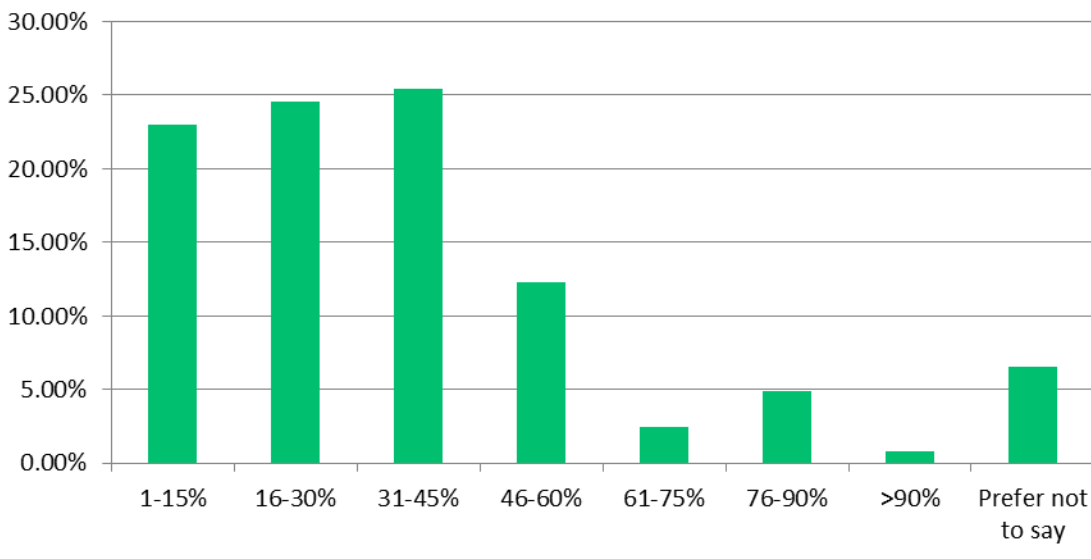
### What government financial support have you accessed?



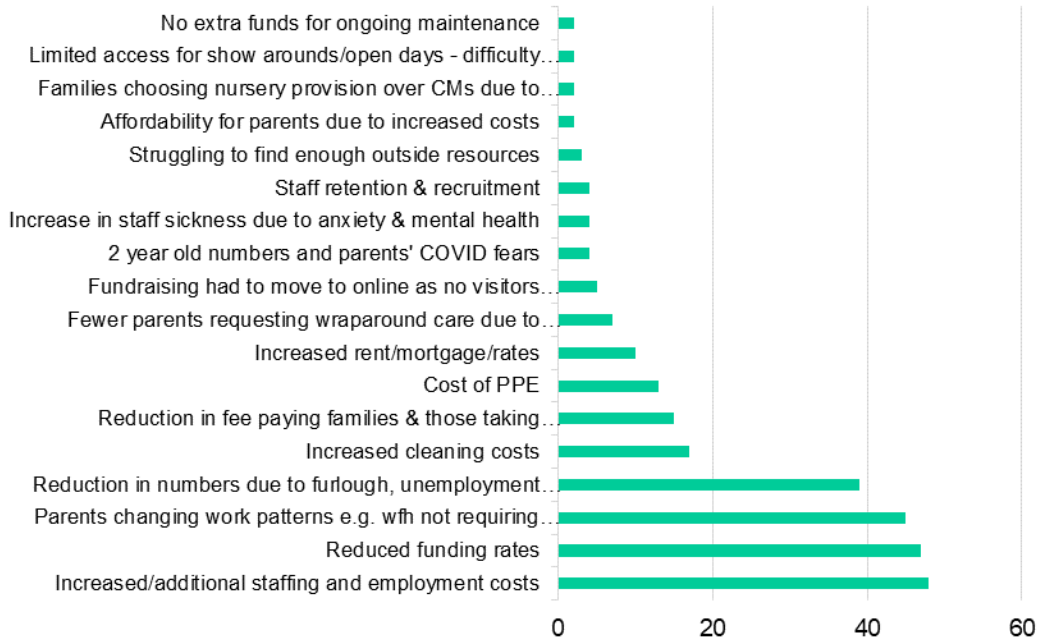
### Has your setting's income been affected?



### In percentage terms, how much has your setting's income decreased in the last financial year?



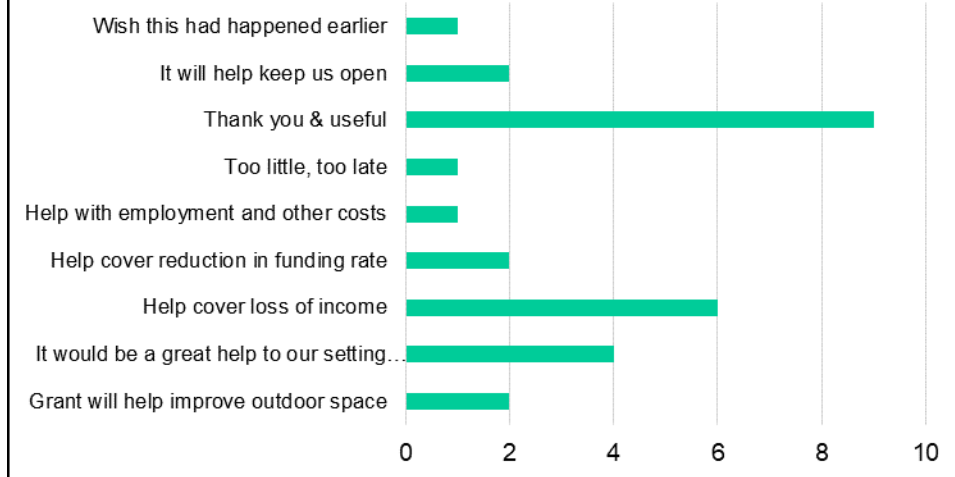
## On-going areas of concern for Early Years providers



### 5.3 Comments about the Grant

Early Years providers were also asked for any other comments or observations about the grant and Early Years sustainability generally.

#### Provider comments about the Grant



### 5.4 Comments from Early Years Providers about Sustainability

I am concerned. Before the pandemic last year I was very busy with a waiting list and had that security. Now there's so much uncertainty but I want to continue what I'm doing. The pandemic has taught me so much about children's social skills and how that is the most crucial area of development and it is vital to continue to be part of the children's routine and security

The funding value is inefficient in comparison to paying for high quality staff, pensions etc. It should be reworded from free childcare so we can charge a top up to allow for our increasing outgoings.

The reduction in rates announced to handle the deficit, the increase in staff costs, will all have an effect on our preschool. Our ethos is to offer affordable childcare to our village, and as a charity not for profit preschool we do not take top ups on our funding leaving us with much higher staff costs than income. While we mitigate against this as best we can by fundraising and cost cutting, purchases of extras that are vital to our running like laptops and hardware are being avoided to ensure we don't end up in a deficit. Funding for this would be much appreciated

I am very concerned about future of my business particularly wrap around care. My local school now offers a breakfast club and after school which has taken a lot of my business and now with less demand from parents working from home this has made things worse for Me. Additionally with the current economic situation I feel some new mums are delaying their return to work and this is effecting the demand for care of babies and very young children

Very concerned about the impact the deficit recovery plan will have. Really we are hoping for the Govt to review funding and hope that the LA continues to push for a full review of how early years funding and funding is calculated in the long term.

I am extremely concerned about financial sustainability, each month I struggle to pay rent and wages and have had to use personal savings to subsidise the nursery  
Early Years sustainability is extremely precarious owing to the difficulty in predicting take up for places by families going forward, the position regarding the Covid virus and the cuts in funding across the next 5 years which is a big concern for us as to our ongoing financial viability. We anticipate a drop in take up of places owing to parents losing employment once the furlough support is ended meaning that they will be at home to provide childcare. Our costs continue to rise due to increased prices of cleaning materials and the forthcoming increase in the minimum wage will also affect us.

As a childminder I feel we have a lot to offer to help reduce infection levels whilst maintaining required standards. Small settings such as mine can offer quality care to a small number of families, keeping bubbles far smaller than they would be in a nursery. I am registered with another childminder, but we have both worked separately from our own settings to further reduce risk, and have incurred more costs in doing so.

My only other comment is about funding. It is my opinion that the funding levels are too low and the rules too tight around requests for additional payments from parents. Approx 1/3rd of my income is expenses, in basic terms that means that I would be working for less than minimum wage on the current funding level (if I had three funded children in my care) To properly ensure early years future the payments need to rise significantly or the rules around additional payments need to be loosened.

We can't carry on with the low funding rates, and the way that early years is the forgotten sector!! I have been in childcare for 30+ years and have never felt so disillusioned and disappointed, not to mention stressed and overworked!! This isn't what I signed up for, and I know I'm not alone!!

Support and transparency are vital, childminders have on the whole been unrecognised for the work they have put in through this situation. There are many key workers that have had it far worse than us but through this it has been a particularly lonely and often frustrating time, the more (realistic) support we can get to help us going forward would benefit early years workers so much.

Staff in Early Years work for very modest incomes and show a great deal of commitment. The cost effectiveness of supporting Early Years is very high but at present the rising costs and poor funding means groups run on considerable goodwill which is obviously not sustainable. Our setting celebrates its 50th year this April and I would like to see adequate funding to enable it to continue for the next 50.

## **5. Conclusion**

- 5.1 The Sustainability Grant was on the whole well received and appreciated by Early Years providers and take-up was high.
- 5.2 The comments and responses to the questionnaire do raise providers concerns about long term sustainability in the sector as a result of the pandemic and funding rates paid to providers.

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## Early Years Budget – changes to funding

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**Report being considered by:** Schools' Forum on 19<sup>th</sup> July 2021

**Report Author:** Avril Allenby and Lisa Potts

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

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### 1. Purpose of the Report

- 1.1 To set out the new process for the Early Years grant funding for the financial year 2021/22.

<b>Will the recommendation require the matter to be referred to the Council or the Executive for final determination?</b>	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
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### 2. Traditional Funding Framework

- 2.1 The standard process for determining funding allocations for local authorities for the early years entitlements is to take an annual census count of the number of hours taken up by children in each local authority in January.
- 2.2 However, the DfE have recognised that the number of children attending childcare has not returned to normal levels in all areas when the January 2021 census was recorded, and it therefore does not represent the mid year point in the normal way.

### 3. Spring Term top up Funding 2020/21

- 3.1 If attendance in the January 2021 census is shown to be below 85% of the January 2020 census, a top up will be applied by the DfE.
- 3.2 All 5 EY Block funding strands will be entitled to top up funding and will be assessed separately :
- (i) Two year olds
  - (ii) Three and four year olds – universal 15 hrs
  - (iii) Three and four year olds – extended 15 hrs
  - (iv) Maintained nursery schools supplementary funding
  - (v) Early years pupil premium
- 3.3 For West Berkshire, we will be receiving a top up to our grant for the two year old element, as our census numbers were below the threshold.

#### 4. Final funding allocation for 2020-21 calculation

- 5.1 For LA's not eligible for the top up, final EY funding allocation will be based on:
- 9/12<sup>th</sup> of the Jan-20 census PTE numbers (to cover the April 2020 to December 2020 period), plus
  - 3/12<sup>th</sup> of the Jan-21 census PTE numbers (to cover the January 2021 to March 2021 period)
- 5.2 For LAs eligible for the top up, final EY funding allocation will be based on:
- 9/12<sup>th</sup> of the Jan-20 census PTE numbers (to cover the 2020 summer and autumn terms), plus
  - 3/12<sup>th</sup> of the final 'spring allocation' PTE numbers (where the 'spring allocation' PTE is the average PTE between Jan-21 and May-21 count, up to 85% of Jan-20 PTE value)
- 5.3 Final funding allocations for 2020-21 will be published in November.

#### 5. Funding approach for 2021-22

- 5.1 The DfE are temporarily varying their approach to funding for Early Years over the next financial year, in light of the Covid pandemic.
- 5.2 They will fund each LA on the basis of termly attendance for 2021-22. This is to ensure that funding aligns with attendance as children return to their settings or take up their free entitlements for the first time, as lockdown restrictions are eased.
- 5.3 LAs will continue to pay providers for actual attendance, as they have since 1st January 2021
- 5.4 The final EY funding allocations for 2021-22 will be based on the following:
- 5/12<sup>th</sup> of the May 2021 count PTE numbers (to cover the April 2021 to August 2021 period), plus
  - 4/12<sup>th</sup> of the October 2021 count PTE numbers (to cover the September 2021 to December 2021 period); plus
  - 3/12<sup>th</sup> of the January 2022 census PTE numbers (to cover the January 2022 to March 2022 period)
- 5.5 The adjustments for the summer and autumn terms will be announced in January 2022, and the final funding allocation for 2021-22 announced in July 2022 as normal.
- 5.6 The DAF funding is based on actual numbers rather than attendance.
- 5.7 Payment to our early years settings will not change, the changes noted above are in relation to the funding West Berkshire Council receive from the DfE.

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## Education Trade Unions Report

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**Report being considered by:** Schools Forum on 19<sup>th</sup> July 2021

**Report Author:** Gary Upton

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

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### 1. Purpose of the Report

1.1 To inform members of the activities of the teacher trade unions

### 2. Recommendation

2.1 The Schools' Forum note the report.

<b>Will the recommendation require the matter to be referred to the Council or the Executive for final determination?</b>	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
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### 3. Introduction/Background

#### 3.1 Introduction

It is well known that most teachers are members of trade unions. The work of a trade union covers both representing members in individual casework but also in collective consultation with the employer and in briefing and training members, these activities, if done well, reduce the need for individual casework. We believe it is fair to say that we have continued to enjoy constructive and positive relationships with West Berkshire and the forums used this year have allowed us to communicate effectively with Head Teachers and employers, and we thank them for considering our advice and guidance when operating their schools, this has meant that we have been able to direct members to you and your colleagues directly without the need for further intervention, this further shows the importance of regular and positive dialogue between schools and trade unions. We have spent a significant amount of time this year briefing members and employers regarding the union positions on school closure, reopening and operation throughout the COVID pandemic, this wouldn't have been possible without access to facilities time. Contact with and from members this year has been time consuming. We also have attended fortnightly briefings with West Berkshire to relay these concerns and seek sensible solutions.

#### 3.2 Individual Issues

Union officers have spent much time on both individual and collective issues. The use of email and online platforms has made contact with members more regular and these have, in some cases, shone a light on individual concerns and queries. Most individual work tends to be resolved before formal processes take place but we have had a lot of contact regarding social distancing, online teaching and work duplication, drop-ins and learning walks and mask wearing. We have invested time in communicating with employers regarding our position on these and, thanks to good working relationships, have been able to reassure most members and resolve matters quickly, this continued to be testament to the hard work unions and the LA have put in together in ensuring that good communication takes place. Some of our work continued to be received from members once they received formal notification of capability; disciplinary; grievance; or consultation on change to contracts, pay and conditions including redundancy.

### **3.2.1 Capability**

Appraisal systems continue to be used well. Teachers are entitled to be supported by a trade union representative throughout informal support processes, which we welcome, as this resolves most issues.

### **3.2.2 Appraisal**

As discussed above, this continues to be used well and we have welcomed the contact with West Berkshire in continuing to review and amend these policies. The regular communication between us has seen a smooth running of these processes and allowed us to resolve member concerns quickly.

### **3.2.3 Disciplinary**

As with other processes, where disciplinary matters have arisen through investigation, good communication between all parties has been maintained.

### **3.2.4 Contracts, Pay and Conditions**

September usually sees a high volume of member contact and again, we have supported members to maintain constructive conversations on this and in most cases have avoided resorting to formal appeal.

### **3.3 Collective issues**

There have been few collective issues, in addition to fortnightly catch ups union officers attend the ECM, where we continue to welcome the positive dialogue with West Berkshire in reviewing policies and pre-empting any issues which could result in collective concern, which has allowed us to brief members accordingly.

### **3.4 LA Policies and guidance**

We have continued to work within LA guidance and have engaged fully in conversations with the LA on any changes to this, we have ensured that guidance is adhered to, which has positively been the case between all parties.

### **3.5 COVID response**

Unions have spent time supporting schools and members, including senior leader, in implementing enhanced health and safety measures as a response to the Covid pandemic.

## **4 Consultation and Engagement**

Secretaries of the recognised teacher trade unions (Association of Teachers and Lecturers, Association of School and College Leaders, National Association of Headteachers, National Association of Schoolmasters Union of Women Teachers, National Union of Teachers)

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## Dedicated Schools Grant Monitoring Report 2021/22 – Quarter One

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**Report being considered by:** Schools' Forum on 19<sup>th</sup> July 2021

**Report Author:** Ian Pearson

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

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### 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.

<b>Will the recommendation require the matter to be referred to the Council or the Executive for final determination?</b>	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
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### 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. 2021/22 Budget Setting

- 4.1 The 2021/22 Dedicated Schools Grant allocation is £149.8m. This includes £45.4m 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 2021/22 has been built utilising the remaining grant of £104.4m.
- 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 2021/22 budget, Schools Forum agreed to transfer 0.25% of the Schools Block funding to the High Needs Block amounting to £274k for existing invest to save projects. A further 0.25% was agreed to be transferred for new invest to save projects.

- 4.3 The DSG expenditure budgets required for 2021/22 total £105.5m, which is £1.2m more than the funding available. As a result, a £1.2m in-year efficiency target has been set against this in order to balance the DSG budget, against the High Needs Block
- 4.4 There is a brought forward deficit on the DSG of £1.461m.

## 5. Quarter One Forecast (30 June 2021)

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

Table 1 - DSG Block forecast	Original Budget 2021/22	Budget Changes	Amended Budget 2021/22	Quarter 1 Forecast	Deficit/ (surplus)
	£'000	£'000	£'000	£'000	£'000
Schools Block (inc ISB)	70,229	0	70,229	70,229	0
Early Years Block	10,290		10,290	10,290	0
Central School Services Block	886		886	886	0
High Needs Block	23,703		23,703	23,703	0
High Needs Block In-Year deficit recovery	(1,263)	0	(1,263)	0	1,263
<b>Total Block Expenditure</b>	<b>103,846</b>	<b>0</b>	<b>103,846</b>	<b>105,109</b>	<b>1,263</b>
Support Service Recharges	444	0	444	444	0
<b>Total Expenditure</b>	<b>104,290</b>	<b>0</b>	<b>104,290</b>	<b>105,553</b>	<b>1,263</b>
<b>Funded by:</b>					
DSG Grant	(104,290)	0	(104,290)	(104,290)	0
<b>Net In-year Deficit</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,263</b>	<b>1,263</b>
Deficit Balance in reserves	1,461		1,461	1,461	1,461
<b>Cumulative Deficit</b>	<b>1,461</b>	<b>0</b>	<b>1,461</b>	<b>2,723</b>	<b>2,723</b>

- 5.2 The Quarter One forecast shows an in-year forecast deficit of £1.2m, against the in-year efficiency target in the High Needs Block. When added to the cumulative deficit of £1.46m, the forecast year end deficit on the DSG is £2.72m.
- 5.3 There are no further variances at this time.
- 5.4 The table below shows the forecast position for the end of 2021/22 by block. The surplus balance on the Schools Block of £1.9m is supporting the forecast overspend position on the other blocks.

Reserve Balances (surplus)/deficit	1.4.2021	change in reserves	Quarter 1 Forecast	31.3.2022 Est
	£k	£k	£k	£k
Schools Block De-delegated	(330)	0	0	(330)
Schools Block - growth fund	(1,501)	0	0	(1,501)
Schools Block - other	(80)	0	0	(80)
Early Years Block	970	0	0	970
Central School Services Block	72	0	0	72
High Needs Block	2,327	0	1,263	3,589
Grant changes	3	0	0	3
<b>Total Deficit Balance</b>	<b>1,461</b>	<b>0</b>	<b>1,263</b>	<b>2,723</b>

## 6. Conclusion

- 6.1 The total forecast deficit on the DSG amounts to £2.7m, comprising £1.5m from previous years and a further £1.2m forecast overspend in year. The forecast position will be kept under review and updates provided to Schools' Forum

Appendix A – DSG 2021-22 Budget Monitoring Report Month 3

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

Cost Centre	Description	Original Budget 2021/22	Net Virements in year	Amended Budget 2021/22	Month 3 Forecast	Variance	Comments
90020	Primary Schools (excluding nursery funding)	51,721,830		51,721,830	51,721,830	0	
DSG top slice	Academy Schools Primary	0		0		0	
90025	Secondary Schools (excluding 6th form funding)	17,880,470		17,880,470	17,880,470	0	
DSG top slice	Academy Schools Secondary	0		0		0	
90230	DD - Schools in Financial Difficulty (primary schools)	27,500		27,500	27,500	0	
90113	DD - Trade Union Costs	49,480		49,480	49,480	0	
90255	DD - Support to Ethnic minority & bilingual Learners	197,500		197,500	197,500	0	
90349	DD - Behaviour Support Services	204,340		204,340	204,340	0	
90424	DD - CLEAPSS	3,070		3,070	3,070	0	
90470	DD - School Improvement	0		0	0	0	
90423	DD - Statutory & Regulatory Duties	176,180		176,180	176,180	0	
90235	School Contingency - Growth Fund/Falling Rolls Fund	0		0	0	0	
90054	Efficiency Target	-31,200		-31,200	-31,200	0	
	<b>Schools Block Total</b>	<b>70,229,170</b>	<b>0</b>	<b>70,229,170</b>	<b>70,229,170</b>	<b>0</b>	
90583	National Copyright Licences	150,490		150,490	150,490	0	
90019	Servicing of Schools Forum	45,290		45,290	45,290	0	
90743	School Admissions	179,920		179,920	179,920	0	
90354	ESG - Education Welfare	159,820		159,820	159,820	0	
90460	ESG - Statutory & Regulatory Duties	357,310		357,310	357,310	0	
90054	Efficiency Target	-6,860		-6,860	-6,860	0	
	<b>Central School Services Block DSG</b>	<b>885,970</b>	<b>0</b>	<b>885,970</b>	<b>885,970</b>	<b>0</b>	



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

Cost Centre	Description	Original Budget 2021/22	Net Virements in year	Amended Budget 2021/22	Month 3 Forecast	Variance	Comments
90010	Early Years Funding - Nursery Schools	854,520		854,520	854,520	0	
90037	Early Years Funding - Maintained Schools	1,561,780		1,561,780	1,561,780	0	
90036	Early Years Funding - PVI Sector	6,251,270		6,251,270	6,251,270	0	
90052	Early Years PPG & Deprivation Funding	200,350		200,350	200,350	0	
90053	Disability Access Fund	23,370		23,370	23,370	0	
90018	2 year old funding	635,550		635,550	635,550	0	
90017	Central Expenditure on Children under 5	270,770		270,770	270,770	0	
90287	Pre School Teacher Counselling	58,375		58,375	58,375	0	
90238	Early Years Inclusion Fund	90,000		90,000	90,000	0	
90054	Surplus budget re 20/21 claw back	344,120		344,120	344,120	0	
	<b>Early Years Block Total</b>	<b>10,290,105</b>	<b>0</b>	<b>10,290,105</b>	<b>10,290,105</b>	<b>0</b>	
90026	Academy Schools RU Top Ups	1,113,300		1,113,300	1,113,300	0	
90546	Special Schools - Place Funding Post 16	790,000		790,000	790,000	0	
90539	Special Schools - Top Up Funding	4,403,120		4,403,120	4,403,120	0	
90548	Non WBC Special Schools - Top Up Funding	1,324,500		1,324,500	1,324,500	0	
90551	Mainstream Maintained - post 16 SEN places	0		0	0	0	
90575	Non LEA Special School (OofA)	1,007,880		1,007,880	1,007,880	0	
90579	Independent Special School Place & Top Up	3,535,280		3,535,280	3,535,280	0	
90580	Further Education Colleges Top Up	1,437,800		1,437,800	1,437,800	0	
90617	Resourced Units top up Funding maintained	314,000		314,000	314,000	0	
90618	Non WBC Resourced Units - Top Up Funding	170,540		170,540	170,540	0	
90621	Mainstream - Top Up Funding maintained	818,660		818,660	818,660	0	

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

Cost Centre	Description	Original Budget 2021/22	Net Virements in year	Amended Budget 2021/22	Month 3 Forecast	Variance	Comments
90622	Mainstream - Top Up Funding Academies	423,560		423,560	423,560	0	
90624	Non WBC Mainstream - Top Up Funding	160,510		160,510	160,510	0	
90625	Pupil Referral Units - Top Up Funding	821,920		821,920	821,920	0	
90627	Disproportionate No: of HN Pupils NEW	40,000		40,000	40,000	0	
90628	EHCP PRU Placement	571,450		571,450	571,450	0	
	<b>High Needs Block: Top Up Funding Total</b>	<b>16,932,520</b>	<b>0</b>	<b>16,932,520</b>	<b>16,932,520</b>	<b>0</b>	
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)	242,000		242,000	242,000	0	
	<b>High Needs Block: Place Funding Total</b>	<b>3,762,000</b>	<b>0</b>	<b>3,762,000</b>	<b>3,762,000</b>	<b>0</b>	
90240	Applied Behaviour Analysis	150,470		150,470	150,470	0	
90280	Special Needs Support Team	328,100		328,100	328,100	0	
90281	SEND Strategy (DSG)	68,700		68,700	68,700	0	
90282	Medical Home Tuition	172,730		172,730	172,730	0	
90237	High Needs Contingency	110,930		110,930	110,930	0	
90287	Pre School Teacher Counselling	58,375		58,375	58,375	0	
90288	Elective Home Education Monitoring	28,240		28,240	28,240	0	
90290	Sensory Impairment	247,860		247,860	247,860	0	
90295	Therapy Services	314,500		314,500	314,500	0	
90372	Therapeutic Thinking	54,300		54,300	54,300	0	
90373	Emotional Based School Avoiders (EBSA)	110,660		110,660	110,660	0	
90555	LAL Funding	122,000		122,000	122,000	0	
90565	Equipment For SEN Pupils	15,000		15,000	15,000	0	
90577	SEN Commissioned Provision	584,480		584,480	584,480	0	
90582	PRU Outreach	61,200		61,200	61,200	0	
90585	HN Outreach Special Schools	50,000		50,000	50,000	0	
90610	Hospital Tuition	39,280		39,280	39,280	0	

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

Cost Centre	Description	Original Budget 2021/22	Net Virements in year	Amended Budget 2021/22	Month 3 Forecast	Variance	Comments
90830	ASD Teachers	282,660		282,660	282,660	0	
90961	Vulnerable Children	179,400		179,400	179,400	0	
90581	Dingleys Promise	30,000		30,000	30,000	0	
<b>High Needs Block: Non Top Up or Place Funding</b>		<b>3,008,885</b>	<b>0</b>	<b>3,008,885</b>	<b>3,008,885</b>	<b>0</b>	
90054	Efficiency Target	-1,262,500		-1,262,500		1,262,500	
<b>High Needs Block Total</b>		<b>22,440,905</b>	<b>0</b>	<b>22,440,905</b>	<b>23,703,405</b>	<b>1,262,500</b>	
<b>Total Expenditure across funding bocks</b>		<b>103,846,150</b>	<b>0</b>	<b>103,846,150</b>	<b>105,108,650</b>	<b>1,262,500</b>	
<b>SUPPORT SERVICE RECHARGES</b>		<b>444,000</b>	<b>0</b>	<b>444,000</b>	<b>444,000</b>	<b>0</b>	
<b>TOTAL DSG EXPENDITURE</b>		<b>104,290,150</b>	<b>0</b>	<b>104,290,150</b>	<b>105,552,650</b>	<b>1,262,500</b>	
90030	DSG Grant Account	-104,290,150		-104,290,150	-104,290,150	0	
<b>NET DSG EXPENDITURE</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>1,262,500</b>	<b>1,262,500</b>	

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### Special educational needs

## English county councils warn of £1.3bn special educational needs deficit



**Sally Weale** *Education correspondent*

Wed 30 Jun 2021 06.00 BST

County councils in England are warning of a £1.3bn special educational needs deficit which threatens to derail their finances and undermine capacity to support recovery efforts after the pandemic.

They say the total deficit is set to increase eightfold in just five years as a result of “an explosion” in the number of children requiring additional support and they warn they are facing “a financial cliff edge”

A survey by the County Councils Network (CCN) and the Society of County Treasurers shows the combined deficit for 40 authorities has gone up from £134m in 2018-19 to a projected £1.3bn in 2022-23.

The CCN is calling for an injection of additional funding in the forthcoming spending review to help bring deficits down to a manageable level. It is also

urging the government to complete and publish its much anticipated [review](#) into provision for children with special educational needs and disabilities (Send), set up in 2019 to address problems with capacity, funding and support for children.

Local authorities have seen spending on children with Send increase sharply in recent years as a result of legislative changes in 2014 which extended their responsibilities for young people up to the age of 25.

There has also been an increase in the number of young people with education, health and care plans (EHCPs) from 354,000 in 2019 to more than 430,000 in 2021. These legally binding documents guarantee support services for children with the greatest needs.

In view of the pressure on budgets, the government has allowed councils to carry over deficits until 2023, which has provided a breathing space but is “little more than a sticking plaster,” according to the CCN.

Keith Glazier, the CCN’s children and young people spokesperson, said: “We have a statutory and moral obligation to support these young people, but local authorities are building up significant deficits.

“With limited options and a lack of funding available, we are being backed into a corner and face a financial cliff edge in two years’ time when these deficits will be on our budget books and will need to be addressed. This could mean we take funds from other services or money from our pandemic recovery efforts.”

Tim Oliver, leader of Surrey county council, said his authority had seen a “massive” increase in the number of EHCPs with 10,000 children now fully funded. “As we speak today we have an accumulated deficit in excess of £85m.

“We have some children who cost hundreds of thousands of pounds a year to support. We have a statutory obligation to do that, but I’m afraid it’s just not financially sustainable.”

A Department for Education spokesperson said: “We have announced the biggest increase in school funding in a decade and increased high needs funding for councils to provide services for families and children with

special educational needs and disabilities to more than £8bn this year - an increase of nearly a quarter over two years.”



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## Schools Forum Work Programme 2021/22

	Item	HFG Deadline	Heads Funding Group	SF Deadline	Schools Forum	Action required	Author
Term 1	Schools Funding Formula Proposal 2022/23	29/09/2021	06/10/2021	12/10/2021	18/10/2021	Decision	Melanie Ellis
	Benchmarking Data - funding levels for Physical Disabilities	29/09/2021	06/10/2021			Discussion	Jane Seymour
	Draft De-delegations 2022/23	29/09/2021	06/10/2021	12/10/2021	18/10/2021	Decision	Lisa Potts
	Deficit Recovery Plan for the DSG	29/09/2021	06/10/2021	12/10/2021	18/10/2021	Discussion	Melanie Ellis / Ian Pearson
	Additional Funding Criteria 2022/23	29/09/2021	06/10/2021	12/10/2021	18/10/2021	Decision	Melanie Ellis
	Scheme for Financing Schools 2021/22	29/09/2021	06/10/2021	12/10/2021	18/10/2021	Decision	Melanie Ellis
	Update on HNB Invest to Save Projects	29/09/2021	06/10/2021	12/10/2021	18/10/2021	Discussion	Jane Seymour
	Early Years Block Budget - update on Deficit Recovery Plan	29/09/2021	06/10/2021	12/10/2021	18/10/2021	Information	Avril Allenby
	DSG Monitoring 2021/22 Month 6			12/10/2021	18/10/2021	Information	Melanie Ellis
	Deficit Schools (standing item)	29/09/2021	06/10/2021	12/10/2021	18/10/2021	Information	Melanie Ellis
Term 2	Schools in Financial Difficulty Bids (TBC)	29/09/2021	06/10/2021	12/10/2021	18/10/2021	Decision	Melanie Ellis
	DSG Funding Settlement Overview 2022/23	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Discussion	Melanie Ellis
	School Funding Formula 2022/23	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Decision	Melanie Ellis
	Final Additional Funding Criteria 2021/22	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Decision	Melanie Ellis
	Final Scheme for Financing Schools 2021/22	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Decision	Melanie Ellis
	Final De-delegations 2022/23	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Decision	Lisa Potts
	Draft Central Schools Block Budget 2022/23	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Discussion	Melanie Ellis
	Draft High Needs Budget 2022/23	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Discussion	Jane Seymour
	High Needs Places and Arrangements 2022/23	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Discussion	Jane Seymour
	High Needs Block - Resourced Units	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Discussion	Jane Seymour
	Outline Early Years Forecast 2021/22	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Discussion	Avril Allenby
	Deficit Schools (standing item)	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Information	Melanie Ellis
	DSG Monitoring 2021/22 Month 7			30/11/2021	06/12/2021	Information	Melanie Ellis
	Schools in Financial Difficulty Bids (TBC)	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Decision	Melanie Ellis
Term 3	DSG Funding Settlement Overview 2022/23	05/01/2022	12/01/2022	18/01/2022	24/01/2022	Discussion	Melanie Ellis
	Final School Funding Formula 2022/23	05/01/2022	12/01/2022	18/01/2022	24/01/2022	Decision	Melanie Ellis
	Final Central School Block Budget Proposals 2022/23	05/01/2022	12/01/2022	18/01/2022	24/01/2022	Decision	Melanie Ellis
	iCollege Review	05/01/2022	12/01/2022	18/01/2022	24/01/2022	Decision	Michelle Sancho
	High Needs Block Budget Proposals 2022/23	05/01/2022	12/01/2022	18/01/2022	24/01/2022	Discussion	Jane Seymour
	Growth Fund 2021/22	05/01/2022	12/01/2022	18/01/2022	24/01/2022	Information	Melanie Ellis
	Deficit Schools (standing item)	05/01/2022	12/01/2022	18/01/2022	24/01/2022	Information	Melanie Ellis
	DSG Monitoring 2021/22 Month 9			18/01/2022	24/01/2022	Information	Melanie Ellis
	Schools in Financial Difficulty Bids (TBC)	05/01/2022	12/01/2022	18/01/2022	24/01/2022	Decision	Melanie Ellis
	Work Programme 2022/23	22/02/2022	01/03/2022	08/03/2022	14/03/2022	Decision	Jessica Bailiss
Term 4	Final DSG Budget 2022/23 - Overview	22/02/2022	02/03/2022	08/03/2022	14/03/2022	Decision	Melanie Ellis
	Update on HNB Invest to Save Projects	22/02/2022	04/03/2022	08/03/2022	14/03/2022	Discussion	Jane Seymour
	Final High Needs Block Budget 2022/23	22/02/2022	03/03/2022	08/03/2022	14/03/2022	Decision	Jane Seymour
	Final Early Years Block Budget 2022/23	22/02/2022	04/03/2022	08/03/2022	14/03/2022	Decision	Avril Allenby
	Early Years Block Budget - update on Deficit Recovery Plan	22/02/2022	04/03/2022	08/03/2022	14/03/2022	Discussion	Avril Allenby
	Deficit Schools (standing item)	22/02/2022	05/03/2022	08/03/2022	14/03/2022	Information	Melanie Ellis
	DSG Monitoring 2021/22 Month 10			08/03/2022	14/03/2022	Information	Melanie Ellis
	Schools in Financial Difficulty Bids (TBC)	22/02/2022	01/03/2022	08/03/2022	14/03/2022	Decision	Melanie Ellis

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