

Notice of Meeting

Schools Forum

Monday 18th October 2021 at 5.00pm
On Zoom

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

Date of despatch of Agenda: Tuesday, 12th October 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
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Further information and Minutes are also available on the Council's website at www.westberks.gov.uk



Agenda - Schools Forum to be held on Monday, 18 October 2021 (continued)

Forum Members: Reverend Mark Bennet, Dominic Boeck, Jonathon Chishick, Catie Colston (Vice-Chair), Jacquie Davies, Emily Dawkins, Keith Harvey, Jon Hewitt, Hilary Latimer, Ross Mackinnon, Catherine McLeod, 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

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Agenda - Schools Forum to be held on Monday, 18 October 2021 *(continued)*

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- 14 **Date of the next meeting**
Monday 6th of December 2021, 5pm on Zoom (tbc)

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, 19 JULY 2021

Present: Councillor Dominic Boeck (Executive Portfolio: Children, Young People and Education), Jonathon Chishick (Maintained Primary School Governor), Catie Colston (Maintained Primary School Governor), Jacquie Davies (Pupil Referral Unit Headteacher), Michelle Harrison (Maintained Primary Schools), Jon Hewitt (Maintained Special School Headteacher), Brian Jenkins (Early Years Private, Voluntary and Independent Provider Representative), Councillor Ross Mackinnon (Executive Portfolio Holder: Finance and Economic Development), Maria Morgan (Maintained Nursery School Headteacher), Ian Nichol (Maintained Primary School Governor), Chris Prosser (Maintained Secondary School Headteacher), David Ramsden (Maintained Secondary School Headteacher), Campbell Smith (Academy School Governor) and Graham Spellman (Roman Catholic Diocese)

Also Present: Avril Allenby (Early Years Service Manager), Melanie Ellis (Chief Accountant), Ian Pearson (Head of Education Services) and Lisa Potts (Finance Manager), Jessica Bailiss (Policy Officer (Executive Support))

Apologies for inability to attend the meeting: Reverend Mark Bennet, Emily Dawkins, Keith Harvey, Hilary Latimer, Sheila Loy, Janet Patterson, Gemma Piper, Michelle Sancho and Charlotte Wilson

PART I

27 Minutes of previous meeting date 21st June 2021

The minutes of the meeting held on 21st June 2021 were approved as a true and correct record and signed by the Chair subject to the following change: Ross Mackinnon had not been present at the meeting.

28 Actions arising from previous meetings

All actions were completed or in hand.

29 Declarations of Interest

There were no declarations of interest received.

30 Schools' Forum Membership and Constitution from September 2021 (Jess Bailiss)

Jessica Bailiss introduced the report (Agenda Item 5), which aimed to review and where necessary update the membership and constitution for the Schools' Forum, which was carried out on an annual basis.

The membership composition of the Forum and number of members representing each sector needed to be broadly proportionate to pupil numbers. Table one showed a breakdown of pupil numbers compared to 2020 by sector and it could be seen the number of number of pupils in each sector had remained broadly the same and therefore no changes were proposed to the structure of the membership.

The Constitution for the Forum needed to comply with the Schools' Forum Regulations 2012. There had only been one change to the Regulations in 2020, which enabled

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Schools' Forums to continue to meet remotely if they wished. There was one proposed change to the constitution which was detailed under section 6.1 of the report following the declaration of interest exercise that was carried out earlier in the year and it was proposed that going forward there should be no more than two representatives from one school/academy across the groups that make up the Forum. This was only proposed for new members joining the Forum and would not be actioned retrospectively.

It was recommended that the Forum approve the membership and constitution including the proposed changes detailed under section 6.1 of the report.

Jonathan Chishick raised a query regarding how the school groups were divided between Headteacher and Governors. He felt that this needed clarifying within the constitution under section 2.2. It was also noted that under 2.3 it was stated that primary and secondary representatives would be elected by their respective heads' forum. The process for governors differed to this and this needed to be clarified in the constitution. Jess Bailiss stated that she would look in to this following the meeting.

The Chair invited the Schools Forum to vote on recommendation set out in section 2.1 of the report. John Hewitt proposed that the recommendation be approved and this was seconded by Chris Prosser. At the vote the motion was carried.

RESOLVED that:

- **Jessica Bailiss would review the points raised by Jonathan Chishick and ensure that these were clarified within the constitution.**
- **The membership and constitution was agreed by the Schools' Forum, including the proposed amendment set out in section 6.1 of the report and clarification of the points raised by Jonathan Chishick.**

31 Growth Fund: Exceptional Payment (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 6), which aimed to review the exceptional Growth Fund application from The Calcots and decide whether to award a payment to the school from the growth funding 2021/22.

In December each year following the confirmation of the autumn census numbers, schools were invited to make an application to the Growth Fund if they met the criteria. The Calcots had submitted an application earlier than normal because during the five months following the October 2020 census, the pupil numbers at the school had increased by seven with five additional pupils in Reception. The school had stated that two classes of 32 Reception pupils was unsafe and larger groups of mixed ability pupils was not feasible due to physical constraints of classroom sizes. Classrooms at the school could physically only accommodate 26 children due to dimensions.

The application had been considered by the Heads' Funding Group (HFG) in June 2021 however, further information had been requested due to the applications similarity to another recent application, which had been refused. As a result the report included additional detail under section five, which provided a comparison to previous bids and set out how the calculations had been carried out. Section 5.5 showed that Calcot School had needed to provide an additional class, whereas the other school could have moved to a mixed year group for one year. The HFG had therefore been in support of the application from The Calcots.

Melanie Ellis stated that the Growth Fund currently had a balance of £1.5m. If the application from The Calcots was agreed then there would be an initial payment of £27.5k for the period of April to August 2021 with a potential further payment of £38.5k to be agreed in December, following the invite to all schools to make an application to the Growth Fund following the autumn school census.

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The Chair invited the Schools' Forum to vote on the recommendation to approve the application from The Calcots as set out in section 2.1 of the report. Jonathan Chishick proposed that the application was approved and this was seconded by Ian Nichol. At the vote the motion was carried.

RESOLVED that the application from The Calcots to the Growth Fund was approved by the Schools' Forum.

32 **Early Years Block Budget - update on deficit recovery plan (Lisa Potts/Avril Allenby)**

Lisa Potts introduced the report (Agenda Item 7), which aimed to update the Forum on the deficit recovery for the Early Years Block.

Lisa Potts reported that the deficit recovery plan incorporated reducing rates for providers and this had come into effect from 1st April 2021.

Lisa Potts highlighted the table under section 3.2 of the report, which showed that there was a planned budget to overspend by £461k in 2019-20 but the final figures showed an overspend of £875k. In 2020-21 there had been a planned budget to overspend by £1.5m however, by the end of the year the actual overspend had reduced to £970k.

Lisa Potts reported that positively for 2021-22 the current forecast deficit position was £787,947 and this was prior to taking in to account the reduction in the rates for providers. It was noted that it was early in the process however, it was hoped that the figure would continue to reduce over the next few years.

RESOLVED that the Schools' Forum noted the report.

33 **The impact of Covid on the Early Years Sector / Early Years Sustainability Grant (Avril Allenby)**

Avril Allenby introduced the item (Agenda Item 8), which aimed 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.

Avril Allenby reported that some grant funding had been made available to early years provided due to the pressures faced as a result of Covid. The majority of providers had taken up the offer of the funding. Any providers that had not applied had been approached to ensure all were fully aware of the opportunity available.

A short survey had been sent to providers as part of the process to help gain an understanding of the impact being faced and responses to the survey were detailed under section 4.2 of the report.

Avril Allenby explained that many businesses had been able to access rate rebates during the pandemic however, for early years the number of businesses able to access this had been particularly low due to many not owning their own premises. Business loans, the furlough scheme and other grant funding had been particularly difficult for early years providers to access as many did not receive income and were reliant on grant funding provided by the Local Authority.

Avril Allenby drew attention to the ongoing areas of concern raised as part of the survey on page 41 of the report, which included concerns regarding furlough, parents continuing to work for home and changes to working hours.

Avril Allenby reported that provider rates had been reduced as part of the deficit recovery plan and the sustainability grant funding had helped slightly to reduce the impact of this.

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Ian Pearson highlighted that grant funding made available to early years providers was money agreed by the Local Authority to support settings and was not money from the Dedicated School Grant. A total of £226,200 had been agreed and to date a total of £198k had been paid to 130 providers.

Brian Jenkins highlighted the second paragraph on page 43 of the report and felt that this summed up the discomfort that existed within the early years sector across the country. He thanked West Berkshire Council for the grant funding that had been made available however, stressed that this was a small figure in comparison to the losses sustained by businesses in the sector. He appreciated the work undertaken by West Berkshire Council to provide the grant funding however it was not a solution to the problem and action was required from The Government on this.

RESOLVED that the Schools' Forum noted the report.

34 **Early Years Budget - changes to funding (Lisa Potts)**

Lisa Potts introduced the report (Agenda Item 9), which set out the new process for the Early Years grant funding for the financial year 2021/22.

Lisa Potts reported that traditionally the Local Authority received funding based on the number of hours taken up by children in the January census. The DfE had recognised however, that the number of children attending in January 2021 would be much lower than normal due to Covid. The process had therefore been changed for the current year so that if the numbers of children in the spring term 2021 were below 85% from the previous year then a top up would be received up to the 85%.

Lisa Potts added that this would be split across the different types of early years funding, which were detailed under section 3.2 of the report. It was expected that West Berkshire would only be entitled to top up funding for two year olds.

The final allocation for 2020/21 had not been received yet and would be received later in the year. Lisa Potts reported that for 2021/22 the DfE had asked the Local Authority to provide funding based on the termly data. This would not change the payment paid out to providers and would only change the amount received by the Local Authority from the Department for Education, which would be based on the hours that children were attending rather than the January census alone.

RESOLVED that the Schools' Forum noted the report.

35 **Trade Union Facilities Time - Annual Report for 2020/21 (Gary Upton)**

Ian Pearson introduced the report (Agenda Item 10), which informed members of the Forum of the activities of the teacher trade unions.

Ian Pearson explained the report was an annual report provided on behalf of the education unions that benefitted from the facilities funding available through delegations. The report detailed what the funding had been used for. Positively it was highlighted in the report that there was a good working relationship with employers.

RESOLVED that the Schools' Forum noted the report.

36 **DSG Monitoring 2021/22 Month 3 (Ian Pearson)**

Ian Pearson introduced the report (Agenda Item 10) which set out 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.

Ian Pearson drew attention to the table under section 5.1 of the report, which provided the forecast position at the end of June. Ian Pearson added that it was important not to

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be misled by figures provided and highlighted the cumulative deficit figure on the bottom line of Table 1. The Early Years and High Needs Blocks were facing the largest pressures and a lot of time had been spent focusing on these areas to help bring them into a more balanced position. Ian Pearson stated that whilst Table 1 indicated a forecast cumulative deficit position at the end of the financial year (£2,723k), this needed to be seen in the context of balancing across the different blocks. Ian Pearson drew attention to Table 2 under 5.4, which provided the overall position of the different blocks, which led to the figure of £2,723K. There were surpluses in some blocks and significant deficits in others. It was important to note that there were two elements being measured, including the expected position at the end of the current financial year and the cumulative position.

Ian Pearson added that there was further detail set out in the appendices to the report. It was noted that as quarter one was early in the financial year the figures could move substantially.

David Ramsden asked if there was an indication from the Department for Education (DfE) on when there would be a strategy for tackling the deficit in high needs across the country and he noted the next item on the agenda (Item 12), which provided information on English county councils warning of a £1.3bn special educational needs deficit.

Ian Pearson reported that Item 12 helped put the high needs deficit in West Berkshire in context with the rest of the country. It was highlighted that the combined deficit for 40 authorities had gone up from £134m in 2018/19 to a projected £1.3bn in 2022/23. The Government looked to be engaging in conversations with those local authorities with the largest deficits in proportion to their overall DSG budget.

Ian Pearson reported that The Government were due to carry out a national SEND review, which would look at the practicalities of how young people with SEND were supported. It would also look at what SEND children were currently being provided with and what the cost of this was. The review had been delayed and a date had not been confirmed for when it would take place. The outcome of this review was required before there was any certainty about the next steps moving forward. Locally in the meantime, a number of invest to save strategies had been put in place.

RESOLVED that the Schools' Forum noted the report.

37 Special Educational Needs Deficit Information Item (Ian Pearson)

It was noted that this item had been referred to as part of Item 12.

38 Forward Plan

The Schools' Forum noted the Forward Plan.

39 Date of the next meeting

The next meeting of the Schools' Forum would take place on 18th October 2021 (location to be confirmed)

40 Exclusion of the Press and Public

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

41 Part II - SENDIASS – Special Educational Needs & Disabilities Information Advice & Support Services Contract (Thomas Ng)

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

The Schools Forum considered an exempt report (Agenda Item 16) which aimed to inform the Schools' Forum the outcome of an open tendering exercise for a contractor to provide the SENDIASS (Special Education Needs and Disabilities, Information, Advice and Support Service).

RESOLVED that the Schools' Forum noted the report.

(The meeting commenced at 5.00 pm and closed at 6.00 pm)

CHAIRMAN

Date of Signature

Actions from previous meeting

Ref No.	Date of meeting(s) raised	Item	Action	Responsible Officer	Comment / Update
Jul21 - Ac1	19th July 2021	Schools' Forum Membership and Constitution from September 2021	Jessica Bailiss would review the points raised by Jonathan Chishick and ensure that these were clarified within the constitution.	Jessica Bailiss	Completed. The constitution has been published on the Schools' Forum webpage.

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Schools Funding Formula Consultation 2022/23

Report being considered by: Schools Forum on 18th October 2021

Report Author: Melanie Ellis

Item for: Decision **By:** All Schools Members and PVI representative

1. Purpose of the Report

- 1.1 To set out the requirements and changes for setting the primary and secondary school funding formula for 2022/23 and to approve West Berkshire Council's funding proposals to go out to consultation with all schools.

2. Recommendations

- 2.1 To recommend that the consultation be undertaken with all schools on:
- (1) West Berkshire Council's proposed school funding formula for 2022/23
 - (2) An up to 0.5% transfer from the Schools Block to other funding blocks
 - (3) The criteria to be used to allocate additional funds
 - (4) The proposed services to be de-delegated.

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

- 3.1 2022/23 is the fifth year of the National Funding Formula (NFF) and, as in previous years, each local authority needs to set a local funding formula in consultation with schools. The government has confirmed its intention to move to a single 'hard' NFF to determine school's budgets directly, and have consulted on proposals for completing reforms to the funding system. There is no fixed target date by which a hard NFF will be fully in place, and it is suggested that this will be a gradual process.
- 3.2 For 2022/23, each LA will continue to have discretion over their schools funding formulae, in consultation with local schools. The LA is responsible for making the final decisions on the formula. Political ratification must be obtained before the 21 January 2022 deadline.
- 3.3 The Government has produced a number of policy and operational documents relating to the funding. These documents can be found on this webpages:

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

4. National Funding Formula

4.1 The basic structure of the NFF is not changing in 2022/23, however there are a number of differences to 2021/22 NFF:

- (1) The Sparsity Factor distances are now based on road distances, instead of straight-line distances, and a sparsity distance taper has been introduced, in addition to the existing year group size taper. In 2021/22, seven West Berkshire schools were eligible for sparsity. Under the NFF 2022/23, 22 schools would be eligible. The maximum amount of sparsity funding that schools can attract in the NFF has increased to £55,000 for primaries and £80,000 for all other schools.

Various options for adoption of the sparsity factor have been modelled and shown in the consultation.

- (2) Data on pupils who have been eligible for free school meals at any time in the last six years (FSM6) is from the most recent October census (2020) school census instead of the preceding January (2020) census.
- (3) In calculating low prior attainment proportions, data from the 2019 early years foundation stage profile (EYFSP) and key stage 2 (KS2) tests is used as proxy for the 2020 assessments.

4.2 School funding is increasing by 3.2% overall in 2022/23, and by 2.8% per pupil. This is the final year of the three year funding settlement that was announced in 2019.

- (1) The core factors in the NFF (such as basic per-pupil funding, funding for FSM, lower prior attainment and the lump sum) are increasing by 3%.
- (2) The funding floor ensures that every school is allocated at least 2% more pupil-led funding per pupil compared to their 2021/22 NFF allocation.
- (3) The minimum per pupil level ensures that every primary school receives at least £4,265 per pupil, and every secondary school at least £5,525.
- (4) Funding through the sparsity factor includes an increase in the ceiling of £10,000 to the maximum sparsity values (£55,000 for primary schools, and up to £80,000 for secondary schools).
- (5) LAs will continue to set a Minimum Funding Guarantee (MFG) which must be between +0.5% and +2%.
- (6) LAs continue to be able to transfer up to 0.5% of their schools block to other blocks of the DSG, with schools forum approval.

4.3 High needs funding is increasing by £780m, or 9.6%, in 2022/23. The high needs NFF will ensure that every local authority receives an increase of at least 8% per head of population, and up to 11% before gains are capped.

- 4.4 Central schools services funding in 2022/23 is £284m, an increase of 10%, to fund the ongoing responsibilities that LAs deliver for all pupils.

5. Schools funding allocation

- 5.1 Based on the October 2020 census data, our funding available to allocate is £118m which is an increase of £4.7m (4.1%) on 2021/22. This excludes the growth fund which is allocated separately. The amount of funding we receive will change with the October 2021 census pupil numbers. (Note that the funding will not change as a result of pupil characteristics).

6. Local Formula

- 6.1 West Berkshire Council replicates the NFF as far as possible. However, after pupil characteristic changes and any transfers of funding, the formula will need to be altered to ensure we remain within the total funding available. There are a number of options for ensuring affordability, as detailed in the consultation.
- 6.2 All schools and the Schools Forum will be consulted on the formula but it remains a Local Authority decision on how the funding is allocated to schools through the formula factors. There is no requirement to stick to the NFF rates, or to use all the factors other than the mandatory minimum per pupil funding factor, basic entitlement and deprivation factors.
- 6.3 The DfE recognises that some authorities still cannot afford to pay off the historic deficit from the DSG over the next few years. In these cases, the DfE expects to work together with local authorities to agree a plan of action to enable the authority to pay off its deficit over time. The DfE has provided a template to assist all local authorities report their plans for managing the DSG. The DfE will continue to approach selected local authorities to begin discussions with them during 2021, and expects to expand the discussions to other local authorities in later years.

7. Block Transfers

- 7.1 Local authorities continue to be able to transfer up to 0.5% of their schools block to other blocks of the DSG, with schools forum approval. As the TPG and TPECG are now fully incorporated into the NFF – unlike last year – no adjustment needs to be made from the total schools block to account for these grants when calculating the funding to be transferred. If approved, this would enable a transfer of up to £590k, leaving £117.4m to be allocated to schools.
- 7.2 Setting a balanced budget on the High Needs Block continues to be a significant challenge and the forecast overspend on this block is set to reach £3.6m by the end of 2021/22. Consideration should therefore be given as to whether to support a block transfer for 2022/23. Block transfers need to be approved annually.
- 7.3 There are also pressures on both the Early Years Block and the Central Schools Services Block which could potentially be supported by a block transfer.
- 7.4 Block transfers need to be approved annually. Transfers have previously been approved in 2020/21 0.25% (£263k) and 2021/22 0.5% (£549k) to support the High Needs Block. For 2022/23, a block transfer of 0.5% would amount to £590k, and a transfer of 0.25% would amount to £295k.

8. Additional funds outside the School Formula

8.1 School funding regulations allow a few exceptional circumstances to be funded outside the formula and be top sliced from the DSG. The funds are:

- (a) Growth funding
- (b) Funding for schools in financial difficulty
- (c) Funding from the high needs block to allocate to schools which have a disproportionate number of high needs pupils.
- (d) A falling rolls fund.

Criteria for allocating these need to be agreed and are included in the consultation document at Appendix B, C and D.

9. De-delegations, Education Functions and Health & Safety Service (maintained schools)

9.1 De-delegated services are for maintained schools only. Funding for these services must be allocated through the formula but can be passed back, or 'de-delegated' for maintained primary and secondary schools with schools forum approval.

9.2 Education responsibilities held by local authorities for all schools are funded from the Central Schools Services Block of the DSG. Education responsibilities held by local authorities for maintained schools only, are funded from maintained schools budgets, with agreement of the maintained schools members of schools forums.

9.3 In order to meet the requirements of the employer under the Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations and other related legislation, a full schools health and safety service will be provided to all maintained schools. All maintained schools will need to agree to be part of this collective agreement to equitably fund the service.

10. Proposals

10.1 To approve the attached consultation to go out to schools asking the following questions:

1. Do you agree that, subject to final affordability, West Berkshire should mirror the DfE's 2022/23 NFF as closely as possible and that this formula should be used to calculate funding allocations? Yes/No

2. Do you support using a Sparsity Factor? A) NFF full sparsity, B) A reduced sparsity factor, C) No sparsity factor. Note: the Heads Funding Group would recommend which reduced factor to use.

3. Do you agree that any shortfall or surplus in funding is addressed by adjusting the AWPU values? Yes/No

4. What percentage transfer of funding would you support from the Schools Block to the High Needs block? A) 0%, B) 0.25%, C) 0.5%.

5. Would you support any of this transfer supporting any of the other funding blocks?
Yes/No

6. Do you agree with the criteria set to access additional funds outside the school formula? Yes/No

7. Do you agree with the proposed De-delegated Services, Education Functions and Health and Safety Service for all maintained schools? Yes/No

11. Next Steps

11.1 The consultation will last for 3 weeks from 20 October 2021 to 10 November 2021.

12. Conclusion

12.1 Since the government intends to move towards a “hard” NFF formula it is logical for West Berkshire to continue to replicate these rates as far as possible.

12.2 When the actual allocation is received in December the formula will be allocated according to the principles above with political ratification being made in January 2022.

13. Appendices

- Appendix A: Briefing and Consultation document for schools.
- Appendix B: Criteria for allocating Growth Fund
- Appendix C: Criteria for allocating the Schools in Financial Difficulty Fund
- Appendix D: Criteria for allocating the Additional High Needs Fund
- Appendix E: Equalities Impact Assessment

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Appendix A

Schools Revenue Funding 2022 to 2023

Briefing & Consultation Document for Schools October 2021

1. How to respond to this consultation

- 1.1 Schools are invited to make comments on specific areas in the consultation. Please e-mail your response to Melanie Ellis, Chief Accountant melanie.ellis@westberks.gov.uk by **10th November 2021**.
- 1.2 Any suggestions for change should be accompanied by clear rationale on why your proposal is a better solution and fair and equitable for all schools in West Berkshire Council (WBC), and not just for your own individual school. You should also check that it falls within the current funding regulations. Policy and operational documents relating to the 2022/23 NFF can be accessed on this webpage:

<https://www.gov.uk/government/publications/national-funding-formula-for-schools-and-high-needs>
- 1.3 To aid understanding of the proposals in this paper, illustrations are provided in Appendix Ai) and Ai) for individual schools. These are based on DfE data taken from the October 2020 census.
- 1.4 Schools should note that actual funding for 2022/23 will be based on the October 2021 pupil census and year on year changes in data may have a significant impact. Therefore, in responding to this consultation, schools are advised to concentrate on the principles rather than simply on the illustrative cash changes.
- 1.5 For 2022/23, it remains a Local Authority decision on how the funding is allocated to schools through the formula factors. There is no requirement to stick to the NFF rates, or to use all the factors other than the mandatory minimum per pupil funding, basic entitlement and deprivation factors.

2. Purpose

- 2.1 The purpose of this consultation is to outline and seek views on:
 - (1) West Berkshire Council's proposed school funding formula for 2022/23.
 - (2) An up to 0.5% transfer from the Schools Block to other funding blocks.
 - (3) The criteria to be used to allocate additional funds.
 - (4) The proposed services to be de-delegated.

- 2.2 The proposed areas of consultation were agreed by Schools Forum at its meeting of 18 October 2021. The consultation will be open for three weeks from 20 October 2021 to 10 November 2021. The principle consulted on and adopted in previous years, is to mirror as closely as possible to the National Funding Formula (NFF).

3. Introduction

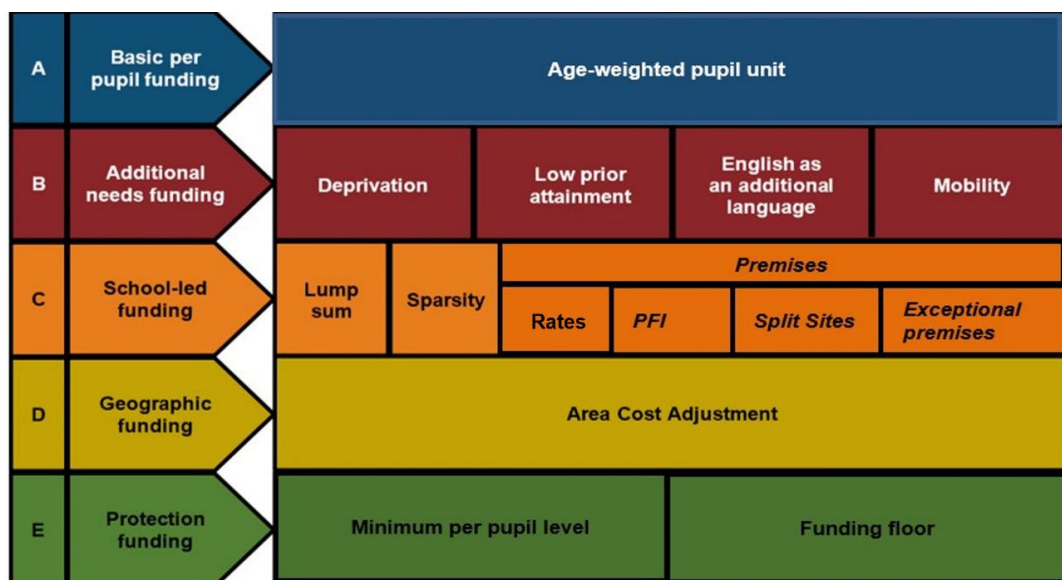
- 3.1 All mainstream (academies and maintained) school funding is allocated to the Local Authority (LA) through the Dedicated Schools Grant (DSG). The grant is split into four funding blocks:
- (1) Schools,
 - (2) Early years,
 - (3) High needs,
 - (4) Central Schools Services (including school admissions, licences, finance support, schools' forum costs, education welfare etc).
- 3.2 The Schools Block is only for Primary and Secondary school formula allocations, plus growth funding for new or growing schools (such pupils are not included in the funding allocation as they did not exist in the previous census).
- 3.3 The Schools Block is ring fenced, but up to 0.5% can be transferred to other funding blocks subject to consultation with all schools and Schools' Forum agreement. Secretary of State approval is required for transfers above this limit or where the Schools' Forum has opposed the transfer but the Local Authority wishes to appeal.
- 3.4 2022/23 is the fifth year of the National Funding Formula (NFF) and, as in previous years, each local authority will set a local funding formula in consultation with schools. The government has confirmed its intention to move to a single 'hard' NFF to determine school's budgets directly, rather than through local formulae set independently by each LA, and have consulted on proposals for completing reforms to the funding system. There is no fixed target date by which a hard NFF will be fully in place, and it is suggested that this will be a gradual process.
- 3.5 In 2022/23, as in previous years, each LA will continue to have discretion over their schools funding formulae, in consultation with local schools. The LA is responsible for making the final decisions on the formula. Political ratification must be obtained before the January 2022 deadline.
- 3.6 Provisional 2022/23 LA allocations were published by the Department for Education (DfE) in July 2021. The DfE calculate this at a school level in order to determine the local authority allocation. However, the notional school level allocations are not the same as the final allocation which will be calculated using updated pupil numbers, baselines and other local factors.
- In December 2021 the funding allocation will be updated with the October 2021 Primary and Secondary pupil numbers to produce the Schools Block DSG allocation.
 - A sum for growth funding will be added to give the final DSG total.

4. The National Funding Formula (NFF)

4.1 The basic structure of the NFF is not changing in 2022/23, however there are a number of differences to 2021/22 NFF:

- (1) Schools sparsity distances are now based on road distances, instead of straight-line distances, and a sparsity distance taper has been introduced, in addition to the existing year group size taper.
- (2) Data on pupils who have been eligible for free school meals at any time in the last six years (FSM6) is from the most recent October census (2020) school census instead of the preceding January (2020) census (in line with pupil premium).
- (3) In calculating low prior attainment proportions, data from the 2019 early years foundation stage profile (EYFSP) and key stage 2 (KS2) tests is used as proxy for the 2020 assessments.

4.2 The NFF structure is shown in the chart below.



4.3 The NFF assigns funding rates to each of the factors. School funding through the NFF is increasing by 3.2% overall in 2022/23 and by 2.8% per pupil. This is the final year of the three year school funding settlement that was announced in 2019.

4.4 For some local authorities the factors are uplifted by an area cost adjustment (ACA). For West Berkshire this is 1.0347. The main features for 2022/23 are:

- (1) The core factors in the NFF (such as basic per-pupil funding, funding for FSM, lower prior attainment and the lump sum) are increasing by 3%.
- (2) The funding floor will ensure that every school is allocated at least 2% more pupil-led funding per pupil compared to their 2021/22 NFF allocation.
- (3) The minimum per pupil level ensures that every primary school receives at least £4,265 per pupil, and every secondary school at least £5,525 per pupil.
- (4) Funding through the sparsity factor includes an increase in the ceiling of £10k to the maximum sparsity values (primary up to £55k, secondary up to £80k).

- (5) LAs will continue to set a Minimum Funding Guarantee (MFG) which must be between +0.5% and +2%.
- (6) LAs continue to be able to transfer up to 0.5% of their schools block to other blocks of the DSG, with schools forum approval.

4.5 The table below sets out the national rates and West Berkshire's cost adjusted rates.

Factor	National Rate	WBC National Rate (with ACA)	Final rate on APT	National Rate	WBC National Rate (with ACA)	Rate with 0.5% transfer	Total Funding after 0.5% transfer	Provisional Funding after 0.5% transfer
	2021/22			2022/23			2021/22	2022/23
Basic per pupil funding								
Primary AWPU	£3,123	£3,231	£3,230	£3,217	£3,329	£3,298	£42,437,881	£43,333,370
KS3 AWPU	£4,404	£4,557	£4,547	£4,536	£4,694	£4,650	£28,149,921	£28,786,830
KS4 AWPU	£4,963	£5,135	£5,124	£5,112	£5,290	£5,240	£18,672,063	£19,095,396
Minimum per pupil								
Primary	£4,180	£4,180	£4,180	£4,265	£4,265	£4,265		
Secondary	£5,415	£5,415	£5,415	£5,525	£5,525	£5,525		
Additional needs funding								
Deprivation								
Primary FSM	£460	£476	£476	£470	£486	£486	£4,459,755	£4,577,755
Secondary FSM	£460	£476	£476	£470	£486	£486		
Primary FSM6	£575	£595	£595	£590	£611	£611		
Secondary FSM6	£840	£869	£869	£865	£895	£895		
Primary IDACI A	£620	£642	£642	£640	£662	£662		
Primary IDACI B	£475	£491	£491	£490	£507	£507		
Primary IDACI C	£445	£460	£460	£460	£476	£476		
Primary IDACI D	£410	£424	£424	£420	£435	£435		
Primary IDACI E	£260	£269	£269	£270	£279	£279		
Primary IDACI F	£215	£222	£222	£220	£228	£228		
Secondary IDACI A	£865	£895	£895	£890	£921	£921		
Secondary IDACI B	£680	£704	£704	£700	£724	£724		
Secondary IDACI C	£630	£652	£652	£650	£673	£673		
Secondary IDACI D	£580	£600	£600	£595	£616	£616		
Secondary IDACI E	£415	£429	£429	£425	£440	£440		
Secondary IDACI F	£310	£321	£321	£320	£331	£331		
Low Prior Attainment								
Primary LPA	£1,095	£1,133	£1,133	£1,130	£1,169	£1,169	£3,754,603	£3,874,884
Secondary LPA	£1,660	£1,718	£1,718	£1,710	£1,769	£1,769	£3,693,631	£3,805,137
English as an Additional Language								
Primary EAL	£550	£569	£569	£565	£585	£585	£458,637	£471,175
Secondary EAL	£1,485	£1,537	£1,537	£1,530	£1,583	£1,583	£125,342	£129,149
Mobility								
Primary Mobility	£900	£931	£931	£925	£957	£957	£19,555	£20,100
Secondary Mobility	£1,290	£1,335	£1,335	£1,330	£1,376	£1,376	£0	£0
School led funding								
Lump Sum								
Primary	£117,800	£121,885	£121,885	£121,300	£125,515	£125,515	£9,334,360	£9,664,669
Secondary	£117,800	£121,885	£121,885	£121,300	£125,515	£125,515		
Sparsity								
Primary	£45,000	£46,562	£35,000	£55,000	£56,911	£56,911	£257,078	£852,145
Secondary	£70,000	£72,428	£72,428	£80,000	£82,780	£82,780		
Premises								
Primary							£1,566,240	£1,566,240
Secondary								
Total Allocation (excluding minimum per pupil funding level and MFG funding total)							£112,929,067	£116,176,850

Factor	Total Funding after 0.5% transfer	Provisional Funding after 0.5% transfer
	2021/22	2022/23
Total Allocation (excluding minimum per pupil funding level and MFG funding total)	£112,929,067	£116,176,850
Additional funding to meet the minimum funding level	£1,202,627	£1,134,001
Total Allocation including minimum funding adj	£114,131,694	£117,310,851
MFG adjustment	£151,366	£81,693
Post MFG budget	£114,283,060	£117,392,544
Growth fund	£0	£0
Total for Schools Block allocation	£114,283,060	£117,392,544
0.5% Transfer to support other funding blocks Block	£548,568	£589,984
DSG Schools Block DfE allocation	£114,831,628	£117,982,528

4.6 The funding above is provisional and the final funding allocation could go up or down for the following reasons:

- (1) The final funding allocation will reflect the October 2021 pupil numbers.
- (2) The final allocation will **not** reflect any changes in pupil characteristics (such as deprivation and prior attainment).
- (3) A block transfer may not be approved to move up to 0.5% from the schools block to another block.

5. Sparsity

5.1 The schools NFF calculates funding for schools according to their pupils' and the school's characteristics. The sparsity factor allocates funding for schools that are both small and remote. This is in recognition that some schools do not have the same opportunities to grow or make efficiency savings as other schools.

5.2 In 2021/22 a school attracted sparsity funding if:

- Its average year group size is below the year group threshold of 21.4 for primary schools or 120 for secondary schools; and
- For all pupils for whom it is the nearest compatible school, the average distance from each pupil's home postcode to their second nearest compatible school 'as the crow flies', is greater than 3 miles (secondary) or 2 miles (all other schools).

5.3 Changes to 2022/23 sparsity following consultation:

- Sparsity distances now calculated on road journeys, replacing the previous 'as the crow flies' methodology.
- Introduction of a distance threshold taper, set at 20% below the main distance thresholds, making it 2.4 miles for secondary schools and 1.6 miles for primary. The aim is to ensure that marginal differences in sparsity distances do not result in significant differences to a school's funding.
- Maximum amount of sparsity funding that schools can attract in the NFF has increased to £55,000 for primaries and £80,000 for all other schools.
- No changes to average year group thresholds.

5.4 The local authority has options with regard to the sparsity factor:

- (a) Follow the NFF and adopt in full
- (b) Adopt a reduced sparsity factor:
 - (i) Reduce the average group size threshold
 - (ii) Increase the distance threshold
 - (iii) Remove the distance threshold
 - (iv) Employ a continuous taper (NFF is based on average year group threshold of 21.40, therefore a school with an average year group size of less than half the year group threshold (10.7) will receive 100% of the sparsity funding for their phase. The continuous taper means schools with an average year group size of less than half the year group threshold will **not receive 100%** of the sparsity funding for their phase. The continuous taper would mean that a school with 10.7 average group size would receive half the maximum sparsity).
 - (v) Use a fixed sum and set allocations below the minimum allowed.
- (c) Not adopt the sparsity factor.

5.5 The table below shows the impact of the various options for 2022/23 compared to 2021/22, with further detail given in Appendix Aii). In 2021/22, seven schools were eligible for sparsity. Under the NFF 2022/23, 22 schools would be eligible.

School Name	Sparsity					
	2021/22 Sparsity	NFF Sparsity Total (Incl ACA)	Reduction of Av Grp Size	Increase Distance Threshold	Remove Distance Threshold	Continuous Taper
Aldermaston C.E. Primary School	£0	£5,927		£5,927	£5,927	£2,963
Beedon C.E. (Controlled) Primary School	£35,000	£56,911	£56,911	£56,911	£56,911	£37,916
Beenham Primary School	£0	£56,911	£56,911	£40,743	£56,911	£36,396
Brightwalton C.E. Aided Primary School	£35,000	£35,560	£27,044	£35,560	£35,560	£17,780
Brimpton C.E. Primary School	£0	£56,911	£56,911	£52,126	£56,911	£34,876
Bucklebury C.E. Primary School	£0	£13,635	£9,391	£1,675		£6,818
Chaddleworth St Andrew's C.E. Primary School	£0	£56,911	£56,911	£56,911	£56,911	£45,514
Curridge Primary School	£0	£16,887	£13,306	£1,316		£8,444
Enborne C.E. Primary School	£0	£56,911	£52,320	£41,778	£56,911	£29,177
Hampstead Norreys C.E. Primary School	£0	£46,957	£39,682	£40,661	£46,957	£23,479
Inkpen Primary School	£0	£56,911	£56,911	£53,031	£56,911	£34,116
Kintbury St Mary's C.E. Primary School	£0	£3,647		£3,647	£3,647	£1,824
Shefford C.E. Primary School	£35,000	£56,911	£56,911	£56,911	£56,911	£36,776
Stockcross C.E. School	£0	£35,560	£27,044	£35,560	£35,560	£17,780
Streatley C.E. Voluntary Controlled School	£0	£14,165	£10,876			£7,082
Sulhamstead and Ufton Nerve School	£0	£10,406	£8,132			£5,203
The Ilsleys Primary School	£35,000	£56,911	£56,911	£56,911	£56,911	£32,977
Welford and Wickham C.E. Primary School	£35,000	£46,957	£39,682	£46,957	£46,957	£23,479
Woolhampton C.E. Primary School	£0	£33,281	£24,517	£24,204	£33,281	£16,640
Yattendon C.E. Primary School	£35,000	£43,918	£36,312	£43,918	£43,918	£21,959
John O'gaunt School	£47,078	£53,807	£41,390	£53,807	£53,807	£26,904
Theale Green School	£0	£36,147	£21,768	£36,147	£36,147	£18,074
Total	£257,078	£852,145	£749,843	£744,703	£797,052	£486,175

6. Local Formula

6.1 West Berkshire Council replicates the NFF as far as possible, however, a decision needs to be taken locally on how to allocate any surplus or shortfall in the final funding allocation. There are a number of options for ensuring affordability, which effectively means deciding on a methodology for allocating any funding shortfall or surplus. The options are outlined below:

- (1) Reducing the AWPU values. This would restrict the gains of all schools, although would result in additional MFG and MMPF to protect some schools.
- (2) Applying a funding cap, so that schools that gain the most funding compared to last year, are limited in the amount they are able to keep.
- (3) Reducing the MFG from 2% to 0.5%. This would generate up to £32k but impacts the lower funded schools the most.
- (4) Reducing the additional needs factors. This would impact those schools with pupils that require extra support.
- (5) Reducing the lump sum. This detrimentally affects small schools due to the amount of funding they are able to generate through pupil led factors.

6.2 Heads Funding Group recommends Option 1 as used in previous years, a reduction to the AWPU, as this option provides the most even distribution across schools.

6.3 Appendix Ai) shows:

- (1) The 2021/22 allocations per school
- (2) The 2022/23 initial allocation
- (3) The impact of a 0.5% block transfer, allocated by reducing the AWPU by 0.93%
- (4) The year on year change (based on 0.5% transfer).

6.4 Actual individual school allocations will be dependent on the October 2021 census data.

7. Block Transfers

7.1 Local authorities continue to be able to transfer up to 0.5% of their schools block to other blocks of the DSG, with schools forum approval. As the TPG and TPECG are now fully incorporated into the NFF – unlike last year – no adjustment needs to be made from the total schools block to account for these grants when calculating the funding to be transferred.

7.2 The Central Schools Services Block continues to provide funding for local authorities to carry out central functions on behalf of maintained schools and academies. Our CSSB has faced funding shortfalls of £115k in 2020/21, £87k 2021/22 and an estimated £60k in 2022/23. Whilst we continue to make efficiencies in the way this support is delivered, the funding has not kept pace with cost increases.

7.3 The Early Years Block overspend at the end of 2020/21 was £970k and the current forecast shows a reduction in this overspend to £788k by the end of 2021/22. The EYB

has an approved five year deficit recovery plan in place based on reductions to funding rates.

- 7.4 Setting a balanced budget for the High Needs Block continues to be a significant challenge; funding received for this block has seen increases not keeping pace with demand in terms of numbers of high needs pupils and unit costs of provision. Place funding has remained static in spite of increasing numbers, and in 2015/16 local authorities took on responsibility for students up to the age of 25 with SEND in FE colleges without the appropriate funding to cover the actual cost. The number of children with EHCPs is increasing, in spite of the threshold for an EHCP remaining the same and being applied robustly.
- 7.5 Up until 2016/17, West Berkshire was setting a balanced high needs budget. Since then, the budget has been under pressure on an annual basis, with savings identified each year to reduce the overspend. A decision was made by the Schools' Forum to set a deficit budget for the first time in 2016/17.
- 7.6 Savings of £219k were implemented in 2017/18 and a further £306k in 2018/19. Despite these savings the budget has been set with planned overspends since 2018/19. The year-end position at the end of 2020/21 was an overspend of £2.3m, and with a 2021/22 budget shortfall of £1.3m, the forecast overspend on this block at the end of 2021/22 is £3.6m.
- 7.7 An extensive review of WBC SEN provision and services took place during 2018, with full involvement of all stakeholders, including parents and schools. This resulted in a new five year SEND Strategy for West Berkshire which was approved by West Berkshire Council and the Berkshire West Clinical Commissioning Group in November 2018. The Strategy seeks to address rising costs in the High Needs Block. Work is now under way to implement the strategy, which should achieve savings in the High Needs Block over the next five years, but savings will take time to be realised.
- 7.8 Building on previous successful 'invest to save' and robust demand management strategies, we are looking to bring a renewed deficit recovery plan to the Schools' Forum in the autumn. We continue to work closely with other LAs to share good practice and effective strategies. In addition, we are looking closely at the recently published DfE guidance and case studies on HNB resource management, which we will use to inform our deficit recovery plan. In addition, we continue to lobby for more realistic funding that properly reflects the new duties taken on in 2014 (extending the age range LAs are responsible for from 19 to 25 years) and current/growing demand. Hopefully, this will be reflected in the forthcoming spending review.
- 7.9 The pressure on the high needs block is a national issue, and many local authorities have significant overspends and have also set deficit budgets. South East regional benchmarking data shows that in West Berkshire overspending on the HNB as a % of the total HNB budget is one of the lowest in the region, but nevertheless it is an issue of ongoing concern.
- 7.10 Block transfers need to be approved annually. Transfers have previously been approved in 2020/21 0.25% (£263k) and 2021/22 0.5% (£549k) to support the High Needs Block. For 2022/23, a block transfer of 0.5% would amount to £590k, and a transfer of 0.25% would amount to £295k.

8. Additional Funds outside the School Formula

- 8.1 School funding regulations allow a few exceptional circumstances to be funded outside the formula and be top sliced from the DSG. Criteria for allocating these need to be agreed.
- (a) Growth funding is within the Local Authorities' Schools Block DSG allocations but is not distributed via the formula. The growth fund supports growth in pre-16 pupil numbers to meet basic need; supports additional classes needed to meet infant class size regulation; and meets the costs of new schools.
 - (b) Funding for schools in financial difficulty where a school phase has agreed to de-delegate this funding (primary phase only in West Berkshire). There needs to be agreed criteria on how this funding is to be determined and allocated to schools.
 - (c) Funding can be used from the high needs block to allocate additional funding to schools which have a disproportionate number of high needs pupils. This has to be determined by a formulaic method.
 - (d) A falling rolls fund may be set aside from schools block funding, and used where a school has surplus places and faces a funding shortfall but an increase in pupils in the near future is expected. In 2018/19 the Schools Forum agreed to cease the Falling Rolls fund because only one school in four years had qualified for a payment.

For each fund the Schools' Forum need to agree clear criteria setting out the circumstances in which payments could be made and the basis for calculating the sum to be paid. These are included in Appendices B, C and D.

9. De-delegations, Education Functions and Health & Safety Service (maintained schools)

- 9.1 De-delegated services are for maintained schools only. Funding for these services must be allocated through the formula but can be passed back, or 'de-delegated' for maintained primary and secondary schools with schools forum approval. Academies may be given the option to buy into the service, as can Nursery schools, Special schools and PRUs. The de-delegations need to be re-determined on an annual basis.
- 9.2 The relevant Schools' Forum representatives for each phase will vote on whether each service is to be de-delegated or not. The services currently and proposed to be de-delegated are as follows:
- Primary and Secondary only:**
 - Behaviour Support Services
 - Ethnic Minority Support
 - Trade Union Local Representation
 - Schools in Financial Difficulty (primary schools only)
 - CLEAPSS
- 9.3 The primary schools in financial difficulty fund was topped up to £200k as part of the 2021/22 budget process. No bids have been approved in 2021/22 so far. The de-delegation of this service in 2022/23 would require the fund to be topped up to the previously agreed level of £200k.

9.4 Education responsibilities held by local authorities for **all** schools are funded from the Central Schools Services Block of the DSG. Education functions held by local authorities for **maintained schools only**, can be funded from maintained schools budget shares and de-delegated, with agreement of the maintained schools members of schools forums.

All Maintained Schools:

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

9.5 In order to meet the requirements of the employer under the Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations and other related legislation, a full schools health and safety service will be provided to all maintained schools. All maintained schools will need to agree to be part of this collective agreement to equitably fund the service.

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

9.6 Information about these services is reported to the Schools' Forum on an annual basis. The final decision on each service will be made by the relevant Schools' Forum Members for each phase on 24th January 2022. Schools may wish to contact their Schools' Forum representative direct to express their view, or respond as part of this consultation.

10. Consultation Proposals

1. Do you agree that, subject to final affordability, West Berkshire should mirror the DfE's 2022/23 NFF as closely as possible and that this formula should be used to calculate funding allocations? Yes/No

2. Do you support using a Sparsity Factor? A) NFF full sparsity, B) A reduced sparsity factor, C) No sparsity factor. Note: the Heads Funding Group would recommend which reduced factor to use.

3. Do you agree that any shortfall or surplus in funding is addressed by adjusting the AWPU values? Yes/No

4. What percentage transfer of funding would you support from the Schools Block to the High Needs block? A) 0%, B) 0.25%, C) 0.5%.

5. Would you support any of this transfer supporting any of the other funding blocks? Yes/No

6. Do you agree with the criteria set to access additional funds outside the school formula? Yes/No

7. Do you agree with the proposed De-delegated Services, Education Functions and Health and Safety service for all maintained schools? Yes/No

11. Timetable

11.1 The timetable for determining the school formula and schools budgets for 2022/23 is as follows:

Date	Who	Item
19.07.21	DfE	Operational guidance published
July to Sept 2021	DfE	NFF illustrative allocations published and APT issued
Sept 2021	LA	Modelling of new primary & secondary school formula
06.10.21	HFG	Approve consultation proposals
18.10.21	SF	Approve consultation proposals
20.10.21 – 10.11.21	Schools	School funding formula consultation with schools.
23.11.21	HFG	Review school formula consultation responses and make recommendation to Schools' Forum.
06.12.21	SF	Review school formula consultation responses.
Mid Dec 2021	DfE	DSG funding allocations and APT containing census data for final formula issued
Mid Dec 2021	LA	Updating by officers of formula and the funding rates in light of actual DSG funding
12.01.22	HFG	Review final proposals and make recommendation to Schools' Forum.
24.01.22	SF	Review HFG recommendations, final calculations and final formula.
By 31.1.22	Political ratification	Approval of School Formula
31.1.22	LA	Deadline for submission of final APT to ESFA
28.2.22	LA	Statutory deadline for providing primary and secondary maintained schools with funding allocation

12. Appendices

12.1 Appendix Ai) – Provisional 2022/23 funding allocations/impact of 0.5% funding transfer

12.2 Appendix Aii) - Sparsity factor

12.3 Appendix B – Growth fund allocation criteria

12.4 Appendix C – Criteria for the maintained Primary Schools in Financial Difficult Fund

12.5 Appendix D – Criteria for additional High Needs funding

12.6 Appendix E – Equalities Impact Assessment

Appendix Aii) Sparsity

This is an optional factor.

The schools NFF calculates funding for schools according to their pupils' and the school's characteristics. The sparsity factor provides additional funding for schools that are both small and remote. This is in recognition that some schools do not have the same opportunities to grow or make efficiency savings as other schools.

In 2021/22 a school attracted sparsity funding if:

- Its average year group size is below the year group threshold of 21.4 for primary schools, 69.2 for middle schools, 120 for secondary schools and 62.5 for all-through schools; and
- For all pupils for whom it is the nearest compatible school, the average distance from each pupil's home postcode to their second nearest compatible school 'as the crow flies', is greater than three miles (secondary) or two miles (all other schools).

Changes to sparsity following consultation

- Schools' sparsity distances are calculated based on road journeys, replacing the previous as the crow flies methodology.
- Maximum amount of sparsity funding that schools can attract in the NFF has increased to £55,000 for primaries and £80,000 for all other schools.
- Introduction of a distance threshold taper, set at 20% below the main distance thresholds, making it 1.6 miles for primary and 2.4 miles for secondary schools. The aim is to remove the 'cliff-edge' to eligibility and ensure that marginal differences in sparsity distances do not result in significant differences to a school's funding.

A school is eligible for sparsity funding in the NFF if:

- Its sparsity distance is equal to or above the main distance threshold, or above the tapered distance threshold, and
- The average year group size is below the relevant size threshold.

School Phase	Size threshold Max average no. of pupils per year group	Distance threshold: Min average distance to 2 nd nearest compatible school	Distance taper threshold: Min average distance to 2 nd nearest compatible school
Primary	21.4	2 miles	1.6 miles
Secondary	120	3 miles	2.4 miles

In the NFF schools allocations are tapered according to average year group size, so that the smaller the school the greater the allocation. Schools with a sparsity distance equal to or greater than the main distance threshold (2 or 3 miles) and an average

year group size of less than half the year group threshold (10.7) receive 100% of the sparsity funding for their phase.

Schools with a sparsity distance between the distance taper threshold and the main threshold will attract sparsity funding through the NFF.

Where a school is between either or both the main and tapered thresholds, a sparsity weighting applies.

Examples

School Phase	Average no. of pupils per year group		Average distance to 2 nd nearest compatible school		Sparsity (value excluding ACA)	
	No. of pupils	Weighting	Distance	Weighting	£	Weighting
Primary A	10.7	1.0	2.1 miles	1.0	£55,000	1.0
Primary B	14.7	0.63	2.4 miles	1.0	£34,650	0.63
Primary C*	14.7	0.63	1.7 miles	0.25	£9,487	0.17

The distance taper is applied after the NFF average year group size taper has been applied.

*Primary C Pupils: $(1 - ((14.7 - 10.7 / 10.7)) * £55,000 = £34,650$
 Distance: $(1 - ((2 - 1.7) / (2 - 1.6))) * £37,950 = £9,487$

NFF Allocation based on Oct 2020 census data

School Name	Phase	2022/23 INITIAL ALLOCATION				SPARSITY						
		Pupil count Oct 2020	Indicative allocation	2022/23 increase in total cash	% change	2021/22 Sparsity	Sparsity Total (incl ACA)	Sparsity Distance	Sparsity Distance weighting	Average Group Size	Year Group Weighting	Sparsity Weighting
Aldermaston C.E. Primary School	Primary	142	£713,716	£26,107	4%	£0	£5,927	2.24	1.00	20.29	0.10	1.00
Beedon C.E. (Controlled) Primary School	Primary	50	£382,286	£31,317	9%	£35,000	£56,911	2.52	1.00	7.14	1.00	1.00
Beenham Primary School	Primary	54	£403,870	£66,714	20%	£0	£56,911	2.08	1.00	7.71	1.00	1.00
Brightwalton C.E. Aided Primary School	Primary	103	£543,649	£15,518	3%	£35,000	£35,560	2.36	1.00	14.71	0.62	0.62
Brimpton C.E. Primary School	Primary	58	£415,101	£53,234	15%	£0	£56,911	2.16	1.00	8.29	1.00	1.00
Bucklebury C.E. Primary School	Primary	111	£570,577	£29,484	5%	£0	£13,635	1.79	0.46	15.86	0.52	0.24
Chaddleworth St Andrew's C.E. Primary School	Primary	30	£306,617	£51,533	20%	£0	£56,911	2.28	1.00	4.29	1.00	1.00
Curridge Primary School	Primary	99	£503,462	£31,025	7%	£0	£16,887	1.78	0.44	14.14	0.68	0.30
Enborne C.E. Primary School	Primary	73	£441,229	£52,142	13%	£0	£56,911	2.08	1.00	10.43	1.00	1.00
Hampstead Norreys C.E. Primary School	Primary	88	£515,707	£60,454	13%	£0	£46,957	2.14	1.00	12.57	0.83	0.83
Inkpen Primary School	Primary	60	£420,216	£67,456	19%	£0	£56,911	2.16	1.00	8.57	1.00	1.00
Kintbury St Mary's C.E. Primary School	Primary	145	£706,290	£23,756	3%	£0	£3,647	2.21	1.00	20.71	0.06	0.06
Shefford C.E. Primary School	Primary	53	£397,999	£31,766	9%	£35,000	£56,911	3.03	1.00	7.57	1.00	1.00
Stockcross C.E. School	Primary	103	£542,596	£50,521	10%	£0	£35,560	2.35	1.00	14.71	0.62	0.62
Streatley C.E. Voluntary Controlled School	Primary	102	£511,848	£23,849	5%	£0	£14,165	1.76	0.39	14.57	0.64	0.25
Sulhamstead and Ufton Nerve School	Primary	100	£516,011	£25,380	5%	£0	£10,406	1.71	0.28	14.29	0.66	0.18
The Ilsleys Primary School	Primary	63	£408,220	£32,137	9%	£35,000	£56,911	2.64	1.00	9.00	1.00	1.00
Welford and Wickham C.E. Primary School	Primary	88	£512,531	£25,369	5%	£35,000	£46,957	3.04	1.00	12.57	0.83	0.83
Woolhampton C.E. Primary School	Primary	106	£550,992	£48,565	10%	£0	£33,281	2.10	1.00	15.14	0.58	0.58
Yattendon C.E. Primary School	Primary	92	£498,973	£22,312	5%	£35,000	£43,918	2.72	1.00	13.14	0.77	0.77
John O'gaunt School	Secondary	405	£2,583,049	£83,938	3%	£47,078	£53,807	8.10	1.00	81.00	0.65	0.65
Theale Green School	Secondary	469	£2,885,576	£122,885	4%	£0	£36,147	3.46	1.00	93.80	0.44	0.44
Total			£15,330,514	£975,461	7%	£257,078	£852,145					

The 7 schools highlighted in grey received sparsity in 2021/22. 22 schools eligible for sparsity in 2022/23.

Local Authority

1. LA can reduce the average group size threshold or increase the distance threshold in the local funding formulae.

Reduce the average group size threshold

NFF is based on average year group threshold of 21.40, therefore a school with an average year group size of less than half the year group threshold (10.7) will receive 100% of the sparsity funding for their phase.

School Name	Phase	Sparsity						
		2021/22 Sparsity	Sparsity Total (incl ACA)	Sparsity Distance	Sparsity Distance weighting	Average Group Size	Year Group Weighting	Sparsity Weighting
Kintbury St Mary's C.E. Primary School	Primary	£0	£3,647	2.21	1.00	20.71	0.06	0.06
Aldermaston C.E. Primary School	Primary	£0	£5,927	2.24	1.00	20.29	0.10	0.10
Bucklebury C.E. Primary School	Primary	£0	£13,635	1.79	0.46	15.86	0.52	0.24
Woolhampton C.E. Primary School	Primary	£0	£33,281	2.10	1.00	15.14	0.58	0.58
Brightwalton C.E. Aided Primary School	Primary	£35,000	£35,560	2.36	1.00	14.71	0.62	0.62
Stockcross C.E. School	Primary	£0	£35,560	2.35	1.00	14.71	0.62	0.62
Streasley C.E. Voluntary Controlled School	Primary	£0	£14,165	1.76	0.39	14.57	0.64	0.25
Sulhamstead and Ufton Nerve School	Primary	£0	£10,406	1.71	0.28	14.29	0.66	0.18
Curridge Primary School	Primary	£0	£16,887	1.78	0.44	14.14	0.68	0.30
Yattendon C.E. Primary School	Primary	£35,000	£43,918	2.72	1.00	13.14	0.77	0.77
Hampstead Norreys C.E. Primary School	Primary	£0	£46,957	2.14	1.00	12.57	0.83	0.83
Welford and Wickham C.E. Primary School	Primary	£35,000	£46,957	3.04	1.00	12.57	0.83	0.83
Enborne C.E. Primary School	Primary	£0	£56,911	2.08	1.00	10.43	1.00	1.00
The Ilsleys Primary School	Primary	£35,000	£56,911	2.64	1.00	9.00	1.00	1.00
Inkpen Primary School	Primary	£0	£56,911	2.16	1.00	8.57	1.00	1.00
Brimpton C.E. Primary School	Primary	£0	£56,911	2.16	1.00	8.29	1.00	1.00
Beenham Primary School	Primary	£0	£56,911	2.08	1.00	7.71	1.00	1.00
Shefford C.E. Primary School	Primary	£35,000	£56,911	3.03	1.00	7.57	1.00	1.00
Beedon C.E. (Controlled) Primary School	Primary	£35,000	£56,911	2.52	1.00	7.14	1.00	1.00
Chaddleworth St Andrew's C.E. Primary School	Primary	£0	£56,911	2.28	1.00	4.29	1.00	1.00
Theale Green School	Secondary	£0	£36,147	3.46	1.00	93.80	0.44	0.44
John O'gaunt School	Secondary	£47,078	£53,807	8.10	1.00	81.00	0.65	0.65
Total		£257,078	£852,145					

8 primaries are below the 10.7 threshold and therefore have a year group weighting of 1.0. These 8 primaries also meet the 2 mile threshold and therefore receive the total amount of sparsity funding.

Reducing the year group threshold by, for example, 10% to 19.3 would result in those primaries with an average group size greater than 9.65 seeing a reduction in their sparsity funding, with the two schools greater than 19.3 losing their sparsity funding.

7 primaries would still receive 100% of the sparsity funding, the two secondaries would see a reduction with the total sparsity funding allocated reducing to £749,843

Increase the distance threshold

NFF is based on a sparsity distance threshold of 2 miles for a primary, 3 for a secondary.

School Name	Sparsity							
	Phase	2021/22 Sparsity	2022/23					Sparsity Weighting
			Sparsity Total (incl ACA)	Sparsity Distance	Sparsity Distance weighting	Average Group Size	Year Group Weighting	
Sulhamstead and Ufton Nerve School	Primary	£0	£10,406	1.71	0.28	14.29	0.66	0.18
Streatley C.E. Voluntary Controlled School	Primary	£0	£14,165	1.76	0.39	14.57	0.64	0.25
Curridge Primary School	Primary	£0	£16,887	1.78	0.44	14.14	0.68	0.30
Bucklebury C.E. Primary School	Primary	£0	£13,635	1.79	0.46	15.86	0.52	0.24
Beenham Primary School	Primary	£0	£56,911	2.08	1.00	7.71	1.00	1.00
Enborne C.E. Primary School	Primary	£0	£56,911	2.08	1.00	10.43	1.00	1.00
Woolhampton C.E. Primary School	Primary	£0	£33,281	2.10	1.00	15.14	0.58	0.58
Hampstead Norreys C.E. Primary School	Primary	£0	£46,957	2.14	1.00	12.57	0.83	0.83
Inkpen Primary School	Primary	£0	£56,911	2.16	1.00	8.57	1.00	1.00
Brimpton C.E. Primary School	Primary	£0	£56,911	2.16	1.00	8.29	1.00	1.00
Kintbury St Mary's C.E. Primary School	Primary	£0	£3,647	2.21	1.00	20.71	0.06	0.06
Aldermaston C.E. Primary School	Primary	£0	£5,927	2.24	1.00	20.29	0.10	0.10
Chaddleworth St Andrew's C.E. Primary School	Primary	£0	£56,911	2.28	1.00	4.29	1.00	1.00
Stockcross C.E. School	Primary	£0	£35,560	2.35	1.00	14.71	0.62	0.62
Brightwalton C.E. Aided Primary School	Primary	£35,000	£35,560	2.36	1.00	14.71	0.62	0.62
Beedon C.E. (Controlled) Primary School	Primary	£35,000	£56,911	2.52	1.00	7.14	1.00	1.00
The Ilsleys Primary School	Primary	£35,000	£56,911	2.64	1.00	9.00	1.00	1.00
Yattendon C.E. Primary School	Primary	£35,000	£43,918	2.72	1.00	13.14	0.77	0.77
Shefford C.E. Primary School	Primary	£35,000	£56,911	3.03	1.00	7.57	1.00	1.00
Welford and Wickham C.E. Primary School	Primary	£35,000	£46,957	3.04	1.00	12.57	0.83	0.83
Theale Green School	Secondary	£0	£36,147	3.46	1.00	93.80	0.44	0.44
John O'gaunt School	Secondary	£47,078	£53,807	8.10	1.00	81.00	0.65	0.65
Total		£257,078	£852,145					

Increasing the distance by 10% (2.2 & 3.3 miles) would impact those primaries with a sparsity distance less than 2.2 miles. 5 primaries would still receive 100% of the sparsity funding

Since the distance threshold taper, if used, must be set at 20% below the main distance thresholds, this would be increased to 1.76 miles for primary and 2.64 miles for secondary schools. The impact of this would be that those schools with mileage less than 2.2 miles would see a tapered reduction to their funding, and the two schools equal or below 1.76 miles no longer being eligible for sparsity funding. The total sparsity funding allocated would reduce to £744,703.

2. The distance taper threshold is optional.

The distance taper threshold is optional, where used must be set at 20% below the main distance threshold and can be used irrespective of whether the NFF year group taper, the continuous taper, or the fixed sum is used.

Removing the distance threshold

The 4 primary schools with a sparsity distance less than 2 miles would no longer being eligible for sparsity funding. The total sparsity funding allocated would reduce to £797,052.

3. LA can choose to use a 'continuous' taper or a fixed sum as alternatives

NFF is based on average year group threshold of 21.40, therefore a school with an average year group size of less than half the year group threshold (10.7) will receive 100% of the sparsity funding for their phase.

The continuous taper means schools with an average year group size of less than half the year group threshold will **not receive 100%** of the sparsity funding for their phase. The continuous taper would mean that a school with 10.7 average group size would receive half the maximum sparsity.

Primary A: $((21.4 - 10.7) / 21.4) * £55,000 = £35,210$ (50% rather than 100% as per the NFF)

A school with an average group size of 7.13, a third of the year group threshold, would receive 2/3rds of the sparsity funding

Employing a continuous taper

This would reduce sparsity funding for all schools eligible for the funding, allocating £486,175 sparsity funding to schools.

Sparsity						
School Name	Phase	2021/22 Sparsity	2022/23			
			Average Group Size	Year Group Weighting	Total NFF (incl ACA)	Continuous Taper
Aldermaston C.E. Primary School	Primary	£0	20.29	0.10	£5,927	£2,963
Beedon C.E. (Controlled) Primary School	Primary	£35,000	7.14	1.00	£56,911	£37,916
Beenham Primary School	Primary	£0	7.71	1.00	£56,911	£36,396
Brightwalton C.E. Aided Primary School	Primary	£35,000	14.71	0.62	£35,560	£17,780
Brimpton C.E. Primary School	Primary	£0	8.29	1.00	£56,911	£34,876
Bucklebury C.E. Primary School	Primary	£0	15.86	0.52	£13,635	£6,818
Chaddleworth St Andrew's C.E. Primary School	Primary	£0	4.29	1.00	£56,911	£45,514
Curridge Primary School	Primary	£0	14.14	0.68	£16,887	£8,444
Enborne C.E. Primary School	Primary	£0	10.43	1.00	£56,911	£29,177
Hampstead Norreys C.E. Primary School	Primary	£0	12.57	0.83	£46,957	£23,479
Inkpen Primary School	Primary	£0	8.57	1.00	£56,911	£34,116
Kintbury St Mary's C.E. Primary School	Primary	£0	20.71	0.06	£3,647	£1,824
Shefford C.E. Primary School	Primary	£35,000	7.57	1.00	£56,911	£36,776
Stockcross C.E. School	Primary	£0	14.71	0.62	£35,560	£17,780
Streatley C.E. Voluntary Controlled School	Primary	£0	14.57	0.64	£14,165	£7,082
Sulhamstead and Ufton Nerve School	Primary	£0	14.29	0.66	£10,406	£5,203
The Ilsleys Primary School	Primary	£35,000	9.00	1.00	£56,911	£32,977
Welford and Wickham C.E. Primary School	Primary	£35,000	12.57	0.83	£46,957	£23,479
Woolhampton C.E. Primary School	Primary	£0	15.14	0.58	£33,281	£16,640
Yattendon C.E. Primary School	Primary	£35,000	13.14	0.77	£43,918	£21,959
John O'gaunt School	Secondary	£47,078	81.00	0.65	£53,807	£26,904
Theale Green School	Secondary	£0	93.80	0.44	£36,147	£18,074
Total		£257,078			£852,145	£486,175

Fixed Sum

All eligible schools will receive the same sparsity amount irrespective of their size.

If the distance taper threshold is used, the 4 primary schools with a sparsity distance less than 2 miles would be eligible for sparsity funding, the calculation based on multiplying the value of the fixed sum by the sparsity distance weighting.

The results of the options are shown in the table below:

Sparsity						
School Name	2021/22 Sparsity	2022/23				
		NFF Sparsity Total (incl ACA)	Reduction of Av Grp Size	Increase Distance Threshold	Remove Distance Threshold	Continuous Taper
Aldermaston C.E. Primary School	£0	£5,927		£5,927	£5,927	£2,963
Beedon C.E. (Controlled) Primary School	£35,000	£56,911	£56,911	£56,911	£56,911	£37,916
Beenham Primary School	£0	£56,911	£56,911	£40,743	£56,911	£36,396
Brightwalton C.E. Aided Primary School	£35,000	£35,560	£27,044	£35,560	£35,560	£17,780
Brimpton C.E. Primary School	£0	£56,911	£56,911	£52,126	£56,911	£34,876
Bucklebury C.E. Primary School	£0	£13,635	£9,391	£1,675		£6,818
Chaddleworth St Andrew's C.E. Primary School	£0	£56,911	£56,911	£56,911	£56,911	£45,514
Curridge Primary School	£0	£16,887	£13,306	£1,316		£8,444
Enborne C.E. Primary School	£0	£56,911	£52,320	£41,778	£56,911	£29,177
Hampstead Norreys C.E. Primary School	£0	£46,957	£39,682	£40,661	£46,957	£23,479
Inkpen Primary School	£0	£56,911	£56,911	£53,031	£56,911	£34,116
Kintbury St Mary's C.E. Primary School	£0	£3,647		£3,647	£3,647	£1,824
Shefford C.E. Primary School	£35,000	£56,911	£56,911	£56,911	£56,911	£36,776
Stockcross C.E. School	£0	£35,560	£27,044	£35,560	£35,560	£17,780
Streatley C.E. Voluntary Controlled School	£0	£14,165	£10,876			£7,082
Sulhamstead and Ufton Nerve School	£0	£10,406	£8,132			£5,203
The Ilsleys Primary School	£35,000	£56,911	£56,911	£56,911	£56,911	£32,977
Welford and Wickham C.E. Primary School	£35,000	£46,957	£39,682	£46,957	£46,957	£23,479
Woolhampton C.E. Primary School	£0	£33,281	£24,517	£24,204	£33,281	£16,640
Yattendon C.E. Primary School	£35,000	£43,918	£36,312	£43,918	£43,918	£21,959
John O'gaunt School	£47,078	£53,807	£41,390	£53,807	£53,807	£26,904
Theale Green School	£0	£36,147	£21,768	£36,147	£36,147	£18,074
Total	£257,078	£852,145	£749,843	£744,703	£797,052	£486,175

Appendix B

West Berkshire Council Schools Growth Fund Criteria 2022/23

1. Background

- 1.1 Growth funding is within the Schools Block DSG allocations For 2022/23 growth funding will be allocated to local authorities using the same methodology as in 2021/22. Growth is measured at middle layer super output area (MSOA) level to detect 'pockets' of growth, counting the increase in pupil numbers in each MSOA in West Berkshire between the two most recent October censuses (October 2020 and October 2021).
- 1.2 The growth factor will be allocated at £1,485 for each primary growth pupil, £2,220 for each secondary growth pupil and £70,000 for each brand new school that opened in the previous year. The growth factor in the national funding formula is a proxy for overall growth costs at a local authority level. There is no expectation for local authorities to use these rates in their local arrangements for funding growth nor that spending on growth will match the sum allocated.
- 1.3 As growth funding is within the schools block, a movement of funding between the schools formula and the growth fund is not treated as a transfer between blocks. If funding is not required for growth, it can be added into the school formula, but if there is a shortfall, this needs to be met from a top slice of the main schools' block allocation. The amount of growth fund is subject to Schools Forum approval.
- 1.4 Local authorities must produce criteria for allocating growth funding, to be agreed by the Schools Forum. The criteria should set out both the circumstances in which a payment is made and a clear formula for the allocation of funding, which may be different for each phase.
- 1.5 Any unspent growth funding remaining at the year end should be reported to the Schools Forum. Funding may be carried forward to the following funding period, as with any other centrally retained budget, and can be used specifically for growth if the authority wishes. Any over spent growth funding will form part of the overall DSG surplus or deficit balance.

2. Purpose

- 2.1 The growth fund is for the benefit of maintained and academy primary and secondary schools, supporting growth in pre-16 pupil numbers to meet basic need. Special schools and resourced provisions are funded under the 'place-plus' approach and nursery schools are funded based on participation levels.
- 2.2 The growth fund may only be used to:
 - Support growth in pre 16-pupil numbers to meet basic need eg. support a school who has agreed with the authority to provide an extra class in order to meet basic need (either as a bulge class or as an ongoing commitment)

- Support where a school has temporarily increased its pupil admission numbers (PAN), by a minimum number of pupils, in agreement with the authority
- Support KS1 additional classes needed to meet the infant class size regulations
- Meet the cost of new schools, including lead-in costs, post start-up costs and diseconomy of scales costs.

2.3 The growth fund is not to be used to support schools in financial difficulty, general growth due to popularity or schools growing back to their planned admission number (PAN) following a period of low recruitment.

3. **Growth Fund Criteria**

3.1 Support for schools that are providing additional capacity to meet basic need avoids schools being at a financial disadvantage until the increased pupil numbers are reflected in their budgets. A school would normally be asked to run an additional class as a result of an increased September intake, the funding for those additional pupils is not reflected in the funding until the following year.

- For maintained schools, there is a funding lag period of 7 months, between September and March
- Academies' FY runs from September to August, therefore, academies receive a full 12 months of growth funding. This is paid in two separate payments: 7/12ths of the annual amount (to cover the period Sept – March). The other 5/12ths is paid in April (to cover the period April to August). This additional 5/12ths element for academies is then reimbursed to the LA's Dedicated School's Grant by the ESFA.

3.2 Schools will be invited to apply for the growth fund late in the autumn term, following confirmation of the October census figures, if they meet one of the criteria. In exceptional circumstances, a school may apply at a different point in the year.

Additional Class Funding Primary

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

3.4 Funding will be £66,500 (equivalent to 20 pupils x basic needs entitlement including ACA). The funding amount provided should be sufficient to cover the cost of a TMS6 teacher with on-costs, a TA plus other costs.

3.5 Maintained primary schools will receive funding for the period September to March (7/12ths equivalent to £38,790)

3.6 The number of years this funding will be paid will depend on whether the growth is permanent or temporary. For example, an infant school that changes from a 2 form entry to a 3 form entry from September 2022 will typically receive growth funding in 2022/23, 2023/24 and 2024/25.

Secondary Schools Funding

- 3.7 This is payable where a school has *agreed with the authority to take an increased September in-take to meet basic need in the area.*
- 3.8 The staffing structure of secondary schools differs significantly to that of primary schools, the link between pupil numbers and the requirement for additional classes/teachers is less clear. It might be possible for schools to accommodate pupils within the existing curriculum model, without the need for an additional teacher.
- 3.9 Funding will only be provided for permanent growth and will be reviewed on a case by case basis. This is to ensure the increase in pupil numbers directly contributes to increased costs of admitting additional pupils eg. curriculum structure, additional pastoral or support staff. The eligibility for funding will be assessed for each year of permanent growth.
- 3.10 Funding up to £98,500 will be available for academies. Applying the same formula as for primaries, this is based on 20 pupils x average basic needs entitlement including ACA.
- 3.11 Eligible maintained secondaries will receive funding up to £57,500 to cover the period from September to March.

Increase in Pupil Admission Number (PAN)

- 3.12 This is payable where a school has increased its admission number by 5 or more pupils in agreement with the authority, but this has not necessitated an additional class, though is in response to basic need in the area.
- 3.13 Funding will be 50% of the Basic Needs Entitlement per additional pupil up to a maximum of £33,250 (Primary) and £49,250 (Secondary) pro rata for the remainder of the financial year.

KS1 Classes (infant class size)

- 3.14 This is payable to a school with infant classes which is required to set up an additional class as required by infant class size regulations, and the school cannot accommodate all its additional reception and Key Stage 1 pupils in classes of 30 or less i.e. the total number of pupils in the 3 year groups exceeds a multiple of 30. (see Appendix A for examples).
- 3.15 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.
- 3.16 Funding will be £66,500 for each new class, pro rata for maintained schools for the remainder of the financial year. The funding provided should be sufficient to cover the cost of a TMS6 teacher with on-costs, a TA plus other costs.
- 3.17 Before setting up an additional class and employing an additional teacher, schools should be aware that this additional in-year payment is temporary one-off funding for the remainder of the financial year in order to meet the pupil's basic need until full per pupil funding is received the following April (September for an academy). Schools will be required to meet the costs of the additional class from their formula pupil funding and lump sum from the following year. Schools accessing the infant class size funding where pupil numbers are just 2 or 3 above the limit, should carefully consider the longer term financial implications of employing an additional teacher

New School

- 3.18 **Start-up funding pre opening** costs payable to a new school such as for the Headteacher and other staffing and recruitment costs prior to opening and initial equipping allowance where the school is opening in response to basic need in the area.
- 3.19 Funding will be actual cost of staff appointed and in post prior to the opening of the new school up to a maximum of £80,000, plus a fixed one-off lump sum of £26,000 for all other purchases necessary before the school opens.
- 3.20 **Post opening funding - diseconomies of scale.** The total pupil numbers required by the new school to ensure viability will be agreed in advance with the school on an annual basis whilst the school is growing to full capacity and funding paid via the school formula will be based on this number. This will be reviewed on an annual basis and the estimates adjusted to take into account the actual pupil numbers in the previous funding period. Funding protection will be paid to the school based on the difference between the agreed pupil numbers and the actual pupil numbers for 3 full years.

Extending Age Range

- 3.21 This is payable to a school which has extended its age range and set up a new class in agreement with the authority in response to basic need in the area. Funding is payable from the growth fund where the new pupil numbers have not been added to the school formula funding in agreement with the DfE (i.e. the deadline for such agreement was missed) or the new pupil numbers are greater than the number agreed with the DfE.
- 3.22 Funding will be total Basic Needs Entitlement per additional pupil in the new class (pro rata for the remainder of the financial year).

4. **Funding**

- 4.1 Schools will be invited to make an application for funding in the autumn term. Funding requests from schools are to be submitted to WBC Schools' Accountancy. In exceptional circumstances, a school may apply at a different point in the year.
- 4.2 The Head of Education, if satisfied that the criteria are met, will recommend approval to the Schools' Forum.
- 4.3 Funding for Sept – March will be paid following Schools' Forum approval. The other 5/12ths for academies is paid in April (to cover the period April to August)

Examples of Infant Class Size Additional In-Year Funding

Example 1

	October 2021 Census	October 2022 Census
Reception Pupil Numbers	23	31
Year 1 Pupil Numbers	20	25
Year 2 Pupil Numbers	22	20
Total Pupil Numbers	65	76
Number of Classes run by school	3	3

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

Example 2

	October 2021 Census	October 2022 Census
Reception Pupil Numbers	20	21
Year 1 Pupil Numbers	20	20
Year 2 Pupil Numbers	19	20
Total Pupil Numbers	59	61
Number of Classes run by school	3	3

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

Example 3

	October 2021	October 2022

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

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

Example 4

	October 2021 Census	October 2022 Census
Reception Pupil Numbers	20	30
Year 1 Pupil Numbers	20	20
Year 2 Pupil Numbers	19	21
Total Pupil Numbers	59	71
Number of Classes run by school	2	3

The school were running and funding 2 classes before the September admissions took them over 60 pupils. Additional in-year funding would therefore be payable for the additional class, and the additional 12 pupils will generate enough funding to sustain the cost of the additional teacher from April 2023.

Appendix C

West Berkshire Council Maintained Schools Primary Schools in Financial Difficulty Fund Criteria 2022/23

1. Background

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

2. Maintained Primary Schools' In Financial Difficulty Fund Criteria

- 2.1 If a maintained primary school has a deficit budget it can request additional support funding. If a school can meet all of the following criteria, a bid for additional funding can be made by the school to be considered by the Schools' Forum:

1. The school has sought and followed the advice of the Schools' Accountancy Service **prior** to going into deficit.
2. The school has (up to) a five year robust deficit recovery plan in place which has been discussed with and verified by the Schools' Accountancy Service.
3. The school has experienced one of the following exceptional unforeseen circumstances which has taken the school into deficit:
 - **Short term downturn in pupil numbers:** expenditure to maintain current staffing structure where evidence can be provided that the numbers are likely to recover within a two to three year period and where downsizing of staff and resultant redundancy costs in order to balance the budget on a short term basis would not be an efficient use of resources.
 - **Sudden permanent downturn in pupil numbers in a school causing concern** (i.e. Ofsted category of notice to improve or worse): expenditure to maintain current staffing levels on a temporary basis where to reduce the staffing levels immediately in order to balance the budget would be detrimental to the recovery of standards in the short term.
 - **Unforeseen sudden permanent downturn in pupil numbers:** expenditure to cover staffing costs during a short term interim period whilst restructuring takes place and in order where possible to avoid redundancies (such as through natural wastage).
 - **Redundancy payments**, where the staffing reductions are required in order to balance the budget, but these costs would put the school further into a deficit position and take the school longer to recover the deficit.
 - **Any other one off costs** incurred on recovery of the deficit, such as specialist consultancy advice/support. (it was agreed by Schools' Forum on 11th July 2016 that where West Berkshire's Accountancy Service are engaged for such support, the cost can be charged direct to this fund without making a separate bid).

3. **Additional Criteria**

- Schools in deficit at the end of the financial year where the deficit is wholly or in part the result of the impact of Covid-19.
- Schools not currently in deficit but whose Main School Budget reserves were significantly negatively impacted by Covid-19.
- Schools not currently in deficit but required to restructure to avoid going into deficit, may make a bid for reimbursement towards their one-off redundancy costs.
- Schools not currently in deficit that incur unforeseen exceptional one off expenditure which would result in school ending the year with an unplanned deficit may make a bid towards these one off costs.

4. **Applications**

In order to access this funding, a school will need to complete and submit an application (Annex A) to WBC Schools Accountancy who will arrange a panel (usually the next Heads Funding Group) to assess the application. The school will be invited to present their case to the panel and answer questions. The panel will also be provided with benchmarking information produced by Schools' Accountancy (which will be shared with the school prior to the meeting). The panel will decide whether to recommend the request for financial support to Schools' Forum.

Annex A

Application to Access Funding from the Contingency for Primary Schools in Financial Difficulty 2022/23

School Name	
Are you currently in deficit? (Delete as applicable) No – go to section A below	Yes / No
First year of deficit (whether licensed or not)	
Was the first year of deficit licensed? (Delete as applicable)	Yes / No
Year expect to come out of deficit	

A. In accordance with the criteria set by the Schools’ Forum, the School is applying for financial support from the Schools in Financial Difficulty Fund for the reasons below:

Tick box(es) as appropriate

Short term downturn in pupil numbers: expenditure to maintain current staffing structure where evidence can be provided that the numbers are likely to recover within a two to three year period and where downsizing of staff and resultant redundancy costs in order to balance the budget on a short term basis would not be an efficient use of resources.	
Sudden permanent downturn in pupil numbers in a school causing concern (i.e. Ofsted category of notice to improve or worse): expenditure to maintain current staffing levels on a temporary basis where to reduce the staffing levels immediately in order to balance the budget would be detrimental to the recovery of standards in the short term.	
Unforeseen sudden permanent downturn in pupil numbers: expenditure to cover staffing costs during a short term interim period whilst restructuring takes place and in order where possible to avoid redundancies (such as through natural wastage).	
Redundancy payments , where the staffing reductions are required in order to balance the budget, but these costs would put the school further into a deficit position and take the school longer to recover the deficit.	
Any other one off costs incurred on recovery of the deficit, such as specialist consultancy advice/support. (it was agreed by Schools’ Forum on 11 th July 2016 that where West Berkshire’s Accountancy Service are engaged for such support, the cost can be charged direct to this fund without making a separate bid).	
Covid -19 where the school’s deficit is either wholly or in part a direct result of the financial impact of Covid-19	
Covid-19 where the school’s Main School Budget reserves were significantly impacted by Covid-19	
Bid for reimbursement of one-off redundancy costs incurred by schools not currently in deficit but required to restructure to avoid going into deficit.	
Bid for reimbursement of unforeseen exceptional one-off expenditure which would result in schools not currently in deficit ending the year with an unplanned deficit.	

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

B. Background to the School's Deficit Budget

Reasons for the current/projected budget deficit/decrease of reserves:

What plans are in place/being considered to address the deficit/recoup the loss of reserves?
State which year each plan is expected to be implemented

C. Funding being Sought

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

Provide the amount of funding being sought with breakdown by CFR code of how this has been calculated e.g. cost of the redundancy or the posts to be maintained and in which financial years, or details of expenditure and/or income impacted by Covid -19.

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

D. Previous SIFD Bids (successful and unsuccessful)

Date of HFG meeting	Reason additional funding sought	Sum requested	Sum awarded

E. Financial Information

- For bids to be presented to Heads Funding Group meetings between 01st April and 31st October please complete Table 1.
- For all other bids please complete both Table 1 and Table 2.

In both cases

- attach your current 5 year budget plan to the application, which will **EXCLUDE** the additional funding being sought,
- describe the assumptions, risks identified and whether or not key budget monitoring milestones have been achieved (schools who have applied for a licensed deficit should refer to tabs 15, 16 and 17 of their completed WBC Deficit Budget License Application) Particular attention should be paid to Pupil number projections and staffing.

In Table 2

- state which forecast period has been used to complete table
- explain current year variances between Forecast and Budget and the basis of any changes that have been made to future years budgets

Table 1	Actual	Budget submitted				
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Total Pupil No's for funding						
Teaching Staff FTE						
Support Staff FTE						
In Year Budget Balance £'000 (show deficit as minus)						
Cumulative Budget Balance £'000 (show deficit as minus)						
Funding Sought (£'000)						
Cumulative Budget Balance if funding sought is received £'000						

Assumptions made and risks identified for the following:

Pupil Numbers

Expenditure - please consider these and refer to them at CFR code level

Teaching staff

Support staff

Other

Income & Funding - please consider these and refer to them at CFR code level

Income

Funding Table 2	Forecast	Original	Revised budget based on forecast and

	STATE PERIOD	budget	updated information/plans			
	2022/23	2022/23	2023/24	2024/25	2025/26	2026/27
Total Pupil No's for funding						
Teaching Staff FTE						
Support Staff FTE						
In Year Budget Balance £'000 (show deficit as minus)						
Cumulative Budget Balance £'000 (show deficit as minus)						
Funding Sought (£'000)						
Cumulative Budget Balance if funding sought is received £'000						

Pupil Numbers

Expenditure - please consider these and refer to them at CFR code level
Teaching staff
Support staff
Other

Income & Funding - please consider these and refer to them at CFR code level
Income
Funding

Explain current year variances between Forecast and Original budget

Explain the basis of any changes that have been made to future years budgets as a result of these variances or other known changes:

F. What budget advice has been sought from the Schools' Accountancy Service?

Please give dates and details below.

G. Has the school's current 5 year budget plan/deficit recovery plan been discussed with, checked (prior to approval by governors) and verified (post submission) by the WBC Schools' Accountancy Service?

Please give dates and details below:

Discussion about any element of budget by school staff with any area of West Berkshire council, (to include discussions with School Improvement Advisors).

State role/title of school staff member, member of staff at WBC and role, discussion point and date

Draft budget submitted to WBC Schools Accountancy for checking prior to approval by governors

Date submitted and date feedback received from WBC

Confirm what elements of feedback the school acted upon and when

Confirm elements of feedback the school did not act upon and why

Confirm budget has been uploaded to Agresso and no issues remain outstanding

Note that in order to support information provided on this form Schools' Accountancy will provide the latest benchmarking tables for the panel meeting.

	Signed	Dated
Headteacher		
Chair of Governors		

On completion, please e-mail this form and latest budget plan to:

sarah.reynard@westberks.gov.uk

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

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Appendix D

West Berkshire Council Schools

Additional High Needs Fund Criteria 2022/23

1. Background

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

2. Methodology and Process

- 2.1 There will be an additional payment to schools where the actual number of pre 16 high needs pupils (i.e. pupils in mainstream receiving top ups) is significantly (1%) above the average of all schools in West Berkshire.
- 2.2 Where the actual number of pre 16 high needs pupils per school is 1% above the West Berkshire average (the average will be calculated using the number of high needs pupils in January 2022 and shown in the pink column on the attachment), each additional high needs pupil will attract £6,000 in addition to the top up. The number of additional pupils will be calculated on a proportionate basis rather than rounding up or down to whole pupil numbers to avoid a funding cliff-edge.
- 2.3 The funding will be paid pro rata each term based on the actual number of pre 16 pupils receiving top ups at that time for the number of days in that term i.e. calculated and paid in April, October and January.
- 2.4 The attached table shows for each school how many high needs pupils equals the average + 1% (the pink column) before qualifying for additional funding in 2022/23. Schools will receive £6,000 per 1.0 high needs pupils they have on roll *above this average number*. Note that funding may be a proportion of £6,000 if the calculation is less than 1.0.
- 2.5 The amount of funding to be set aside for this purpose in the high needs budget will be £40,000.

Cost Centre	SCHOOL	Relevant Data			Indicative Funding		
		Total Pre 16 Pupil No.s (Oct 2020 Census) less RU Pupils	Mainstream Pre 16 Pupil No.s Receiving Top Ups January 2021	Notional SEN Budget 2020/21	Average No. of Pupils Formula Funded	High Needs Pupils Above Average (un rounded)	Indicative Add'l Funding
	Primary				2.33%	1% above LA avg	
	Secondary				2.41%	1% above LA avg	£6,000
91000	Aldermaston Church of England Primary School	142	2	40,510	3.31	0.00	0
91100	Basildon Church of England Primary School	151	3	43,495	3.52	0.00	0
91300	Beedon Church of England Controlled Primary School	50	1	14,162	1.17	0.00	0
91400	Beenham Primary School	54	1	15,732	1.26	0.00	0
91200	Birch Copse Primary School	425	4	78,937	9.92	0.00	0
91500	Bradfield Church of England Primary School	158	3	46,592	3.69	0.00	0
91600	Brightwalton Church of England Aided Primary School	103	1	27,139	2.40	0.00	0
91700	Brimpton Church of England Primary School	58	0	20,116	1.35	0.00	0
91800	Bucklebury Church of England Primary School	111	1	29,499	2.59	0.00	0
91900	Burghfield St. Mary's Church of England Primary School	213	3	59,982	4.97	0.00	0
92000	Calcot Infant School & Nursery	180	2	82,359	4.20	0.00	0
92100	Calcot Junior School	277	3	64,406	6.46	0.00	0
95600	Chaddleworth St. Andrew's C of E Primary School	30	0	12,139	0.70	0.00	0
92400	Chieveley Primary School	203	1	38,794	4.74	0.00	0
95900	Cold Ash St. Mark's Church of England Primary School	177	2	33,638	4.13	0.00	0
92200	Compton Church of England Primary School	187	4	48,466	4.36	0.00	0
92300	Curridge Primary School	99	0	18,259	2.31	0.00	0
92500	Downsway Primary School	213	4	51,998	4.97	0.00	0
92800	Enborne Church of England Primary School	73	0	10,847	1.70	0.00	0
92900	Englefield Church of England Primary School	99	3	17,946	2.31	0.69	4,139
93000	Falkland Primary School	424	5	111,999	9.89	0.00	0
93100	Fir Tree Primary School & Nursery	180	4	61,181	4.20	0.00	0
93200	Francis Baily Primary School	586	9	157,071	13.67	0.00	0
93400	Garland Junior School	206	2	51,346	4.81	0.00	0
93500	Hampstead Norreys Church of England Primary School	88	1	33,234	2.05	0.00	0
93600	Hermitage Primary School	183	3	44,231	4.27	0.00	0
	Highwood Copse Primary School	0	0	0	0.00	0.00	0
93700	Hungerford Primary School	359	4	107,544	8.38	0.00	0
92700	The Ilsleys' Primary School	63	0	8,922	1.47	0.00	0
93800	Inkpen Primary School	60	1	22,167	1.40	0.00	0
93900	John Rankin Infant & Nursery School	268	4	74,058	6.25	0.00	0
94000	John Rankin Junior School	351	3	99,113	8.19	0.00	0
94100	Kennet Valley Primary School	193	3	72,888	4.50	0.00	0
94200	Kintbury St. Mary's Church of England Primary School	145	2	37,911	3.38	0.00	0
94300	Lambourn Church of England Primary School	166	3	71,834	3.87	0.00	0
94400	Long Lane Primary School	214	2	70,996	4.99	0.00	0
95800	Mortimer St. John's Church of England Infant School	172	3	47,919	4.01	0.00	0
97500	Mortimer St. Mary's Church of England Junior School	232	5	69,476	5.41	0.00	0
94500	Mrs. Bland's Infant & Nursery School	176	0	55,571	4.11	0.00	0
94600	Pangbourne Primary School	200	2	48,066	4.67	0.00	0
94700	Parsons Down Infant School	129	2	49,637	3.01	0.00	0
94800	Parsons Down Junior School	232	5	63,721	5.41	0.00	0
94900	Purley Church of England Infants School	104	1	32,371	2.43	0.00	0
95000	Robert Sandilands Primary School & Nursery	233	2	79,054	5.44	0.00	0
95100	Shaw-cum-Donnington Church of England Primary School	86	2	30,623	2.01	0.00	0
95200	Shefford Church of England Primary School	53	1	22,518	1.24	0.00	0
95300	Speenhamland Primary School	298	3	105,601	6.95	0.00	0
95400	Springfield Primary School	302	8	77,087	7.05	0.95	5,716
95500	Spurcroft Primary School	450	8	141,248	10.50	0.00	0
95700	St. Finian's Catholic Primary School	194	2	64,726	4.53	0.00	0
97700	St. John the Evangelist Infant & Nursery School	178	1	28,304	4.15	0.00	0
97800	St. Joseph's Catholic Primary School	200	1	69,955	4.67	0.00	0
96200	St. Nicolas Church of England Junior School	256	1	60,131	5.97	0.00	0
96100	St. Pauls Catholic Primary School	315	2	92,478	7.35	0.00	0
96322	Stockcross Church of England Primary School	103	3	28,831	2.40	0.60	3,579
96400	Streatley Church of England VC Primary School	102	2	17,656	2.38	0.00	0
96500	Sulhamstead and Ufton Nerve C of E VA Primary School	100	2	35,644	2.33	0.00	0
99700	Thatcham Park Church of England Primary School	340	5	119,138	7.93	0.00	0
96600	Theale Church of England Primary School	310	5	48,781	7.23	0.00	0
96322	Welford and Wickham Church of England Primary School	88	1	23,008	2.05	0.00	0
96800	Westwood Farm Infant School	177	0	46,553	4.13	0.00	0
96900	Westwood Farm Junior School	237	3	67,712	5.53	0.00	0
97000	Whitelands Park Primary School	358	8	102,735	8.35	0.00	0
98700	The Willows Primary School	370	5	172,694	8.63	0.00	0
99400	The Winchcombe School	441	7	133,513	10.29	0.00	0
97300	Woolhampton Church of England Primary School	106	0	24,305	2.47	0.00	0
97400	Yattendon Church of England Primary School	92	1	16,036	2.15	0.00	0
98900	Denefield School	960	9	329,676	23.17	0.00	0
98800	The Downs School	988	14	333,900	23.84	0.00	0
99000	John O'Gaunt Community Technology College	405	7	251,525	9.77	0.00	0
99100	Kennet School	1,490	18	591,615	35.96	0.00	0
99200	Little Heath School	1,290	15	452,597	31.13	0.00	0
99300	Park House School	969	18	408,945	23.39	0.00	0
99800	St. Bartholomew's School	1,341	16	351,621	32.36	0.00	0
99500	Theale Green Community School	469	6	194,908	11.32	0.00	0
99900	Trinity School & Performing Arts College	953	13	463,072	23.00	0.00	0
99600	The Willink School	970	23	315,771	23.41	0.00	0
	PRIMARY TOTAL	13,123	175		306	2	13,434
	SECONDARY TOTAL	9,835	139		237	0	0
	TOTAL ALL SCHOOLS	22,958	314		544	2	13,434

Appendix E

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.

What is the proposed decision that you are asking the Schools' Forum to make:	Approve the school funding formula consultation to go out to all schools.
Name of Service/Directorate:	Finance and Property/Resources
Name of assessor:	Melanie Ellis
Date of assessment:	28.9.21

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

(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?	
Aims:	To consult on the school funding formula 2022/23
Objectives:	To comply with Government guidance
Outcomes:	To use the responses to inform the decision
Benefits:	To comply with Government guidance

(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?			
<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>			
Group Affected	Potential Positive Impacts	Potential Negative Impacts	Evidence
Age	none	none	
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	
Further Comments:			

(3) Result	
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: following government guidance on setting a school formula	
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: the decision will impact school funding but only within certain parameters. The size of the funding will not change, only the distribution method. The consultation aims to consider the impact on all schools.	

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>.

(4) Identify next steps as appropriate:	
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: 28.9.21

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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De-delegation, Education Functions and Health and Safety Service Proposals 2022/23

Report being considered by:	Schools Forum		
On:	18 th October 2021		
Report Author:	Melanie Ellis, Ian Pearson		
Item for:	Decision	By:	All Maintained Schools Representatives

1. Purpose of the Report

- 1.1 This report sets out the details, cost, and charges to schools of the services on which maintained school representatives are required to vote (on an annual basis).

2. Recommendation

- 2.1 Maintained primary, secondary, special, nursery and PRU heads (as applicable) to agree the De-delegations and Education Functions as set out in Table 7.
- 2.2 Maintained primary, secondary, special, nursery and PRU heads (as applicable) to agree the Health and Safety Service as set out in Table 8.

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

- 3.1 This report sets out the details, cost, and charges to schools of the services on which maintained school representatives are required to vote (on an annual basis).
- 3.2 De-delegated services consist of Behaviour Support, Ethnic Minority Support, Trade Union Local Representation, Schools in Financial Difficulty fund (primary) and Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS)
- 3.3 Education functions consist of the statutory and regulatory duties held by the local authority in respect of maintained schools.
- 3.4 The Health and Safety service provides a compliance, advice and training role for schools.

4. De-delegated Services

- 4.1 De-delegated services are for maintained schools only. Funding must be allocated through the formula but can be passed back, or de-delegated for maintained primary and secondary schools with schools forum approval.
- 4.2 Funds cannot be de-delegated from Special and Nursery Schools and PRUs for these services, but those schools will have the option to buy back these services at

a cost based on the same amount per pupil as for primary and secondary schools. Academies may also be given the option to buy into the service.

- 4.3 The schools funding regulations for 2022/23 have now been published and these confirm that similar arrangements for de-delegation of the cost of these services will apply for 2022/23. Funding arrangements are expected to change in 2023/24, but details of the changes have not yet been announced.
- 4.4 Primary and secondary school representatives are required to recommend to Schools Forum on whether each service is to be de-delegated or not. The services below were de-delegated in 2021/22 and are proposed to be de-delegated in 2022/23:

Primary and Secondary only:

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

Therapeutic Thinking Service (previously Behaviour Intervention)

- 4.5 The Therapeutic Thinking Service proposal for 2022/23 is set out in Appendix B.
- 4.6 Table 1 shows the budget and unit charge for 2022/23 compared to 2021/22. The total cost will be divided by the total numbers of pupils in the October 2021 census to determine a unit charge per pupil on which the de-delegated amount per school will be based. As all schools will have access to all aspects of the service, the same unit charge will apply to both primary and secondary schools. Based on the October 2020 census this is estimated to be £15.13 per pupil but the final rate will be determined according to the October 2021 census.

TABLE 1	2021/22			2022/23		
	Number of pupils	Unit Charge per pupil	Budget	Number of pupils	Unit Charge per pupil	Budget
Maintained Primary Schools	11,603	£15.20	£176,317	11,603	£15.13	£174,720
Maintained Secondary Schools	3,189	£15.20	£48,459	3,189	£15.13	£49,138
Total			£224,776			£223,858

Ethnic Minority and Traveller Achievement Service

- 4.7 The detail of the Ethnic Minority and Traveller Achievement Service (EMTAS) is set out in Appendix C.
- 4.8 Table 2 shows the budget and the estimated unit charge for the service for 2022/23 compared to 2021/22. The total cost in respect of Primary and Secondary schools will be divided by the total number of pupils recorded as having English as an additional language (EAL) in the October 2021 census to determine a unit charge per EAL pupil on which the de-delegated amount per school will be based. As all schools will have access to all aspects of the service, the same unit charge will apply to both primary and secondary schools. The estimated unit charge is based on the October 2020 census, but the final rate will be determined according to the number of EAL pupils in the October 2021 census.

TABLE 2	2021/22			2022/23		
	Number of pupils	Unit Charge per pupil with EAL	Budget	Number of pupils	Unit Charge per pupil with EAL	Budget
Maintained Primary Schools	731	£249.17	£182,156	731	£243.03	£164,606
Maintained Secondary Schools	14	£249.17	£3,571	14	£243.03	£4,258
			£185,727			£168,864

Trade Union Representation

- 4.9 The detail of the service provided by Trade Union representatives to schools is set out in Appendix D.
- 4.10 Table 3 shows the budget and unit charge for the service for 2022/23 compared to 2021/22. The proposal for 2022/23 is based on the cost of 1FTE supply teacher on UPS3. It is assumed there will also be some buy in from academy schools. The total net cost in respect of primary and secondary schools will be divided by the total number of pupils in the October 2021 census to determine a unit charge per pupil on which the de-delegated amount per school will be based on. As all schools have access to all representatives (regardless of which school they are based in), the same unit charge will apply to both primary and secondary schools. Based on the October 2020 census this currently estimated to be £3.92 per pupil but the final rate will be determined according to the October 2021 census.

TABLE 3	2021/22			2022/23		
	Number of pupils	Unit Charge per pupil	Budget	Number of pupils	Estimated Unit Charge per pupil	Estimated Budget
Maintained Primary Schools	11,603	£3.70	£42,929	11,603	£3.92	£45,272
Maintained Secondary Schools	3,189	£3.70	£11,799	3,189	£3.92	£12,732
			£54,728			£58,004

Schools in Financial Difficulty

- 4.11 The Schools in Financial Difficulty fund was topped up by £27.5k to £200k as part of the 2021/22 budget process. This fund is largely used for one off exceptional costs such as those in relation to staffing restructures.
- 4.12 There have not been any approved bids so far in the current financial year, therefore it is proposed that we review this at the next meeting

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

- 4.13 The detail of the service provided by this subscription is set out in Appendix E.
- 4.14 As the actual pricing from CLEAPSS will not be available until after the schools budget has been set, an assumption has been made on the 2022/23 fee. Any over or under spend will be recovered the following year, as in all de-delegated services. Table 5 shows the budget and unit charge for the service for 2022/23 compared to 2021/22. The unit charge includes the administration fee. Note that secondary schools will need to pay the fee relating to sixth form pupils separately as de-delegation is based on pre 16 pupils only.

TABLE 5	2021/22				2022/23			
	Number of pupils	Unit Charge per pupil	Charge per school	Budget	Number of pupils	Est Unit Charge per pupil	Est Charge per school	Estimated Budget
Maintained Primary Schools	11,603	£0.16		£1,856	11,603	£0.17		£1,963
Maintained Secondary Schools	3,189	£0.16	£235	£1,215	3,189	£0.17	£235	£1,257
				£3,072				£3,220

4.15 The total cost of each de-delegated service and an initial estimate of the amount to be de-delegated from each school is shown within Appendix A. This estimate is based on the October 2020 census, however the final amounts will be based on the October 2021 census when that data becomes available.

5. Education Functions for Maintained Schools

5.1 Education responsibilities held by local authorities for **all** schools are funded from the Central Schools Services Block of the DSG. Education functions held by local authorities for **maintained schools only** can be funded from maintained schools budget shares and de-delegated, with agreement of the maintained schools members of schools forums.

5.2 Education functions consist of the statutory and regulatory duties held by the local authority in respect of maintained schools. These consist of Accountancy, Internal Audit and Pension scheme administration. The Accountancy, audit and pension administration services are described in appendix F.

5.3 Representatives of all maintained schools (including Special and Nursery Schools and PRUs) are required to recommend to Schools Forum whether or not these services should be funded from maintained school budget shares and de-delegated for 2022/23:

All Maintained Schools:

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

5.4 Academies and other non-maintained schools also may be able to choose to buy into any of the above services subject to service provider agreement.

5.5 Table 6 shows the budget and estimated unit charges for these services in 2022/23 compared to 2021/22. The total cost will be divided by the total numbers of pupils in the October 2021 census to determine a unit charge per pupil on which the de-delegated amount per school will be based. The same unit charges will apply to both primary and secondary schools. The estimated unit charges shown are based on the October 2020 census but the final rates will be determined according to the October 2021 census.

TABLE 6	2021/22		2022/23				
	Charge per Pupil	Budget	Estimated Unit Charge per pupil	Estimated Total Budget	Estimated Primary Budget	Estimated Secondary Budget	Estimated budget for Nursery, Special Schools and PRUs
Accountancy	£3.18	£48,491	£3.37	£51,756	£38,930	£10,949	£1,878
Audit	£3.09	£47,081	£3.26	£50,075	£37,666	£10,593	£1,817
Pension Scheme Administration	£2.41	£36,729	£2.35	£36,025	£27,097	£7,621	£1,307
Total Education Functions	£8.68	£132,301	£8.98	£137,856	£103,693	£29,162	£5,001

5.6 The total cost of each service and an initial estimate of the cost for each school is shown within Appendix A. This estimate is based on the October 2020 census, however the final amounts will be based on the October 2021 census when that data becomes available.

5.7 Table 7 summarises the de-delegations and education functions which are proposed for 2022/23:

TABLE 7	2022/23 Primary Budget £	Agreed by HFG	2022/23 Secondary Budget £	Agreed by HFG	2022/23 Early Years & High Needs Budgets £	Agreed by HFG
Therapeutic Thinking Support	174,720		49,138		n/a	n/a
Ethnic Minority Support	164,606		4,258		n/a	n/a
Trade Union Representation	45,272		12,732		n/a	n/a
Schools In Financial Difficulty	0		n/a		n/a	n/a
CLEAPSS	1,963		1,257		n/a	n/a
Education Functions	103,693		29,162		5,001	

6. Health and Safety Service to Schools

6.1 As the Council is the employer and therefore the principal legal duty holder (notwithstanding any delegated responsibilities to a schools, Head Teachers and Governors) in relation to health and safety, it makes sense to ensure an adequate, effective and efficient health and safety service is provided to all Local Authority maintained schools and a buy-back option offered to non-maintained schools.

6.2 The Health and Safety Team provide a compliance, advice and training role for schools and the Team continue to be heavily involved in assisting schools developing and reviewing covid secure arrangements, plans and risk assessments.

6.3 Following a decision to change the way the service operated in 2020/21, for the last year all maintained schools have had the Level Two (Enhanced) service. This is a comprehensive health and safety support service and covers all aspects of health and safety management and support including necessary health and safety training.

6.4 It is proposed to provide the full schools health and safety service to all maintained schools, continuing on from the previous year. This will meet the requirements of

the employer under the Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations and other related legislation.

- 6.5 Schools will pay a graduated fee based on pupil numbers for the Level 1 element of the service and a top up cost to cover the combined service. All maintained schools will need to agree to be part of this collective agreement to equitably fund the service.
- 6.6 A buy-back option would continue to be offered to schools such as academy and independent schools. Income generated from buy-back services would be invested in the service or offset to reduce costs for the schools in the collective agreement.
- 6.7 Table 8 below shows the 2022/23 cost if all Local Authority maintained schools, Voluntary Controlled, Voluntary Aided and special schools agree to one equal service.

Table 8

Pupil No's	Band A 0-60	Band B 61 - 100	Band C 101-200	Band D 201-300	Band E 301-650	Band F 650+	Band G Secondary
21/22	£800.00	£1,300.00	£1,600.00	£2,000.00	£2,600.00	£4.47 Per pupil	£4.47 Per pupil
22/23	£800.00	£1,300.00	£1,600.00	£2,000.00	£2,600.00	£4.57 Per pupil	£4.57 Per pupil

- 6.8 Further detail is provided in Appendix G.

7. Consultation and Engagement

- 7.1 The proposals set out in this report will be included in the consultation with all schools on the proposed school funding arrangements for 2022/23.

8. Appendices

Appendix A – Indicative De-delegations per school for 2022/23

Appendix B – Therapeutic Thinking Support Service

Appendix C – Ethnic Minority & Traveller Achievement Service

Appendix D – Trade Union Representation Service

Appendix E – CLEAPSS Service

Appendix F – Accountancy, Audit and Pension Administration

Appendix G – Health and Safety service to schools

Appendix H – Equalities Impact Assessment

Appendix A

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2022/23

Therapeutic Thinking Support Team

Outline of Proposed Service 2022/23

The Therapeutic Thinking Support Team (TTST) offers evidence-based advice and support to schools through promotion of Therapeutic Thinking approach and tools. The type of involvement includes whole school support, staff training, staff support, class or year group support, as well as individual support.

Key Features

1. Quick and flexible response for schools who have pupils presenting with difficult and dangerous behaviours.
2. Different levels of response within the team (whole school, group, individual).
3. Support and advice in relation to Therapeutic Thinking; developing therapeutic plans, anxiety mapping, conscious and subconscious checklists

1. The Team –

Beth Cartwright (TTST Manager & Senior EP)

Robyn Stevens (Assistant EP)

Gerry Heaton (Primary TTST Adviser)

Melissa West (Secondary TTST Adviser)

Kayleigh Chocian (SEMH Practitioner)

Jessica Durham (SEMH Practitioner)

Madeleine Williams (SEMH Practitioner)

Roslyn Arthur (Exclusions Officer)

2. Rapid Response: capacity to respond rapidly to school concerns. This could relate to children but also whole school situations that arise. Anti-social behaviour would be the main focus but wouldn't exclude other complex situations.
3. For those needing some quick advice, signposting, or consultation with a TTST Educational Psychologist, Beth is available for telephone consultations.
4. TTST referrals will be triaged weekly and the most appropriate level of support offered within 5 days.
5. The team will be informed by evidence based practice and the Therapeutic Thinking approach, which will result in clear suggestions of what needs to happen to move the situation forward.
6. Partners and working relationships: In partnership with other agencies Beth will continue to develop a clear referral pathway for social emotional and mental health issues. This will include consideration of EHA, iCollege, EPS, EWS, and ASD support teachers.

7. All of the above sits neatly with Local Authority social and emotional mental Health and well-being agenda and restorative themes.
8. Research indicates that a number of children and young people presenting with difficult behaviour have unidentified mental health problems. Revised request for involvement forms have been created along with screening tools to identify any mental health problems. This will enable these needs to be addressed by TTST team members or for referrals to be made to appropriate services.

What would schools get?

1. Screening and signposting for identified mental health difficulties.
2. A stepped approach using the Therapeutic Thinking flowchart to support analysis and help identify appropriate strategies and interventions, which is likely to often lead to writing or revision of a mini or full Therapeutic plan.
3. Having identified a child or young person's need following consultation and use of the Therapeutic Thinking tools, a TTST worker may offer an intervention to develop the unmet need, e.g. Social skills through Lego Therapy, reading and social emotional skills through Storylinks
4. Support in developing Small garden provision
5. More direct support with very complex cases involving a wide range of services.
6. Support from practitioners where appropriate to help implement/model strategies in school.
7. Access to support for challenging whole school situations through advisers with senior level management experience and experienced educational psychologists.
8. Teacher consultations and support from the Adviser or EP
9. Write up and actions as well as agreed review of cases where appropriate.
10. Direct links into PPP (Pupil Placement Panel & Fair Access process), VCF (Vulnerable Children's Fund), Therapeutic Thinking funding and other relevant systems/services
11. Links with other support services and help in securing necessary actions
12. Clear information of key personnel and agencies within West Berkshire –regularly updated.
13. Training in some interventions (available at Local Authority / whole school / small group levels)
14. Access to circle of adults meetings facilitated by an Assistant Educational Psychologist or SEMH Practitioner for pupils at risk of permanent exclusion. A Circle of Adults meeting is led by 2 trained workers and involves key staff and professionals from the school. It lasts 90 minutes and provides a structured approach to problem-solving and identifying agreed strategies.

Feedback from 2021/2022 delivery

- 75% of respondents found TTST involvement extremely or very helpful

'The team are always ready to listen and make suggestions. They recognise that schools are coping with difficult situations with a range of issues from staff, parents and children'

'Support totally tailored to our needs'

- Respondents thought there had been an improvement in the pupils' wellbeing following TTST involvement

'Much better interaction with staff and a better attitude all round'

'Children were successful in class after small garden work'

- The majority of respondents felt that children's antisocial behaviours had reduced following TTST involvement:

'Less physical outbursts that impact themselves and others.'

'Reduced dangerous behaviours towards others. Improvement in mood and more pro social behaviours. Beginning to spend more time in class.'

Additional testimonials:

'I would be lost without this service'

'Just to say thank you for all the help you have given [school] this year. I think the service has grown in its provision with regard to the range of intervention and support it now offers. Great team great people.'

Proposed Cost of Delivery in 2022/23

The following table summarises the proposed cost of the service for 2022/23. It is based on employing the team members outlined above.

	2020/21 £	2021/22 £	2022/23 Proposed £	% increase
Staffing Costs	210,245	197,472	207,897	
Other Costs	6,150	6,870	6,870	
Support Service Recharges	21,639	20,434	21,477	
Total Cost	238,034	224,776	236,243	4.85%
Less Surplus Brought Forward	0	0	-12,385	
Amount to be De-Delegated	238,034	224,776	223,858	-0.41%

The overall cost of delivering the service has reduced by 0.41% taking into account the expected April 2022 pay award and salary increments. The underspend from prior years is used to off-set the cost of service for 22/23.

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

Method of charging in 2022/23

The total net cost of the service will be divided by the total number of pupils recorded in the October 2021 census to arrive at a per pupil amount for charging purposes. Using October 2020 census data to provide an indicative amount, this would equate to £15.13 per pupil. Appendix A of the main report shows the indicative total amount per school.

Other Options which *may* be considered

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

Appendix C

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2022/23

Ethnic Minority & Traveller Achievement Service (EMTAS)

Context

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

Current Structure

The resignation of the Team Manager at the end of the academic year 2019/20 has allowed for a restructuring of the service; the first of which was to move the team into the Education Welfare and Safeguarding Service. Through an overall FTE reduction it has been possible to reduce the total cost of the service.

Currently, EMTAS is led by a Team Leader (0.6FTE), supported by a Learning Adviser/PSO EAL (1.0 FTE). There are 3 part time Pupil Support Officers (Teaching Assistant level posts) who are employed for a total of 1.6 FTE. The service has administrative support for 2 days per week, since September 2021.

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

- Organisation and completion of English language assessments of new arrivals and advanced bilingual speakers; then writing reports with recommended strategies.
- Arranging advice and support for individual pupils, including those with EAL and SEND, EHC planning.
- Arranging support for first language GCSE/AS/A2 papers; SATs Maths translation.
- Delivery of school INSET focusing on EAL teaching and learning.
- Leading training for teachers and teaching assistants on EAL and Equalities.
- Organisation of tailored packages of support to schools meet the needs of ethnic minority pupils and those from Gypsy, Roma, Traveller families e.g. managing the GReaT 121 project – training teaching assistants to deliver intervention programmes to narrow the attainment gap with their peers and to reduce inequalities.
- Tracking the attainment of GRT pupils termly.
- Joint working with other agencies to support schools with ethnic minority pupils.
- Provision of language assessments and support of unaccompanied asylum seeking children (UASC) in schools.
- Advice and guidance documents and resources to schools.

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

- Completion of English language assessments for new arrivals. Providing assessment reports with recommendations and guidance for classroom teachers.
- Support and the Team Leader to deliver training in schools.

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

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

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

Benefits of Service

EAL assessments

Referrals for EAL assessments were received from 20 Primary Schools from the beginning of the September 2020 to August 2021 academic year. This figure is up by 4 schools, but no secondary referrals.

EAL assessments, including guidance and reports, were completed in the following schools in during that period

Aldermaston	Shaw-cum-Donnington
Compton	Springfield
Curridge	Spurcroft
Garland	St John's
Kennet Valley	St Josephs
Mortimer	St Paul's
Mrs Bland's	Theale Primary
Pangbourne	The Willows
Parsons Down	Winchcombe
Robert Sandilands	Westwood Farm

During the summer term of 2020, 44 referrals were made from 10 Primary schools for EAL assessments for pupils moving from FS2 to Year 1. These were allocated 20 TA hours or bilingual support from September 2021.

Pupil Support Officer (Romanian)

Bilingual support has been provided in the following schools in 2020/21:

Aldermaston	The Willows
Robert Sandilands	The Winchcombe

A total of 5 pupils were supported by the part-time PSO. Schools have also received assistance with Romanian first language assessments, CP cases, Early Years, Speech and Language, SEND, EHC planning and parental liaison.

Pupil Support Officer (Polish)

Polish bilingual support and/or translation has been provided in the following schools in 2020/21:

Theale Primary	St Joseph's
Mrs Blands	St Paul's
Parsons Down Infants	Robert Sandilands
St John's	

A total of 11 children have been supported by a member of the team undertaking 2 roles (Adviser/PSO). Schools have also received assistance with Polish first language assessments, Student Assisted Programme (SAP) meetings and EHC planning meetings/form completion, translating documents (including medical documentation), also interpreting during meetings between parents and school, enabling fluent communication between all the parties involved.

Pupil Support Officer (Portuguese/Italian/Spanish)

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

St.Joseph's	Calcot
St John's	Winchcombe
Spurcroft	

A total of 9 pupils have been supported by the part-time PSO.

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

Pupil Support Officer (Urdu)

This bilingual PSO role has not been replaced since the team member left.

Pupil Support Officer (UASC)

Since this team member left, the role has not been replaced, but the Team Leader advises and continues to offer English assessments. A Vietnamese UASC was assessed in November 2020.

GCSEs

Unfortunately, due to adjustments because of Covid, EMTAS have not supported secondary pupils in examinations as in previous years.

Teaching Assistant funding

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

Number of TA funded hours given to schools:

2020/21
740 hours (EAL)
90 hours (GRT)
Total: £8656.90

Schools in receipt of GReaT 1 to 1 project funding during 2020/21 to provide targeted intervention for Gypsy, Roma and Traveller pupils (hours included in the figures above):

Mrs Bland's: 1 pupil, 15 hours funding	Aldermaston: 5 pupils, 75 hours funding
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Training provided (both general and school specific)

2020/21
EAL training delivered for trainee teachers for the Berkshire Teaching Alliance – 17 delegates (14 Primary and 3 Secondary).
Meeting the needs of new arrivals with English as an additional language – training for WBC EAL specialists in schools.
TA training to support EAL pupils in school: <ul style="list-style-type: none"> • St John the Evangelist - 4 TAs • Thatcham Park – 6 TAs • Calcot – 1 TA

Number of families supported by Pupil Support Officer (GRT)

West Berkshire has 133 children who are ascribed as Gypsy, Roma or Traveller. 35 West Berkshire schools have Gypsy, Roma and Traveller pupils on roll.

Approximately 30 GRT children and families have been supported by the PSO GRT and work continues with new families being ascribed to GRT status. Transition support has been provided between schools and also when pupils have been transferring from out of West Berkshire into our schools. This work involves 'in year' changes as well as end of Key Stage transitions.

Number of schools supported with GRT pupils

The following schools/colleges have received support from EMTAS for Gypsy, Roma and Traveller pupils. EMTAS Pupil Support Officer for GRT pupils has been involved in 158 sessions/meetings between September 2020 and July 2021 in support of children and families from GRT backgrounds. This included face to face sessions and a range of home/school visits. This figure does not include extensive support of GRT families and schools via phone and zoom throughout lockdown periods during the pandemic.

Aldermaston	Mrs Bland's
Garland Junior	John Rankin
Thatcham Park	i-College – Integration
The Hurst	i-College – Intervention
The Willink	i-College – The Pod
Theale Green (Academy)	Westwood Farm
Trinity (Academy)	Newbury College

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

Michaelmas Fair 'School' 2020

The Michaelmas Fair 'school' did not take place due to Covid it was cancelled by WBC. Also, a decision was made in the prior year that due to staffing and funding; in future Learning Packs will be distributed to the visiting children in addition to online learning provided by the schools they are enrolled at.

Afghan refugees

At present EMTAS are supporting the newly arrived Afghan refugee children daily by delivering educational activities. This has been ongoing for 3 weeks and has stretched the team's capacity, so a temporary teacher to coordinate this support is in the process of being sought.

Number of outreach sessions on Traveller Site

Unfortunately, due to Covid 19 restrictions the outreach sessions for pre-school GRT children have been unable to resume. The Bus of Hope visits should be 9/12 months of the year, winter months are excluded due to difficulties in regard of H&S related to weather conditions. This service operates from Paices Hill Traveller site and has provided Parent and Toddler activities for families and support with school applications for children who stay on a short term basis on the site. These sessions have been supported by a range of agencies and the Family Hub staff. Usually, children attend sessions at different times over the course of the year because their families were travelling and staying temporarily on the transit part of the site. EMTAS are keen to resume these engagement sessions when it is deemed safe to do so in light of Covid 19.

Proposed Cost of Delivery in 2022/23

The following table summarises the proposed cost of the service for 2022/23 in comparison with 2021/22 and 2020/21.

	2020/21 £	2021/22 £	2022/23 Proposed £	% decrease
Staffing Costs	198,640	171,455	177,120	
Other Costs	26,020	26,020	26,020	
Support Service Recharges	22,466	19,748	20,314	
Total Cost	247,126	217,223	223,454	2.79%
Less Surplus Brought Forward	-10,070	-31,496	-54,590	
Amount to be De-Delegated	237,056	237,056	168,864	-10%

The overall cost of delivering the service has decreased by 10% taking into account the expected April 2021 pay award and salary increments. The underspend from prior years is used to off-set the cost of service for 22/23. The underspend in 2020/21 was due to a vacant post, reduced mileage costs and lower spend on supplies and services due to Covid.

Method of charging in 2022/23

The total cost of the service will be divided by the total number of pupils recorded as having English as an additional language (for up to 3 years after they enter the statutory school system) in the October 2021 census to arrive at a per pupil amount for charging purposes. Based on October 2020 census data, this equates to £243.03 per pupil. Appendix A of the main report shows the total amount per school.

Other Options which may be considered

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

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

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

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2022-23

Trade Union Representation Service

Outline of Proposed Service 2022/23

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

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

What union officers do

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

Individual casework issues

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

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

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

Collective Issues

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

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

Proposed Cost of Delivery in 2022/23

The following table summarises the proposed cost of the service for 2022/23, compared to 2021/22. It is based on engaging a representative from each of the unions:

Union	2021/22	Proposed 2022/23
NASUWT	£16,254	£17,365
NEU	£30,129	£32,188
NAHT	£3,597	£3,843
ASCL	£2,471	£2,640
Support Service Recharges	£5,245	£5,604
Total Cost	£57,697	£61,640
Income from Academies	£1,310	£1,453
Cost to Maintained Schools	£56,387	£60,187
Income from Nursery and Special Schools and PRUs	£1,659	£734
Cost to Primary and Secondary Schools	£54,728	£59,453

The proposed budget for 2022/23 is based on:

- Reimbursement to schools providing release time (not the salary of the union representative for trade union activities) is dependent on agreement by Schools Forum in respect of maintained primary and secondary schools and from other schools which elect to buy in the facilities time – the budget is calculated as approximately equivalent to 1fte teacher paid on UPS3 across all unions;
- Each trade union to have five days for regular activities including attendance at local authority consultative meetings;
- Balance of budget available is divided proportionately by the number of current members in each union as at 1st June (the budget will be adjusted depending on the actual level of buy back from other schools).

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

Method of charging in 2022/23

The total cost of the service will be divided by the total number of pupils recorded in the October 2021 census to arrive at a per pupil amount for charging purposes. Using October 2020 census data to provide an indicative amount, this would equate to £3.92 per primary and secondary pupil. Appendix A of the main report shows the indicative total amount per school. Academies and other schools may choose to buy into the service at the same per pupil rate (this would provide funding for additional hours).

Other Options which *may* be considered

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

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

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2022-23

CLEAPSS Service

Outline of Proposed Service 2022/23

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

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

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

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

Benefits of Service

CLEAPSS covers:

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

CLEAPSS provides:

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

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

Costs and Method of charging for 2022/23

CLEAPSS set the pricing each year in January/February for the financial year April to March ahead. In 2021/22 the charge to schools was 16 pence per pupil including administration costs. For secondary schools who require the service of a Radiation Protection Officer (delivered by WBC Health & Safety Team) and a Radiation Protection Adviser (delivered by CLEAPSS) there are additional costs of £185 per annum for the Radiation Protection Officer and £50 per annum for the Radiation Protection Adviser totalling £235 for the RPA and RPO services.

The proposal for 2022/23 is to set a rate per pupil of 17 pence per pupil which we hope will cover any increase in the CLEAPSS fee and the cost of administration. As the de-delegation covers pre-16 pupils only, maintained secondary schools will need to pay the 6th form element of the fee as a separate sum. Any shortfall or surplus will be carried forward to the following year.

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

Other Options which *may* be considered

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

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

School	Cost through local authority per pupil	Cost directly per pupil (min 200 pupils/ 350 secondary)	Radiation Protection Advisor	Radiation Protection Officer
Nursery	17p	31p	N/A	N/A
Primary	17p	31p	N/A	N/A
Secondary	17p	31p	£50	£185
Special	17p	31p	N/A	N/A
PRU	17p	31p	N/A	N/A
Primary Academy	17p	31p	N/A	N/A
Secondary Academy	17p	31p	£50	£185
Incorporated Colleges	17p	31p	£50	£185

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2022-23

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

Accountancy (Statutory Functions)

Description of Duties:

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

Overview of school budget submissions & budget monitoring reports.

Monitoring of schools in financial difficulty/deficit.

Monitoring adherence to Scheme for Financing Schools.

Returns to Central Government – CFR, CFO grants return.

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

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

Cost: £51,756

0.48 FTE Accountants; 0.28 FTE Senior Accountant; 0.05 Schools Accountancy Manager;
0.12 FTE Finance Manager

Total FTE 0.93

Pension Scheme Administration

Description of Duties:

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

Amending and updating employee records in relation to pensions

Responding to queries from employees in relation to pensions

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

Cost: £36,025

1.0 FTE Pensions Assistant

Internal Audit of Schools – Statutory Requirements

Description of Duties:

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

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

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

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

Cost: £50,075

0.65 FTE Senior Auditor; 0.09 FTE Audit Manager

Proposed Cost of Delivery in 2022/23

The following table summarises the proposed cost of the service for 2022/23, compared to 2021/22.

	2021/22 £	2022/23 Proposed £
Accountancy	48,491	51,756
Audit	47,081	50,075
Pension Scheme Admin	36,729	36,025
Total Cost	132,301	137,856
Less income from Special and Nursery Schools and PRUs	4,800	5,001
Amount to be De-Delegated	127,501	132,855

Method of charging in 2022/23

The total net cost of the service will be divided by the total number of pupils recorded in the October 2021 census to arrive at a per pupil amount for charging purposes. Using October 2020 census data to provide an indicative amount, this would equate to £8.98 per pupil. Appendix A of the main report shows the indicative total amount per school.

Other Options which *may* be considered

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

Local authority to consider an alternative (cheaper) service to offer.

West Berkshire Council Maintained Schools

Health & Safety Service to Schools Proposal 2022-23

1. Introduction

- 1.1 The Council has an established, professional and well regarded Health and Safety Team that already supports West Berkshire schools.
- 1.2 Over the course of 2020/21 pandemic the Schools Health and Safety Team have been significantly involved in producing guidance and helping schools to develop and review their covid secure plans, risk assessments and arrangements.

2. Background and Legislative Context

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

3. The Councils Health & Safety Support Service to Schools

- 3.1 Following a decision to change the way the service operated in 2020/2021 for the last year all maintained schools have had the Level Two (Enhanced) service. This is a comprehensive health and safety support service and covers all aspects of health and safety management and support including necessary health and safety training.
- 3.2 The Health and Safety Team provide a compliance, advice and training role for schools and the Team continue to be heavily involved in assisting schools developing and reviewing covid secure arrangements, plans and risk assessments.
- 3.3 As the Council is the employer and therefore the principal legal duty holder (notwithstanding any delegated responsibilities to a schools, Head Teachers and Governors) in relation to health and safety, it makes sense to ensure an adequate, effective and efficient health and safety service is provided to Local Authority maintained schools and then a buy-back option offered to non-maintained schools.

4. Update on position since last year

- 4.1 An options paper setting out a number of alternative ways that the schools health and safety service could be funded into the future was taken to the Schools Funding Forum in 2020/21. There were options to move to a uniform service level to all maintained schools funded by all maintained schools paying an equal share or to remain with the part funded and part buy-back service. Head Teachers voted to change to a system where all schools paid for the enhanced Level 2 buy-back service.

We were successful in retaining work for health and safety support service to the Excalibur Academies Trust for approximately £26,000 per annum as well as 2 other academy schools at approximately £7,000

5. Proposals

- 5.1 The full schools health and safety service would be provided to all maintained schools, continuing on from the previous year. This will meet the requirements of the employer under the Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations and other related legislation.
- 5.2 Schools will pay a graduated fee based on pupil numbers for the Level 1 element of the service and a top up cost to cover the combined service. All maintained schools will need to agree to be part of this collective agreement to equitably fund the service.
- 5.3 A buy-back option would continue to be offered to schools such as academy and independent schools. Income generated from buy-back services would be invested in the service or offset to reduce costs for the schools in the collective agreement.
- 5.4 Table 1 shows the 22/23 cost if all Local Authority maintained schools, Voluntary Controlled, Voluntary Aided and special schools agree to one equal service.

Table 1

Pupil No's	Band A 0-60	Band B 61 - 100	Band C 101-200	Band D 201-300	Band E 301-650	Band F 650+	Band G Secondary
21/22	£800.00	£1,300.00	£1,600.00	£2,000.00	£2,600.00	£4.47 Per pupil	£4.47 Per pupil
22/23	£800.00	£1,300.00	£1,600.00	£2,000.00	£2,600.00	£4.57 Per pupil	£4.57 Per pupil

There are no discounts based on federated schools. However schools with infants and juniors on the same site would pay one fee based on a combined pupil total. Maintained nursery schools would pay Band A due to the part time nature of their pupils.

Table 2 below shows the cost of providing the enhanced service:

Table 2	2022/23 Proposed £
Staffing Costs	131,802
Other Costs	5,000
Support Service Recharges	13,680
Total Cost	150,482
De-delegated basic level one income @ £4.57 per pupil	-70,171
Less: Charge to maintained nursery, special & PRU schools	-2,546
Remainder cost to be met by all Maintained Primary and Secondary Schools via a top up for enhanced Health & Safety package	77,765

6. Recommendation

- 6.1 Schools consider the option set out above to maintain the current level of service. If this is not acceptable schools should identify what system they would prefer and the financial implication can be calculated.

7. Conclusion

- 7.1 The Council recognises that safety is important but needs to be approached creatively and should not be seen as simply another legal burden or bureaucratic chore. A planned approach to managing risk should be seen as an enabler, not just to prevent accidents and work related health problems for both staff and pupils but to build a culture of sensible risk management, linked to a curriculum where teaching young people can develop their capability to assess and manage risk.
- 7.2 The Council will continue to support sensible and pro-active health and safety management in schools by providing a supportive infrastructure and service to schools.
- 7.3 The pandemic has brought health and safety front and centre in the minds of everyone in 2020/2021 and schools continue to be under significant pressure and scrutiny around their covid arrangements.
- 7.4 The Schools Health and Safety Team continue to be significantly involved in helping schools to develop and review their covid secure plans, risk assessments and arrangements.

8. Annex A

Health and Safety Service 2022/23

The Health and Safety Team are part of Finance and Property Service in the Resources Directorate. Our address is: Council Offices, Market Street, Newbury RG14 1BZ

Overview of Service

West Berkshire Council has a professional and dedicated Schools Health and Safety Team who provide support and advice to schools on all aspects of health and safety including an online safety management system incorporating accident reporting, compliance management and a resource library.

The Schools Health and Safety Team also work on policy development and effective implementation, user friendly guidance and information, support in completing risk assessments, a complete range of health and safety training, safety alerts and health and safety newsletters.

The Schools Health and Safety Team have also been very involved in producing guidance and reviewing schools risk assessments and covid secure plans.

Schools Health & Safety Needs Assessment

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

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

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

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

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

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

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

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

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

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

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

Table 1

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

Table 2

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

	safety responsibilities.
6) Planning and implementing:	<p>Review the existing arrangements; ensure the school adequately documents the standards and procedures required for a safe place of work.</p> <p>Following written review and prioritisation of issues, help the school to progress the areas for improvement by providing support and guidance. Improvement will be achieved with the schools full commitment and involvement.</p>
7) Health and Safety Risk Assessment:	<p>Provide the school with initial or refresher training to nominated persons regarding completion of <i>local</i> Risk Assessments.</p> <p>Provide on-site review of the schools risk assessments, to support their completion.</p> <p>Provide basic refresher training to nominated groups of key staff. Ensure a practical understanding of the training by jointly completing several specific health and safety risk assessments required by the school.</p> <p>Provide support and guidance in terms of prioritising risk assessments to be completed or reviewed etc.</p>
8) Telephone/Incident response:	<p>Provide general telephone health and safety advice as required.</p> <p>Please note that where the topic is of a specific nature, additional time may be required for a detailed response following the initial call.</p> <p>Whilst every endeavour is made to provide an immediate answer to health and safety queries via telephone/email, requests may require additional research time. Therefore, where it is not possible to provide an answer of sufficient depth at the time of the call, or the same day, every endeavour shall be made to provide a follow-up call the next working day.</p> <p>Should the associated risk to safety or health warrant a school visit, this shall be arranged by the Health and Safety Team.</p>
9) Health and Safety Training	<p>The Health and Safety Team run school specific health and safety courses. All health and safety training is included for all maintained schools and those schools purchasing the service.</p> <p>Further details of courses available and costs can be obtained from CYP Training http://info.westberks.gov.uk/index.aspx?articleid=29858.</p> <p>On-site training can also be arranged at no additional cost. Much of the training offer can now be completed by attending virtual training sessions vis zoom/teams meaning costs in terms of staff availability and downtime for training are reduced.</p>
10) Fire Management	<p>Schools can request a regular site visit to complete a review of the schools Fire Risk Assessment (FRA) with their Health and Safety Advisor.</p> <p>Your advisor can also: Complete a site inspection to verify recommendations have been implemented. Discuss any issues outstanding and how to address these. Your advisor will help schools to complete an assessment to ensure you have adequate numbers of appropriately trained staff to deal with fire safety issues.</p> <p>Your advisor can also provide Fire Awareness training to school staff at an agreed time and date on site.</p>

11) Asbestos Management	<p>Schools can request a regular site visit to complete a condition check of ACM (asbestos containing materials) with their Health and Safety Advisor.</p> <p>Your advisor can also review: The Asbestos Management Plan The Asbestos Register The Asbestos Survey</p> <p>Additionally any asbestos related risk assessment you may have in place will be reviewed to ensure it is correct and relevant.</p> <p>Your advisor can also provide tool box talks to your staff to allay any fears they may have regarding retained ACMs and also to highlight their responsibilities in respect of Health and Safety regarding asbestos.</p>
12) Legionella Management	<p>Schools can request a regular site visit to complete a review of the legionella risk assessment with their Health and Safety Advisor.</p> <p>The advisor will also check that the school are working within the written scheme suggested and in line with the recommendations of the risk assessment.</p>
13) Playground Equipment	<p>Schools can request a regular site visit to complete a playground equipment inspection with their Health and Safety Advisor. This will be a guided check to ensure staff are confident with what should be checked, what should be recorded and what action to take.</p> <p>We can also review the playground equipment risk assessment with the school to ensure it is suitable and sufficient.</p> <p>This will give a specific opportunity for any concerns to be discussed and queries answered.</p> <p>We can also provide on-site training and support to staff if required.</p>
14) First Aid	<p>Schools will receive support and assistance to ensure the school's first aid needs assessments are in place and up to date and an appropriate number of staff are identified and trained to deliver first aid.</p>
15) Accident / Incident investigation and enforcement action	<p>Schools will receive full on-site support and advice from your named and dedicated Health and Safety Adviser during an accident investigation for a serious accident or enforcement action by an enforcing authority such as the Health and Safety Executive.</p>
16) Accident Reporting & Recording System	<p>The Councils Accident Reporting & Recording System is provided to all schools to allow them to record and monitor accidents/incidents. Schools must use the Councils Accident Reporting & Recording System as failure to do so could invalidate insurance cover.</p>
17) CHAS	<p>Assessing health and safety competence can be a lengthy and time consuming process. CHAS assesses applicants: health and safety policy, their organisation for health and safety and their specific health and safety arrangements to a standard acceptable to our buyers and others. In essence, CHAS completes the initial health and safety application process for you.</p> <p>Using CHAS will help you select a competent contractor or supplier but you still need to check they are competent to carry out your project by checking they have appropriate experience and take references etc.</p>
18) Safety Schemes In Partnership (SSIP)	<p>An important feature of the SSIP Forum is the HSE's message that a buyer can be confident a supplier who is registered or accredited as compliant or approved with an SSIP member has been assessed to the Core Criteria standard.</p>

	<p>There are numerous pre-qualification health and safety schemes including CHAS, EXOR, SAFEcontractor etc. SSIP brings most of the pre-qualification schemes together under one umbrella via a 'deem to satisfy' agreement.</p> <p>This means that buyers using the SSIP database will have access to thousands of contractors who are accredited as compliant to the HSE's Core Criteria (stage one) standard.</p> <p>Using SSIP will help you select a competent contractor or supplier but you still need to check they are competent to carry out your project by checking they have appropriate experience and take references etc. Access to SSIP is included for Level 2 schools.</p>
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School responsibilities

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

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

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

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

West Berkshire Council Schools Health and Safety Team

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

Mike Lindburn - Health & Safety Manager

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

Mike is a Chartered Member of the Institute of Occupational Safety and Health (CMIOSH), has a Level 5 Institute of Leadership & Management certificate in Leadership, is an Associate Member of Institute of Environmental Management and Audit (AIEMA), and has achieved (BIOH) Asbestos Specialist S301, BOHS P901 Legionella Management and completed RoSPA Operational playground inspection course.

Alice Pye - Senior Health & Safety Advisor (Schools)

Alice has over 15 years' experience of health and safety enforcement as an Environmental Health Officer. Alice has excellent organisational and communication skills and will work well with schools by building positive relationships.

Julian Routledge - Senior Health & Safety Advisor (Schools)

Julian is an experienced health and safety adviser and is able to quickly and effectively bring people together to promote a positive organisational safety culture. Julian has a good ability to successfully interact with a variety of different people and develop good relationships to provide tailored advice and support.

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

Key Contacts			
Name	Contact Number	Email Address	
Team Email	schoolshealthandsafety@westberks.gov.uk		
Alice Pye	07775 013072	alice.pye1@westberks.gov.uk	
Julian Routledge		Julian.Routledge1@westberks.gov.uk	
Mike Lindburn	07901 114627	mike.lindburn@westberks.gov.uk	

9. Annex B

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

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Appendix H

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.

What is the proposed decision that you are asking the Schools' Forum to make:	To agree to the areas for de-delegation as part of the Schools consultation on the funding formula
Name of Service/Directorate:	Dedicated Schools Grant
Name of assessor:	Lisa Potts
Date of assessment:	12/10/2021

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

(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?	
Aims:	To agree the areas of schools budget to de-delegate
Objectives:	To ensure services continue to be funded
Outcomes:	Agreement to de-delegate services as set out in the papers
Benefits:	A deliverable service

(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?			
<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>			
Group Affected	Potential Positive Impacts	Potential Negative Impacts	Evidence
Age	None	None	
Disability	None	None	
Gender Reassignment	None	None	
Marriage and Civil	None	None	

Partnership			
Pregnancy and Maternity	None	None	
Race	None	None	
Religion or Belief	None	None	
Sex	None	None	
Sexual Orientation	None	None	
Further Comments:			

(3) Result	
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>.

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

Name:

Lisa Potts

Date: 12/10/2021

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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Scheme for Financing Schools

Report being considered by: Schools' Forum on 6th October 2021

Report Author: Melanie Ellis

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

1. Purpose of the Report

- 1.1 To approve the proposed consultation on the updated Scheme for Financing Schools.

2. Recommendation

- 2.1 That the updated Scheme for Financing Schools goes out to consultation for three weeks from 20 October to 10 November 2021 and that the updated Scheme is adopted after Schools Forum approval in December 2021.

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

- 3.1 Local authorities are required to publish schemes for financing schools which set out the financial relationship between the local authority and the schools they maintain.
- 3.2 The Department for Education (DfE) issues statutory guidance for local authorities on schemes for financing schools. The DfE guidance lists the provisions which a local authority must, should or may include. Local schemes need not follow the exact format used in the DfE guidance, except for the text of directed revisions. The DfE guidance is updated annually. Issue 13 was published on 23 April 2021 and can be found at <https://www.gov.uk/government/publications/schemes-for-financing-schools/schemes-for-financing-local-authority-maintained-schools>
- 3.3 In making any changes to the scheme, a local authority must consult all maintained schools in their area and receive the approval of the members of their schools forum representing maintained schools.
- 3.4 The local authority has reviewed the current scheme to ensure that all sections are still appropriate. Following on from this review two changes are proposed.

4. Supporting Information

- 4.1 The proposed Scheme for Financing Schools (2021) is attached to this document, along with a guide to changes that have been made.

5. Proposals

- 5.1 A three week consultation with maintained schools be undertaken between 20 October and 10 November 2021.

6. Consultation and Engagement

- 6.1 Heads Funding Group 6.10.2021

7. Appendices

- 7.1 Appendix A – West Berkshire Council Scheme for Financing Schools 2021 (updated for Issue 13)
- 7.2 Appendix B – Changes from Issue 12 of the Guidance
- 7.3 Appendix C – Equalities Impact Assessment

West Berkshire Council Scheme For Financing Schools (updated for Issue 13)

Reference: SFF2021
Version No: 1.0
Issue Date:

Document Control

Document Ref:	SFF2021	Date Created:	27.9.21
Version:	1.0	Date Modified:	
Revision due	Following publication by DfE of Issue 14		
Author:	Melanie Ellis/Sarah Reynard	Sign & Date:	27.9.21
Head of Service:	Andy Walker	Sign & Date:	27.9.21
Equality Impact Assessment: (EIA)	Date undertaken:	N/A	
	Issues (if any):	N/A	

Change History

Version	Date	Description	Change ID

Related Documents

Reference	Title	Tier
	Schemes for financing local authority maintained schools Updated 23.04.2021 Issue 13	

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1. Purpose

1.1. This scheme sets out the financial relationship between the authority and the maintained schools which it funds. It contains requirements relating to financial management and associated issues, binding on both the authority and on the schools.

2. Applicability

2.1. The scheme applies to all community, nursery, special, voluntary, foundation schools (including trust), foundation special schools and pupil referral units (PRUs) maintained by the authority, (as listed in Annex A), whether they are situated in the area of the authority or elsewhere. It does not apply to schools situated in the authority's area which are maintained by another authority, nor does it apply to academies.

3. Roles and Responsibilities

3.1. The Director of Resources has overall responsibility for ensuring that this scheme is managed appropriately in accordance with these agreed standards.

3.2. The Schools Forum is responsible for:

- Directing and reviewing this scheme.
- Ensuring that there is effective consultation and communication on scheme related matters in terms of changes and updates issued by the Department for Education (DfE).
- Ensuring compliance with the DfE's directions in relation to the scheme.

Any proposed revisions to the scheme will be the subject of consultation with the governing body and the headteacher of every school maintained by the authority before they are submitted to the schools forum for approval.

All proposed revisions must be submitted to the schools forum for approval by members of the forum representing maintained schools. Where the schools forum does not approve them or approves them subject to modifications which are not acceptable to the authority, the authority may apply to the Secretary of State for approval.

It is also possible for the Secretary of State to make directed revisions to schemes after consultation. Such revisions become part of the scheme from the date of the direction.

3.3. The West Berkshire Council (WBC) Chief Management Accountant and Audit Team are responsible for the day-to-day management of the scheme including ensuring implementation of this standard.

3.4. All WBC staff who have financial dealings with and the relevant staff and governors of all schools listed in Annex A are responsible for familiarizing themselves with, and ensuring that they comply with this scheme.

4. Introduction

4.1. The funding framework: main features

The funding framework, which replaces Local Management of Schools, is set out in the legislative provisions in sections 45 to 53 of the School Standards and Framework Act 1998 (the act).

Under this legislation, local authorities determine for themselves the size of their schools budget and their non-schools education budget, although at a minimum an authority must appropriate its entire Dedicated Schools Grant (DSG) to its schools budget.

The categories of expenditure which fall within the 2 budgets are prescribed under regulations made by the Secretary of State, but included within the 2, taken together, is all expenditure, direct and indirect, on an authority's maintained schools except for capital and certain miscellaneous items.

Authorities may deduct funds from their schools budget for purposes specified in regulations made by the Secretary of State under section 45A of the act (the centrally retained expenditure).

The amounts to be deducted for these purposes are decided by the authority concerned, subject to any limits or conditions, including gaining the approval of their schools' forum or the Secretary of State in certain instances, as prescribed by the Secretary of State.

The balance of the schools budget left after deduction of centrally retained expenditure is termed the Individual Schools Budget (ISB). Expenditure items in the non-schools education budget must be retained centrally, although earmarked allocations may be made to schools.

Authorities must distribute the ISB amongst their maintained schools using a formula which accords with regulations made by the Secretary of State, and enables the calculation of a budget share for each maintained school.

This budget share is then delegated to the governing body of the school concerned, unless the school is a new school which has not yet received a delegated budget, or the right to a delegated budget has been suspended in accordance with section 51 of the act.

The financial controls within which delegation works are set out in a scheme made by the authority in accordance with section 48 of the act and regulations made under that section.

All proposals to revise the scheme must be approved by the schools forum, though the authority may apply to the Secretary of State for approval in the event of the forum rejecting a proposal or approving it subject to modifications that are not acceptable to the authority.

Subject to any provision made by or under the scheme, governing bodies of schools may spend such amounts of their budget shares as they think fit for any purposes of their school and for any additional purposes prescribed by the Secretary of State in regulations made under section 50 of the act.

Section 50 has been amended to provide that amounts spent by a governing body on providing community facilities or services under section 27 of the Education Act 2002 are treated as if they were amounts spent for the purposes of the school (section 50 (3A) of the act).

The authority may suspend a school's right to a delegated budget if the provisions of the authority's financial scheme, or rules applied by the scheme, have been substantially or persistently breached, or if the budget share has not been managed satisfactorily.

A school's right to a delegated budget share may also be suspended for other reasons, under schedule 17 to the act.

Each authority is obliged to publish each year a statement setting out details of its planned schools budget and other expenditure on children's services, showing the amounts to be centrally retained and funding delegated to schools; after each financial year the authority must publish a statement showing outturn expenditure.

The detailed publication requirements for financial statements are set out in directions issued by the Secretary of State.

A copy of each year's budget and outturn statement should be made easily accessible to all schools.

As required by regulations the authority will publish its scheme and any revisions to it on the WBC website, <https://www.westberks.gov.uk/> which is accessible to the general public, by the date the revisions come into force, together with a statement that the revised scheme comes into force on that date.

4.2. Delegation of powers to the headteacher

Each governing body should consider the extent to which it wishes to delegate its financial powers to the headteacher, and record its decision (and any revisions) in the minutes of the governing body.

The first formal budget plan of each financial year must be approved by the governing body, or by a committee of the governing body.

In terms of the headteachers' role in financial management, governors may wish to delegate powers as follows:

- Responsibility for day to day management of resources (practical day to day management of resources may also be delegated to other senior staff and/or the school business manager/finance officer);
- Signing off of all orders/cheques/BACS payments within a monitoring system approved by governors or under a certain sum to be decided by governors;
- Administration of the expenditure budget within the annual amount of any budget heading or authorisation of spending up to (a sum agreed with the governing body) within a budget heading;
- Authority over virement up to a sum agreed with the governing body;

- Monitor day to day management of the budget;
- Provision of regular reports to the governing body on expenditure and income;
- Preparation of the budget estimates of expenditure and income for governing body approval.

It is recognised that the level of delegation will be based on practice, experience, knowledge, size and resources of the school.

4.3. Maintenance of schools

The authority is responsible for maintaining the schools covered by the scheme, and this includes the duty of defraying all the expenses of maintaining them (except in the case of a voluntary-aided school where some of the expenses are, by statute, payable by the governing body). Part of the way an authority maintains schools is through the funding system put in place under sections 45 to 53 of the act.

5. Financial Controls

5.1. General Procedures

5.1.1 Application of financial controls to schools

In managing their delegated budgets schools are required to abide by the authority's requirements on financial controls and monitoring.

Certain of these are directly referred to in this scheme while others are included in the authority's Constitution Parts 10 Financial Rules of Procedure and 11 Contract Rules of Procedure. Copies of these can be found on the following web page:

<http://info.westberks.gov.uk/index.aspx?articleid=27929>

The authority's requirements can differ for schools with their own bank accounts.

5.1.2 Provision of financial information and reports

Schools are required to provide the authority with details of anticipated and actual expenditure and income, in a form determined by the authority, compatible with the Consistent Financial Reporting framework. This information must be provided within one month of each quarter end (i.e. by 31 July, 31 October, 31 January and 30 April) unless:

- the authority has notified the school in writing that in its view the school's financial position requires more frequent submission or;
- the school is in its first year of operation or;
- the information is required in connection with tax or banking reconciliation when it can be requested more frequently.

This provision does not apply to schools submitting an imprest and which are part of the financial accounting system operated by the authority (Agresso). However these schools are required to submit their month nine budget monitoring forecasts by the 10th working day of January each year unless

- the authority has notified the school in writing that in its view the school's financial position requires more frequent submission or;
- the school has applied for or is operating with a licensed deficit budget or;
- the school ended the previous financial with an unlicensed deficit budget.

This is in addition to the requirement for annual budget plans.

5.1.3 Payment of salaries and payment of bills

The procedures for these will vary according to the choices schools make about the holding of bank accounts and any buy back of services from the authority.

5.1.3.1 Payment of salaries

In all cases schools are required to abide by the authority's financial regulations covering payments to staff.

Schools buying back the authority's payroll service

The authority can provide a payroll service that complies with all the statutory requirements and the conditions of service requirements for teaching and local government staff. The payroll service will also cover the deduction and paying over of contributions to both the Local Government Pension Scheme and the Teachers' Pension Scheme.

Under this service, all payments to staff, HM Revenues and Customs (HMRC), Teachers' Pension Agency etc. will be made from the authority's bank accounts either direct to the school's ledger accounts if on the council's financial system, or by the issue of an invoice to the school.

All Pay as You Earn (PAYE) matters will be dealt with under the authority's PAYE registration number, except where the school's annual salaries exceed £3million in which case the school's own PAYE registration number will be used.

The processing timetables and documents to be used for notification of all payroll variations are issued to schools by the payroll section.

Details of the buyback services and charges will be notified to schools ahead of each financial year.

Schools making alternative payroll arrangements

The school, as payroll provider, would need to ensure separate registration with the HMRC, Teachers' Pension Agency and Local Government Pension Scheme and would need upon request to satisfy the authority that all

payments of deductions and contributions were being made in an appropriate and timely manner.

5.1.3.2. Payment of bills

All schools are required to abide by the authority's financial regulations covering payments to creditors.

5.1.4. Control of assets

Each school must maintain an inventory in accordance with the authority's financial regulations recording its moveable non-capital assets worth more than £1,000 and setting out the basic authorisation procedures for disposal of assets.

For assets worth less than £1,000, schools should keep a register but this may be in a form as determined by the school. Schools are encouraged to register anything that is portable and attractive, such as a camera.

5.1.5. Accounting policies, including year-end procedures

Schools are required to comply with the procedures, requirements and regulations relating to the accounting policies and end of year financial procedures issued and determined by the authority as being applicable to schools.

This will include the setting of a de-minimus level for capital spend which as a guideline will be in the range of £2,000 to £5,000. As a default the authority de-minimus will apply, currently £5,000 or £2,000 for VA schools.

Year-end guidance will be issued annually to schools on the practical arrangements e.g. accruals and other end of year financial procedures.

5.1.6. Writing off debts

No debt shall be discharged other than by payment in full or being written-off.

The writing-off of non-recoverable debts is subject to individual consideration of the debt and appropriate approval. Those debts less than £2,000 may be written-off subject to the authorisation of the authority's Executive Director – Resources (or nominated officer) and the Executive Director - People after the consideration of a report by the headteacher. All other debts may only be written off by the above after consideration of a recommendation from the appropriate governing body.

This provision does not apply to the cancellation of invoices because a debt is deemed to be no longer due. Invoice cancellations can be approved by the headteacher.

5.2. Basis of Accounting

The authority prepares its statutory accounts on an accruals basis. Maintained schools are required to ensure that annual spending notified to the authority and

Consistent Financial Reporting (CFR) returns are on an accruals basis. However, schools can choose their own basis of accounting for internal accounting and reporting.

Schools can choose which financial software they wish to use, provided they meet any costs of modification to provide the output required by the authority. In particular schools should be able to report separately to the authority on revenue and capital expenditure, and on any funds held by them on behalf of collaborative ventures with other schools where specified by the authority in order to demonstrate that only public funds have been reported to the authority and provide an audit trail back to the accounts for each of the separate funds.

5.3. Submission of budget plans

Each school is required to submit a budget plan to the authority **by 1st May each year**. The plan must show the school's intentions for expenditure in the current financial year and the assumptions underpinning the budget plan, which include taking full account of any estimated deficits/surpluses at the previous 31st March.

The format of the budget submission must be as specified by the authority, consistent with the CFR framework, and must be approved by the governing body or a committee of the governing body.

Where the authority deems it necessary it may also require the submission of revised plans throughout the year. Such revised plans shall not be required at intervals of less than three months.

The authority will supply schools with all school income and expenditure data, which it holds and which is necessary to efficient planning by schools.

5.3.1. Submission of financial forecasts

From the 2021 to 2022 funding year each school is required to submit to the authority a three-year budget forecast (five if in deficit) each year. This is required in the agreed format **by 1st May each year**.

This is to provide evidence of

- schools undertaking effective strategic financial planning,
- adhering to best financial management practice,
- to alert the authority of any schools having difficulty in balancing future year budgets and
- may be used as evidence to support the authority's assessment of schools financial value standards or in support of the authority's balance control mechanism.

5.4. School resource management

Schools must seek to achieve effective management of resources and value for money, to optimise the use of their resources and to invest in teaching and learning, taking into account the authority's purchasing, tendering and contracting requirements

It is for headteachers and governors to determine at school level how to optimise the use of resources and maximise value for money.

There are significant variations in the effective management of resources between similar schools, and so it is important for schools to review their current expenditure, compare it to other schools and think about how to make improvements.

5.5. Budget virement

Schools may vire budgets between ledger codes in the expenditure of their budgets within the criteria determined by the authority. Governors are advised to establish financial limits above which the approval of the governors is required. Schools are also advised to refer to paragraph 4.2 when considering virement between cost centres.

5.6. Audit General

Schools are required to co-operate with the audit regimes determined by the authority as regards internal audit, and the authority's external audit as determined by the Local Audit and Accountability Act 2014.

Schools must provide access to the school's records for both internal and external auditors.

The depth and frequency of internal audit coverage of individual schools will depend on an assessment of each school's strength in financial management and by reference to the School's SFVS annual return. The authority's Internal Audit service will contact each school to arrange the appropriate audit coverage.

Schools operating outside the authority's financial system (non imprest schools) and producing their own accounts are required to commission an external audit if the local authority requests it.

Different audit arrangements may also be applied to schools having their own bank account, compared with non-bank account schools.

5.7. Separate external audits

There is no expectation by the Secretary of State that routine annual external audit at school level should take place but where a school wishes to seek an additional source of assurance at its own expense, a governing body is permitted to spend funds from its budget share to obtain external audit certification of its accounts, separate from any authority internal or external audit process.

5.8. Audit of voluntary and private funds

Schools are required to provide audit certificates in respect of voluntary and private funds held by the school and of the accounts of any trading organisations controlled by the school.

The purpose of such a provision is to allow the authority to satisfy itself that public funds are not being misused.

A school refusing to provide audit certificates to the authority as required by the scheme is in breach of the scheme and the authority can take action on that basis. Access to the accounts of such funds by other agencies is a matter for them. Any other requirement as to audit of such funds is a matter for those making the funds available, and any Charity Commission requirements.

5.9. Register of business interests

The governing body of each school is required to maintain a register which lists for each member of the governing body and the headteacher:

- a) any business interests they or any member of their immediate family have
- b) details of any other educational establishments that they govern
- c) any relationship between school staff and members of the governing body

And to keep the register up to date with notification of changes and through annual review of entries, to make the register available for inspection by governors, staff, parents and the authority and to publish the register, for example on a publicly accessible website.

5.10. Purchasing, tendering and contracting requirements

Schools are required to abide by the authority's financial rules and standing orders in purchasing, tendering and contracting matters. This includes a requirement to assess in advance the professional competence of any contractors in areas such as compliance with health and safety regulations, safeguarding practices etc., taking account of the authority's policies and procedures.

However any section of the authority's financial rules and standing orders must be **disapplied** if it requires schools:

- a) to do anything incompatible with any of the provisions of this scheme, any statutory provision, or anything which did not comply with The Public Contracts Regulations;
- b) to seek local authority officer countersignature for any contracts for goods or services for a value below £60,000 in any one year;
- c) to select suppliers only from an approved list;
- d) or would permit schools to seek fewer than three tenders or quotations in respect of any contract with a value exceeding £10,000 in any one year, subject to specific listed exceptions.

The fact that an authority contract has been let in accordance with Public Contracts Regulations procedures does not in itself make it possible to bind a school into being part of that contract. For the purposes of the procurement directives schools are viewed as discrete contracting authorities.

The countersignature requirement should be applied sensibly by authorities and schools alike, avoiding attempts to artificially aggregate or disaggregate orders to avoid or impose the requirement.

Schools may seek advice on a range of compliant deals via [Buying for schools](#).

5.11. Application of contracts to schools

Schools are free to opt out of authority arranged contracts.

Although governing bodies are empowered under paragraph 3 of schedule 1 to the Education Act 2002 to enter into contracts, in most cases they do so on behalf of the authority as the maintainer of the school and owner of the funds in the budget share (this is the main reason for allowing authorities to require authority countersignature of contracts exceeding a certain value).

However, some contracts may be made solely on behalf of the governing body, when the governing body has clear statutory obligations e.g. contracts made by aided or foundation schools for the employment of staff.

5.12. Central funds and earmarking

The authority is authorised to make sums available to schools from central funds, in the form of allocations which are additional to and separate from the schools' budget shares.

Such allocations should be subject to conditions setting out the purpose or purposes for which the funds may be used; and while these conditions need not preclude virement (except where the funding is supported by a specific grant which the authority itself is not permitted to vire), this should not be carried to the point of assimilating the allocations into the school's budget share.

Such allocations might, for example, be sums for SEN or other initiatives funded from the central expenditure of the authority's schools budget or other authority budget.

Such earmarked funding from centrally-retained funds is to be spent only on the purposes for which it is given, or on other cost centres for which earmarked funding is given, and is not to be vired into the school's budget share. Schools should maintain an accounting mechanism in order to demonstrate that this requirement has been met.

Unless previously agreed with the Executive Director - People, schools are required to return to the authority any earmarked funds if not spent within the period over which schools are allowed to use the funding as stipulated by the authority.

The authority is not allowed to make any deduction, in respect of interest costs to the authority, from payments to schools of devolved specific grant.

5.13. Spending for the purposes of the school

Section 50(3) of the School Standards and Framework Act 1998 allows governing bodies to spend budget shares for the purpose of the school, subject to the regulations made by the Secretary of State and any provisions of the scheme.

From 1 April 2011, under section 50(3a) amounts spent by governing bodies on community facilities or services under section 27 of the Education Act 2002 will be treated as spent for the purposes of the school.

Under section 50(3)(b) the Secretary of State may prescribe additional purposes for which expenditure of the budget share may occur. Such regulations are prescribed in the School Budget Shares (Prescribed Purposes) (England) Regulations 2002 (SI 2002/378) which have been amended by the School Budget Shares (Prescribed Purposes) (England) Amendment Regulations 2010 (SI 2010/190).

These allow schools to spend their budgets on pupils who are on the roll of other maintained schools or academies.

5.14. Capital spending from budget shares

Governing bodies are permitted to use their budget shares to meet the cost of capital expenditure on the school premises. This includes expenditure by the governing body of a voluntary aided school on work which is their responsibility under paragraph 3 of schedule 3 of the act.

Schools must notify the authority of all proposed capital spending from their budget share. It is recommended that schools discuss their proposals with the authority (both an education and a finance expert) prior to the final authorisation of such proposals and in particular that they ensure that the proposed works do not already form part of the council's approved capital programme.

In any event if the expected capital expenditure from the budget share in any one year will exceed £20,000, the governing body must;

- notify the authority in a timely fashion and
- take into account any advice from the Executive Director - People as to the merits of the proposed expenditure.

Where the premises are owned by the authority, or the school has voluntary controlled status, then the governing body shall seek the consent of the authority to the proposed works. However, consent will only be withheld on health and safety grounds.

The reason for these requirements is to help ensure compliance with the School Premises (England) Regulations 2012, the Workplace (Health, Safety and Welfare) Regulations 1992, the Regulatory Reform (Fire Safety) Order 2005, the Equality Act 2010, and the Building Regulations 2010.

These provisions would not affect expenditure from any capital allocation made available by the authority outside the delegated budget share.

5.15. Notice of concern

The authority may issue a notice of concern to the governing body of any school it maintains where, in the opinion of the Chief Finance Officer and the Executive Director - People, the school has failed to comply with any provisions of the scheme, or where actions need to be taken to safeguard the financial position of the authority or the school. In this connection you are referred to the Guidelines on the Process for Intervention contained in the Strategy for Schools in Deficit – April 2018.

Such a notice will set out the reasons and evidence for it being made and may place on the governing body restrictions, limitations or prohibitions in relation to the management of funds delegated to it. These may include:

- insisting that relevant staff undertake appropriate training to address any identified weaknesses in the financial management of the school,
- insisting that an appropriately trained/qualified person chairs the finance committee of the governing body,
- placing more stringent restrictions or conditions on the day to day financial management of a school than the scheme requires for all schools – such as the provision of monthly accounts to the authority,
- insisting on regular financial monitoring meetings at the school attended by authority officers,
- requiring a governing body to buy into the authority's financial management systems and
- imposing restrictions or limitations on the manner in which a school manages extended school activity funded from within its delegated budget share – for example by requiring a school to submit income projections and/or financial monitoring reports on such activities, or both.

The notice will clearly state what these requirements are and the way in which and the time by which such requirements must be complied with in order for the notice to be withdrawn. It will also state the actions that the authority may take where the governing body does not comply with the notice.

The purpose of this provision is to enable the authority to set out formally any concerns it has regarding the financial management of a school it maintains and require a governing body to comply with any requirements the authority deems necessary.

The principal criterion for issuing a notice, and determining the requirements included within it, must be to safeguard the financial position of the authority or school.

It shall not be used in place of withdrawal of financial delegation where that is the appropriate action to take; however, it may provide a way of making a governing body aware of the authority's concerns short of withdrawing delegation and

identifying the actions a governing body should take in order to improve their financial management to avoid withdrawal.

Any notice of concern issued by the authority will be withdrawn once the authority agrees the governing body has complied with the requirements the notice imposed.

5.16.Schools Financial Value Standard (SFVS)

All local authority maintained schools (including nursery schools and PRUs that have a delegated budget) must demonstrate compliance with the SFVS and complete the assessment form on an annual basis. It is for the school to determine at what time of the year they wish to complete the form.

Governors must demonstrate compliance through the submission of the SFVS assessment form signed by the Chair of Governors. The form must include a summary of remedial actions with a clear timetable, ensuring that each action has a specified deadline and an agreed owner. Governors must monitor the progress of these actions to ensure that all actions are cleared within specified deadlines.

All maintained schools with a delegated budget must submit the form to the authority before the end of the financial year (31st March).

5.17.Fraud

All schools must have a robust system of controls to safeguard themselves against fraudulent or improper use of public money and assets.

The governing body and the headteacher must inform all staff of school policies and procedures related to fraud and theft, the control in place to prevent them; and the consequences of breaching these controls. This information must also be included in induction for all new school staff and governors.

6. Instalments of Budget Share: Banking Arrangements

The authority has adopted the “CIPFA Code of Practice for Treasury Management in Local Authorities”.

For the purposes of this section, budget share includes place-led funding for special schools, resource units and PRUs.

6.1. Frequency of instalments

Schools with their own bank accounts will receive monthly instalments of their budget share normally on the Monday before the last Thursday of each month.

Schools that use West Berkshire’s Imprest system will have an imprest limit set based on a monthly instalment of their budget share less any central payments e.g. payroll.

Top-up payments for pupils with high needs will be made on a termly basis unless alternative arrangements have been agreed with the relevant provider.

6.2. Proportion of budget share payable at each instalment

Budget share payments to schools with their own external bank account will be made in accordance with the schedule of payment agreed with individual schools and the Head of Finance and Property; normally the monthly payment will be equal to one twelfth of the schools approved budget share, except for month one where an additional one third of the normal monthly payment is paid at the beginning of the month, and month twelve where two thirds of the normal monthly payment is paid.

Schools on the imprest system which use an external payroll provider will make their salary payments through their imprest account and reclaim the expenditure retrospectively. The imprest limit will reflect this payment.

6th form funding and other Education Funding Agency (EFA) grants such as pupil premium will be paid according to the schedule and receipt of the grant from the EFA.

6.3. Interest clawback

Where a school requests and the authority agrees to make available the budget share in advance (of what the authority believes to be reasonable cash flow needs taking account of the pattern of expenditure of schools of that size, and any particular representations relating to the individual school's circumstances), the authority may deduct from the budget share an amount equal to the estimated interest lost by the authority.

The calculation basis will be at a rate up to 2 per cent above the bank base rate at the time of the advance.

6.4. Interest on late budget share payments

The authority will add interest to budget share payments which are late as a result of authority error.

The interest rate used will be that used for clawback calculations in 6.3 above or if no such clawback mechanism is in place, at least the current Bank of England base rate.

6.5. Budget share for closing schools

Budget shares of schools for which approval for discontinuation has been secured, will be made available until closure on a monthly basis, net of estimated pay costs, even where some different basis was previously used.

6.6. Bank and building society accounts

Bank accounts as referred to here, do not include imprest bank accounts.

All maintained schools may have an external bank account into which their budget share instalments (as determined by other provisions) are paid and any interest payable on the account can be retained by the school.

Where a school opens an external bank account, the authority must, if the school desires, transfer immediately to the account an amount agreed by both school and authority as the estimated surplus balance held by the authority in respect of the school's budget share, on the basis that there is a subsequent correction when the accounts for the relevant year are closed.

Any school in deficit requesting an external bank account shall not be able to have one until any deficit is cleared.

New bank account arrangements may only be requested with effect from the beginning of each financial year provided two months' notice has been given.

6.7. Restriction of accounts

The banks or building societies with which schools may hold an account for the purpose of receiving budget share payments must be as per the approved list consistent with the authority's Treasury Management Policy.

Any school closing an account used to receive its budget share and opening another must select the new bank or building society which meets the criteria set out in this paragraph even if the closed account was with an institution which did not.

Schools are allowed to have bank accounts for budget share purposes which are in the name of the school rather than the authority. The account mandate should provide that the authority is;

- the owner of the funds in the account,
- entitled to receive statements on request, and
- can take control of the account if the school's right to a delegated budget is suspended by the authority.

Budget share funds paid by the authority and held in school accounts remain authority property until spent (section 49 (5) of the act).

Signatories for external bank accounts are restricted to authority and school employees only. No account should be restricted to authority employees only, because this is not practicable for foundation or aided schools. Governors who are not members of staff are barred from being signatories.

6.8. Borrowing by schools

With the exception of loan schemes run by the authority and the financial instruments outlined in the scheme (section 5.10), governing bodies may borrow money (which includes the use of finance leases) only with the written permission of the Secretary of State.

Details of all such requests and subsequent approvals or otherwise should be supplied in writing to the authority's Head of Finance and Property.

The Secretary of State's general position is that schools will only be granted permission for borrowing in exceptional circumstances. From time to time, however, the Secretary of State may introduce limited schemes in order to meet broader policy objectives.

Schools may use any scheme that the Secretary of State has said is available to schools without specific approval, currently including the [Salix scheme](#) which is designed to support energy saving.

Schools are barred from using credit cards and overdrafts (external bank accounts) which are regarded as borrowing. However schools may use a Government Procurement Card in order to facilitate electronic purchases. Schools are required to adhere to the authority protocol on the use of procurement cards.

The restrictions do not apply to Trustees or Foundations, whose borrowing as private bodies makes no impact on government accounts. These debts may not be serviced directly from delegated budgets, but schools are free to agree a charge for a service which the Trustees or Foundation are able to provide as a consequence of their own borrowing.

Governing bodies do not act as agents of the authority when repaying loans.

This provision does not apply to loan schemes run by the authority.

The introduction of IFRS 16 Leases was postponed in relation to 2020 to 2021. It has been postponed again until April 2022.

Leasing arrangements

Schools must seek advice from Accountancy before entering into any lease agreements.

6.9. Other Provisions

Schemes may apply separate detailed rules and guidance in respect of other aspects of banking arrangements, provided no aspect of those rules and guidance conflicts with the scheme's own requirements.

Such additional rules and guidance may relate in particular to types of account as well as operating procedures.

7. The Treatment of Surplus and Deficit Balances in Relation to Budget Shares

7.1. Right to carry forward surplus balances

Schools must carry forward from one financial year to the next any surplus in net expenditure relative to the school's budget share for the year plus/minus any balance brought forward from the previous year.

If a school requests to set up its own external bank account, an amount will be paid into the school's new account on the 1 April representing any invested balances

held by the council on behalf of the school, plus an estimate of any underspend in the financial year immediately prior to the opening of the account. If the school is expected to overspend in the preceding financial year, the amount of the estimated overspend will be deducted from the invested balances transferred to the new account. The estimate of any under or over spend will be agreed between the authority and the school. When the school's final outturn position for the previous financial year is known and agreed between the authority and the school, an adjustment will, if necessary, be made to the opening balance paid into the account by adding to, or deducting an amount from the next instalment of the school's budget share to be paid into its bank account.

The amount of a surplus balance would be shown in the relevant outturn statement published in accordance with directions given by the Secretary of State under section 251 of the Apprenticeships, Skills, Children and Learning Act 2009; although there may be commitments against any figure shown in such a statement.

7.2. Controls on surplus budgets

Although schools have the autonomy to plan for and use their funding in the way that best meets the purposes of their school, they should not be carrying forward significant excessive surplus balances which are uncommitted and without a plan for their use. An excessive balance for this purpose is deemed to be 10% of the school's actual income received in the financial year or £20,000, whichever sum is the greatest. This applies to all revenue funds of the school, but excluding community facilities and other external services.

In order to control surplus balances, the authority will report the balances held by each school at the end of the financial year to the schools' forum (during the Summer term), alongside the actual and planned balance for the previous three years and any other data deemed to be of relevance. The schools forum may request individual schools to provide further information and/or attend a meeting of the heads funding group if the data reported raises any concerns regarding their financial management in respect of their balances.

7.3. Interest on surplus balances

Balances held by the authority on behalf of schools will attract no interest unless it is invested in the authority's reserve account where this accrues directly to the school. The rate of interest paid will be based on the average rate earned by the council on its investments.

7.4. Obligation to carry forward deficit balances

Deficit balances will be carried forward by the deduction of the relevant amounts from the following year's budget share.

The deficit balance would be shown on the outturn statement published in accordance with directions given by the Secretary of State under section 251 of the Apprenticeships, Skills, Children and Learning Act 2009; although this might be shown gross of committed expenditure and therefore appear lower than would otherwise be the case.

Schools closing the financial year with an unplanned deficit, though setting a balanced budget for the current year, may be asked to submit the same additional information (for one year only) as those schools with a licensed deficit (see paragraph 7.9) and will be notified accordingly.

7.5. Planning for deficit budgets

Schools must submit a recovery plan to the authority when they have a revenue deficit at 31 March of any year.

Schools may only plan for a deficit budget in accordance with the terms of paragraph 7.9 below.

7.6. Charging interest on deficit balances

The authority may charge interest on any deficit balance at the bank base rate depending on the reason why the deficit has occurred. The Executive Director - Resources, in consultation with the Head of Education Services will determine whether or not interest will be payable and will advise the school accordingly when the deficit is approved.

7.7. Writing off deficits

The authority has no power to write off the deficit balance of any school.

In respect of mainstream maintained primary schools only, assistance may be given towards the elimination of a deficit balance from the de-delegated contingency budget, Primary Schools In Financial Difficulty (PSIFD) where this has been agreed by the schools forum.

7.8. Balances of closing and replacement schools

Where in the funding period, a school has been established or is subject to a prescribed alteration as a result of the closure of a school, the authority may add an amount to the budget share of the new or enlarged school to reflect all or part of the unspent budget share, including any surplus carried over from previous funding periods, of the closing school for the funding period in which it closes.

7.9. Licensed deficits

The authority will permit schools to plan for a deficit budget in particular circumstances.

The funding to allow such a deficit budget shall be provided from the collective surplus of school balances held by the authority on behalf of schools, although it is open to the authority, in circumstances where there is no such surplus, to make alternative arrangements if it can do so within the relevant local authority finance legislation.

The detailed arrangements applying to this scheme are set out below:

- The recommended length over which schools may repay the deficit, i.e. reach at least a zero balance, with appropriate mechanism to ensure that the deficit is not simply extended indefinitely, is three years. The maximum length of repayment is five years.
- The deficit will only be agreed to allow a school in the short term to maintain a level of spend which in the opinion of the Head of Education Services is the minimum required to deliver the National Curriculum.
- The maximum size of the deficit in normal circumstances will not exceed 5% of the school's budget share.
- The maximum proportion of the collective balances held by the authority, which would be used to back the arrangement, shall not exceed 20%.
- Before a deficit budget is approved, the school must produce a detailed deficit recovery plan in the prescribed format for the duration of the planned period of the deficit, which will be reviewed at least annually.
- The school must meet with the authority at least every 6 months to review progress of the deficit recovery plan and attend schools forum if requested.
- The school must submit monthly budget monitoring reports to Schools Accountancy.
- The school must submit a copy of any governor meeting minutes (both draft and signed) where the budget is discussed (a member of the authority may also attend such meetings).
- The Head of Education Services, jointly with the Executive Director - Resources will be responsible for approving any deficit.

In circumstances where a school requires a budget share advance in order not to be to be overdrawn at their bank, this shall be treated as a cash advance and not a loan. This will have no effect on the school's budget and outturn statements.

7.10. Loan Schemes

There is no loan scheme available.

Credit union approach

Schools may wish to group together to utilise externally-held balances for a credit union approach to loans. Where schools choose to borrow money through such a scheme the authority will require audit certification of the running of the scheme.

8. Income

The basic principle is that schools should be able to retain income except in certain specified circumstances.

8.1. Income from lettings

Schools may retain income from lettings of the school premises which would otherwise accrue to the authority, subject to alternative provisions arising from any joint use or private finance initiative (PFI) or purchasing power parity (PPP) agreements.

Schools are allowed to cross-subsidise lettings for community and voluntary use with income from other lettings, provided the governing body is satisfied that this will not interfere to a significant extent with the performance of any duties imposed on them by the education acts, including the requirement to conduct the school with a view to promoting high standards of educational achievement.

Schools are required to have regard to directions issued by the authority as to the use of school premises as permitted under the act for various categories of schools.

Income from lettings of school premises should not normally be payable into voluntary or private funds held by the school. However, where land is held by a charitable trust, it will be for the school's trustees to determine the use of any income generated by the land.

8.2. Income from fees and charges

Schools may retain income from fees and charges except where a service is provided by the authority from centrally-retained funds. However, schools are required to have regard to any policy statements on charging produced by the authority.

8.3. Income from fund-raising activities

Schools may retain income from fund-raising activities.

8.4. Income from sale of assets

Schools may retain the proceeds of sale of assets, except in cases where the asset was purchased with non-delegated funds (in which case it should be for the authority to decide whether the school should retain the proceeds), or the asset concerned is land or buildings forming part of the school premises and is owned by the authority.

The retention of proceeds of sale for premises not owned by the authority will not be a matter for the scheme.

8.5. Administrative procedures for the collection of income

Schools shall, where possible, process income that accrues to the Authority (e.g. where a school has contracted with the Council meal service) in accordance with the authorities financial regulations see

<http://info.westberks.gov.uk/index.aspx?articleid=27929> Section 10.16

8.6. Purposes for which income may be used

Income from the sale of assets purchased with delegated funds may only be spent for the purposes of the school.

9. The Charging of School Budgets

9.1. General provision

The budget share of a school may be charged by the authority without the consent of the governing body only in circumstances set out in 9.3 below. The authority shall consult a school as to the intention to so charge, and shall notify a school when it has been done.

The authority cannot act unreasonably in the exercise of any power given by this scheme, or it may be the subject of a direction under section 496 of the Education Act 1996. The authority shall make arrangements for a disputes procedure for such charges that will include both council member and headteacher representation.

For each of the circumstances in 9.3 below the authority would have to be able to demonstrate that the authority had necessarily incurred the expenditure now charged to the budget share. This means that where the authority cannot incur a liability because the statutory responsibility rests elsewhere, no charging is possible. Therefore the position on charging will vary between categories of school.

In some cases the ability to charge budget shares depends on the authority having given prior advice to the governing body.

Local authorities may de-delegate funding for permitted services without the express permission of the governing body, provided this has been approved by the appropriate phase representatives at the schools forum.

9.2. Charging of salaries at cost

The authority will charge salaries of school-based staff to school budget shares at actual cost.

9.3. Circumstances in which charges may be made

- Where premature retirement costs have been incurred without the prior written agreement of the authority to bear such costs (the amount chargeable being only the excess over any amount agreed by the authority).
- Other expenditure incurred to secure resignations where there is good reason to charge this to the school.
- Awards by courts and industrial tribunals against the authority or out of court settlements, arising from action or inaction by the governing body contrary to the authority's advice. Awards may sometimes be against the governing body directly and would fall to be met from the budget share. Where the authority is joined with the governing body in the action and has expenditure as a result of the governing body not taking authority advice, the charging of

the budget share with the authority expenditure protects the authority's position. Authorities should ensure in framing any such advice that they have taken proper account of the role of aided school governing bodies.

- Expenditure by the authority in carrying out health and safety work or capital expenditure for which the authority is liable where funds have been delegated to the governing body for such work, but the governing body has failed to carry out the required work.
- Expenditure by the authority incurred in making good defects in building work funded by capital spending from budget shares, where the premises are owned by the authority, or the school has voluntary controlled status.
- Expenditure by the authority incurred in insuring its own interests in a school where funding has been delegated but the school has failed to demonstrate that it has arranged cover at least as good as that which would be arranged by the authority. The authority itself needs to consider whether it has an insurable interest in any particular case.
- Recovery of monies due from a school for services provided to the school, where a dispute over the monies due has been referred to a disputes procedure set out in a service level agreement and the result is that monies are owed by the school to the authority.
- Recovery of penalties imposed on the authority by the Board of Inland Revenue, the Contributions Agency, HM Revenue and Customs (HMRC), Teachers' Pensions, the Environment Agency or other regulatory authorities as a result of school negligence.
- Correction of authority errors in calculating charges to a budget share (e.g. pension deductions). Before applying any such provision the authority should consider whether it is reasonable to do so. If the error dates back several years it may be questionable whether such charging is reasonable.
- Additional transport costs incurred by the authority arising from decisions by the governing body on the length of the school day, and/or failure to notify the authority of non-pupil days resulting in unnecessary transport costs.
- Legal costs which are incurred by the authority because the governing body did not accept the advice of the authority.
- Costs of necessary health and safety training for staff employed by the authority, where funding for training had been delegated but the necessary training not carried out.
- Compensation paid to a lender where a school enters into a contract for borrowing beyond its legal powers, and the contract is of no effect.
- Cost of work done in respect of teacher pension remittance and records for schools using non-authority payroll contractors, the charge to be the minimum needed to meet the cost of the authority's compliance with its statutory obligations.

- Costs incurred by the authority in securing provision specified in an Education and Health Care Plan (EHCP) where the governing body of a school fails to secure such provision despite the delegation of funds in respect of low cost high incidence SEN and/or specific funding for a pupil with high needs.
- Costs incurred by the authority due to submission by the school of incorrect data.
- Recovery of amounts spent from specific grants on ineligible purposes.
- Costs incurred by the authority as a result of the governing body being in breach of the terms of a contract.
- Costs incurred by the authority or another school as a result of a school withdrawing from a cluster arrangement, for example where this has funded staff providing services across the cluster.
- Costs incurred by the authority in administering admission appeals, where the authority is the admissions authority and the funding for admission appeals has been delegated to all schools as part of their formula allocation.

10. Taxation

10.1. Value Added Tax (VAT)

VAT amounts reclaimed through the appropriate procedure below will be passed back to the school.

- a) Schools with an Imprest bank account should reclaim the net of VAT paid and VAT charged by submitting (at least monthly except for August) an Imprest Claim to the authority, once checked the reimbursement is paid by the authority to school's Imprest bank account. More detailed guidance on how to claim and timescales is available electronically at SLA Online.

or

- b) Non imprest schools should claim the net of VAT paid and VAT charged by submitting (at least monthly except for August) an appropriately authorised VAT Submittal form generated by the school's accounting system. Correctly completed VAT submittals received by 12 noon on a Tuesday will normally be included on that week's weekly payment sheet, so the school's bank account will be reimbursed the following Tuesday.

HMRC has agreed that VAT incurred by schools when spending any funding made available by the authority is treated as being incurred by the authority and qualifies for reclaim by the authority.

This does not include expenditure by the governors of a voluntary aided school when carrying out their statutory responsibilities to maintain the external fabric of their buildings. See section 15 below.

Maintained schools should seek advice of the WBC Schools Accountancy team in relation to VAT if there is any doubt as to how a particular transaction should be treated.

10.2. Construction Industry Taxation Scheme (CIS)

Schools are required to abide by the procedures issued by the authority in connection with CIS.

11. The Provision of Services and Facilities by the Authority

11.1. Provision of services from centrally-retained budgets

The authority shall determine on what basis services from centrally-retained funds (including existing commitments for premature retirement costs and redundancy payments) will be provided to schools.

The authority is barred from discriminating in its provision of services on the basis of categories of schools, except in cases where this would be allowable under the School and Early Years Finance Regulations or the dedicated schools grant (DSG) conditions of grant.

11.2. Provision of services bought back from authority using delegated budgets

The term of any arrangement with a school to buy services or facilities from the authority shall be limited to a maximum of three years from the inception of the scheme or the date of the agreement, whichever is the later, and periods not exceeding five years for any subsequent agreement relating to the same services.

There is an exception in the case of contracts for the supply of catering services which shall be limited to a maximum of 5 years, which may be extended for a maximum of 7 years.

Services provided to schools, for which funding is not retained centrally by the authority (under the regulations made under section 45A of the act) will be offered at prices which are intended to generate sufficient income to cover the cost of providing those services. The total cost of those services will be met by the total income, even if schools are charged differentially.

11.3. Packaging

The authority may provide any services for which funding have been delegated. But where the authority is offering the service on a buyback basis it must do so in a way that does not unreasonably restrict schools' freedom of choice among the services available. Where practicable, this will include provision on a service-by-service basis as well as in packages of services.

This provision will not prevent the authority offering packages of services which offer a discount for schools taking up a wider range of services.

11.4. Service level agreements

Service level agreements for services to be provided by the authority to schools must be in place (i.e. signed and returned by headteachers/chairs of governor) by 31 March to be effective for the following financial year and schools will have at least a month to consider the terms of agreements prior to finalising them. In practice the authority will aim to make available any new service level agreements for the coming financial year by at least 1 January each year.

Where services or facilities are provided under a service level agreement, whether free or a buyback basis, the terms of any such agreement starting on or after the inception of the scheme will be reviewed at least every 3 years if the agreement lasts longer than that.

Services, if offered at all by the authority, shall be available on a basis that is not related to an extended agreement, as well as on the basis of such agreements.

Where such services are provided on an ad-hoc basis they may be charged for at a different rate than if those services were provided on the basis of an extended agreement.

Centrally-arranged provision for premises and liability insurance are excluded from the requirements as to service supply, as the limitations envisaged may be impracticable for insurance purposes.

11.5. Teachers' pensions

In order to ensure that the performance of the duty on the authority to supply Teachers' Pensions with information under the Teachers' Pension Scheme Regulations 2014, the following conditions are imposed on the authority and governing bodies of all maintained schools covered by this scheme in relation to their budget shares.

These conditions only apply to governing bodies of maintained schools that have not entered into an arrangement with the authority to provide payroll services.

A governing body of any maintained school, whether or not the employer of the teachers at such a school, which has entered into any arrangement or agreement with a person other than the authority to provide payroll services, shall ensure that any such arrangement or agreement is varied to require that person to supply salary, service and pensions data to the authority which the authority requires to submit its monthly return of salary and service to Teachers' Pensions and to produce its audited contributions certificate.

A governing body of any maintained school which directly administers its payroll shall supply salary, service and pensions data to the authority which the authority requires to submit its monthly return of salary and service to Teachers' Pensions and to produce its audited contributions certificate.

The authority will advise schools each year of the timing, format and specification of the information required from each school. A governing body shall also ensure that AVCs are passed to the authority within the time limit specified in the AVC scheme. The governing body shall meet any consequential costs from the school's budget share.

12. Private finance initiative (PFI) / Public private partnerships (PPP)

12.1. PF/PPP

It may be necessary to vary the terms of this scheme in the event of contracts being let under the framework for PF/PPP, in such cases the authority will undertake appropriate prior consultation.

13. Insurance

13.1. Insurance cover

If funds for insurance are delegated to any school, the authority may require the school to demonstrate that cover relevant to the authority's insurable interests, under a policy arranged by the governing body, is at least as good as the relevant minimum cover arranged by the authority if the authority makes such arrangements, either paid for from central funds or from contributions from schools' delegated budgets.

The evidence required to demonstrate the parity of cover will be reasonable, not place an undue burden upon the school, nor act as a barrier to the school exercising their choice of supplier.

The authority will have regard to the actual risks which might reasonably be expected to arise at the school in question in operating such a requirement, rather than applying an arbitrary minimum level of cover for all schools.

Instead of taking out insurance, a school may after 1st April 2020 join the Secretary of State's Risk Protection Arrangement (RPA) for risks that are covered by the RPA. Schools may do this individually when any insurance contract of which they are part expires. Alternatively all primary and/or secondary maintained schools may join the RPA collectively by agreeing through the schools forum to de-delegate funding.

14. Miscellaneous

14.1. Right of access to information

Governing bodies shall supply to the authority all financial and other information which might reasonably be required to enable the authority to satisfy itself as to the school's management of its delegated budget share, or the use made of any central expenditure by the authority on the school (e.g. earmarked funds).

14.2. Liability of governors

Because the governing body is a corporate body, and because of the terms of section 50(7) of the act, governors of maintained schools will not incur personal liability in the exercise of their power to spend the delegated budget share provided they act in good faith.

An example of behaviour which is not in good faith is the carrying out of fraudulent acts. Breaches of the scheme are not in themselves failures to act in good faith; neither is rejection of authority advice as to financial management.

14.3. Governors' allowances

Schools without delegated budgets

The authority may delegate to the governing body of a school yet to receive a delegated budget, funds to meet governors' expenses.

Governing bodies would not normally have discretion in the amounts of such allowances, which would be set by the authority.

Schools with delegated budgets

Under section 50(5) of the act, only allowances in respect of purposes specified in regulations made under section 19 of the Education Act 2002 may be paid to governors from a school's delegated budget share.

Schools are expressly forbidden from paying any other allowances to governors.

Schools are also barred from payment of expenses duplicating those paid by the Secretary of State to additional governors appointed by him to schools under special measures.

14.4. Responsibility for legal costs

Legal costs incurred by the governing body may be charged to the school's budget share, unless the governing body acts in accordance with the advice of the authority; although this is the responsibility of the authority, as part of the cost of maintaining the school unless they relate to the statutory responsibility of voluntary aided school governors for buildings.

The effect of this is that a school cannot expect to be reimbursed for the cost of legal action against the authority itself; although there is nothing to stop an authority making such reimbursement if it believes this to be desirable or necessary in the circumstances.

The costs referred to are those of legal actions, including costs awarded against an authority; not the cost of legal advice provided.

In instances where there appears to be a conflict of interest between the authority and the governing body, schools are advised to obtain a list of suitably qualified firms of solicitors practicing in the area available from the Law Society, 113 Chancery Lane, London WC2, telephone number 0870 606 2500 or www.lawsociety.org.uk

14.5. Health and Safety

In expending the school's budget share, governing bodies should have due regard to duties placed on the authority in relation to health and safety, and the authority's policy on health and safety matters in the management of the budget share.

14.6. Right of attendance for Chief Finance Officer

Governing bodies are required to permit the Chief Finance Officer (Section 151 Officer) of the authority, or any officer of the authority nominated by the Chief

Finance Officer, to attend meetings of the governing body at which any agenda items are relevant to the exercise of their responsibilities.

The Chief Finance Officer's attendance shall normally be limited to items which relate to issues of probity or overall financial management and shall not be regarded as routine. The authority will give prior notice of the Chief Finance Officer intention to attend unless it is impracticable to do so.

14.7.Special Education Needs

Schools are required to use their best endeavours in spending the budget share, to secure the special educational needs of their pupils.

If the authority is advised that this is not being achieved it may suspend delegation where a situation is serious enough to warrant it; this would not normally relate to an individual pupil.

14.8.Interest on late payments

The terms of the scheme cannot affect statutory requirements now introduced on this matter.

14.9.Whistle blowing

If any person working at a school, or a school governor, wishes to make a complaint about financial management or financial propriety at the school they should contact the Head of Finance and Property at the authority.

All complaints will be treated confidentially.

14.10. Child protection

Schools should be prepared to release staff to attend child protection case conferences and other related events. Costs in this regard should be met from school delegated budgets.

14.11. Redundancy / Early retirement costs

The 2002 Education Act sets out how premature retirement and redundancy costs should normally be funded.

The responsibility and procedure for the payment of redundancy/early retirement costs is set out in the West Berkshire Council School Severance Funding Policy, which can be accessed by schools on WBC SLA Online.

15.Responsibility for repairs and maintenance

15.1.Responsibility for repairs and maintenance

The authority delegates funding for repairs and maintenance to schools. Only capital expenditure is retained by the authority.

For these purposes, expenditure may be treated as capital only if it fits the definition of capital used by the authority for financial accounting purposes in line with the Chartered Institute of Public Finance and Accountancy (CIPFA) Code of Practice on local authority accounting.

The authority uses a de-minimis limit of £5,000 for defining capital in its own financial accounts, this sum applies to the total cost of the scheme and not individual items.

The same de minimus limit is used in defining what is delegated.

For voluntary aided schools, the liability of the authority for repairs and maintenance (albeit met by delegation of funds through the budget share) is the same as for other maintained schools, so no separate list of responsibilities is necessary for such schools.

However, eligibility for capital grant from the Secretary of State for capital works at voluntary aided schools depends on the *de-minimis* limit applied by DfE to categorise such work, not the *de-minimis* limit used by the authority.

16. Community facilities

Note: This section of the scheme does not extend to joint-use agreements; transfer of control agreements, or agreements between the authority and schools to secure the provision of adult and community learning.

Schools which choose to exercise the power conferred by section 27 (1) of the Education Act 2002 to provide community facilities will be subject to controls. Regulations made under section 28 (2), if made, can specify activities which may not be undertaken at all under the main enabling power.

Section 88 of the Children and Families Act 2014, has removed the requirements in section 28(4) and section 28(5) of the Education Act 2002 for maintained schools in England. Under section 28(4) a school was obliged to consult the authority and under section 28(5) a school must have regard to advice or guidance from the Secretary of State or their authority when offering this type of provision.

Under section 28(1), the main limitations and restrictions on the power will be those contained in the maintaining authority's scheme for financing schools made under section 48 of the Schools Standards and Framework Act 1998 as amended by Paragraph 2 of Schedule 3 to the Education Act 2002 which extends the coverage of schemes to include the exercise of the powers of governing bodies to provide community facilities.

Schools are therefore subject to prohibitions, restrictions and limitations in the scheme for financing schools.

The mismanagement of community facilities funds can be grounds for suspension of the right to a delegated budget.

16.1. Consultation with the authority: financial aspects

Changes made by the Children and Families Act 2014 mean that schools no longer need to consult the authority when establishing community facilities under

Section 27 of the Education Act 2002. Nor do they have to have regard to advice given to them by their authority.

However, as public bodies, schools are expected to act reasonably, and this includes consulting those affected by decisions that they make.

16.2. Funding agreements: authority powers

The provision of community facilities in many schools may be dependent on the conclusion of a funding agreement with a third party which will either be supplying funding or supplying funding and taking part in the provision. A very wide range of bodies and organisations are potentially involved.

Before concluding any such third party funding agreements, the Governing Body is required to submit detailed proposals to the Section 151 Officer for consideration by the authority at least eight weeks prior to signing any agreement.

The Secretary of State does not consider that it is appropriate for authorities to have a general power of veto for these agreements.

However, if a third party funding agreement has been or is to be concluded against the wishes of the authority, or has been concluded without informing the authority, which in the view of the authority is seriously prejudicial to the interests of the school or the authority, that may constitute grounds for suspension of the right to a delegated budget.

16.3. Other prohibitions, restrictions and limitations

Where the authority considers that such an agreement constitutes a significant financial risk, then the governing body may be required to make arrangements to protect the authority's financial interest. This may be by carrying out the activity concerned through the vehicle of a private limited company formed for the purpose or by obtaining indemnity insurance for risks associated with the project in question, as specified by the authority.

16.4. Supply of financial information

Schools which exercise the community facilities power should provide the authority with a statement at the end of P9, in a form determined by the authority, showing the income and expenditure for the school arising from the facilities in question for the year to date and on a forecast basis, for the remainder of the financial year.

If the authority has concerns about the financial arrangements for the provision of community use, then on giving notice to the school it may require such financial statements to be supplied every 3 months and, if the authority sees fit, to require the submission of a recovery plan for the activity in question.

Financial information relating to community facilities will be included in returns made by schools under the consistent financial reporting (CFR) framework, and these will be relied upon by the authority as its main source of information for the financial aspects of community facilities.

However, the CFR timetable is such that the authority is likely to want supplementary information in order to ensure that schools are not at financial risk. Schedule 15 of the act provides that mismanagement of funds spent or received for community facilities is a basis for suspension of the right to delegation of the budget share.

16.5.Audit

The school is required to grant access to the school's records connected with the exercise of the community facilities power, in order to facilitate internal and external audit of relevant income and expenditure.

Where funding agreements are entered into with third parties for the provision of community facilities, the school is required to ensure that provision is made for access by the authority to records and other property held on school premises, or held elsewhere insofar as they relate to the activity in question, in order for the authority to satisfy itself as to the propriety of expenditure on the facilities in question.

16.6.Treatment of income and surpluses

Schools may retain all net income derived from community facilities except where otherwise agreed with a funding provider, whether that be the authority or some other person.

Schools may carry such retained net income over from one financial year to the next as a separate community facilities surplus.

16.7.Health and safety matters

It will be the responsibility of the school's governing body to ensure that any health and safety provisions of the main scheme also apply to the community facilities power.

It will be the governing body's responsibility to meet the costs of securing Disclosure and Barring Service clearance, where appropriate for all adults involved in community activities taking place during the school day.

Governing bodies are free to pass on such costs to a funding partner as part of an agreement with that partner.

16.8.Insurance

It is the responsibility of the governing body to ensure adequate arrangements are made for insurance against risks arising from the exercise of the community facilities power, taking professional advice as necessary.

Such insurance should not be funded from the school budget share. Schools should seek the authority's advice before finalising any insurance arrangement for community facilities.

In principle, the insurance issues arising from use of the community facilities power are the same as those which already arise from non-school use of school premises. However, a school proposing to provide community facilities should, as an integral part of its plans, undertake an assessment of the insurance implications and costs, seeking professional advice if necessary.

The authority is empowered to undertake its own assessment of the insurance arrangements made by a school in respect of community facilities, and if it judges those arrangements to be inadequate, make arrangements itself and charge the resultant cost to the school.

Such a provision is necessary in order for the authority to protect itself against possible third party claims.

Instead of taking out insurance, a school may join the RPA for risks that are covered by the RPA.

16.9. Taxation

Schools should seek the advice of the authority and the local VAT office on any issues relating to the possible imposition of VAT on expenditure in connection with community facilities; including the use of the authority's VAT reclaim facility.

If any member of staff employed by the school or authority in connection with community facilities at the school is paid from funds held in a school's own bank account (whether a separate account is used for community facilities or not – see section 11), the school is likely to be held liable for payment of income tax and National Insurance, in line with HMRC rules.

School should follow authority advice in relation to the CIS where this is relevant to the exercise of the community facilities power.

16.10. Banking

Schools should either maintain separate bank accounts for budget share and community facilities, or have one account but with adequate internal accounting controls to maintain separation of funds.

Schools should also have regard to the provisions at 6.6 and 6.7 above relating to the banks which may be used, signing of cheques, the titles of bank accounts, the contents of bank account mandates, and similar matters. The general approach to these matters should mirror the main part of the scheme.

Annex A: LIST OF SCHOOLS TO WHICH THIS SCHEME APPLIES

PRIMARY SCHOOLS

Aldermaston Church of England Primary School
Basildon Church of England Primary School
Beedon Church of England Controlled Primary School
Beenham Primary School
Birch Copse Primary School
Bradfield Church of England Primary School
Brightwalton Church of England Aided Primary School
Brimpton Church of England Primary School
Bucklebury Church of England Primary School
Burghfield St. Mary's Church of England Primary
Calcot Infant School and Nursery
Calcot Junior School
Chaddleworth St. Andrew's Church of England Primary School
Chieveley Primary School
Cold Ash St Mark's Church of England Primary School
Compton Church of England Primary School
Curridge Primary School
Downsway Primary School
Enborne Church of England Primary School
Englefield Church of England Primary School
Falkland Primary School
Garland Junior School
Hampstead Norreys Church of England Primary School
Hermitage Primary School
Hungerford Primary School
The Ilsleys Primary School
Inkpen Primary School
John Rankin Infant and Nursery School
John Rankin Junior School
Kennet Valley Primary School
Kintbury St. Mary's Church of England Primary School
Long Lane Primary School
Mrs Bland's Infant School
Mortimer St John's Church of England Infant School
Mortimer St Mary's Church of England Junior School
Pangbourne Primary School
Parsons Down Infant and Nursery School
Parsons Down Junior School
Purley Church of England Infant School
Robert Sandilands Primary School and Nursery
Shaw-cum-Donnington Church of England Primary School
Shefford Church of England Primary School
Springfield Primary School
Spurcroft Primary School
St. Finian's Catholic Primary School
St. John the Evangelist Infant and Nursery School
St. Joseph's RC Primary

St. Nicolas Church of England Junior School
St. Paul's Catholic Primary School
Stockcross Church of England Primary School
Streatley Church of England Voluntary Controlled School
Sulhamstead & Ufton Nervet Church of England Voluntary Aided Primary School
Thatcham Park Primary School
Theale Church of England Primary School
Welford & Wickham Church of England Primary School
Westwood Farm Infant School
Westwood Farm Junior School
The Willows
Winchcombe School
Woolhampton Church of England Primary School
Yattendon Church of England Primary School

SPECIAL SCHOOLS

Brookfields Special School
The Castle School

SECONDARY SCHOOLS

The Downs School
Little Heath School
The Willink School

NURSERY SCHOOLS

Hungerford Nursery School Centre for Children & Families
Victoria Park Nursery School

PRUS

iCollege –

- Inspiration (Key Stages 1 & 2)
- Integration (Key Stages 3 & 4)
- Intervention (Years 9 & 10)
- Independence (Year 11 and Key Stage 5)

Annex B: GLOSSARY

“Chief Finance Officer”	Section 151 Officer (An officer appointed under section 151 of the Local Government Act 1972 which requires every local authority to appoint a suitably qualified officer responsible for the proper administration of its affairs.)
“the act”	School Standards and Framework Act 1998
“the authority”	West Berkshire Council
“the regulations”	School and Early Years Finance (England) (No. 2) Regulations 2018
AVC	Additional Voluntary Contributions
CFR	Consistent Financial Reporting
CIPFA	Chartered Institute of Public Finance Association
CIS	Construction Industry Taxation Scheme
DfE	Department for Education
DSG	Dedicated Schools Grant
HMRC	HM Revenues and Customs
ISB	Individual Schools Budget
PAYE	Pay As You Earn
PFI	Private Finance Initiative
PPP	Public Private Partnerships
SFVS	Schools Financial Value Standard
VAT	Value Added Tax

Annex C: EARLIER DIRECTED REVISIONS

Following consultation that closed on 19 March 2012, the Secretary of State directs that from 1 April 2012 the text below should be incorporated into the schemes of all local authorities in England. The revised text was included in the 26 March 2013 version of the guidance.

Efficiency and value for money

The scheme must include the following provision, which imposes a requirement on schools to achieve efficiencies and value for money, to optimise their resources and invest in teaching and learning, taking into account the purchasing, tendering and contracting requirements.

Schools must seek to achieve efficiencies and value for money, to optimize the use of their resources and to invest in teaching and learning, taking into account the local authority's purchasing, tendering and contracting requirements.

It is for heads and governors to determine at school level how to secure better value for money. There are significant variations in efficiency between similar schools, and so it is important for schools to review their current expenditure, compare it to other schools and think about how to make improvements

Schools financial value standard (SFVS)

All local authority maintained schools, including nursery schools and PRUs that have a delegated budget) must demonstrate compliance with the SFVS and complete the assessment form on an annual basis. It is for the school to determine at which time of the year they wish to complete the form.

Governors must demonstrate compliance through the submission of the SFVS assessment form signed by the chair of governors. The form must include a summary of remedial actions with a clear timetable, ensuring that each action has a specified deadline and an agreed owner. Governors must monitor the progress of these actions to ensure that all actions are cleared within specified deadlines.

Fraud

All schools must have a robust system of controls to safeguard themselves against fraudulent or improper use of public money and assets.

The governing body and head teacher must inform all staff of school policies and procedures related to fraud and theft, the controls in place to prevent them and the consequences of breaching those controls. This information must also be included in the induction for new school staff and governors.

Following consultation, the Secretary of State directs that from 19 August 2015 the text below shall be incorporated into the schemes of all local authorities in England.

Register of business interests

The scheme must contain a provision which requires the governing body of each maintained school to have a register which lists for each member of the governing body and the head teacher:

- any business interests that they or any member of their immediate family have

- details of any other educational establishments that they govern
- any relationships between school staff and members of the governing body

And to keep the register up to date with notification of changes and through annual review of entries, to make the register available for inspection by governors, staff and parents, and the local authority, and to publish the register, for example on a publicly accessible website.

Borrowing by schools

The scheme should contain a provision reminding schools that governing bodies may borrow money (which includes the use of finance leases) only with the written permission of the Secretary of State. The Secretary of State's general position is that schools will only be granted permission for borrowing in exceptional circumstances.

From time to time, however, the Secretary of State may introduce limited schemes in order to meet broader policy objectives. The scheme must contain a provision that allows schools to use any scheme that the Secretary of State has said is available to schools without specific approval, currently including the including the Salix scheme, which is designed to support energy saving.

Following consultation, the Secretary of State directs that from 22 March 2018 the text below shall be incorporated into the schemes of all local authorities in England.

Loan schemes

Loans will only be used to assist schools in spreading the cost over more than one year of large one-off individual items of a capital nature that have a benefit to the school lasting more than one financial or academic year.

Loans will not be used as a means of funding a deficit that has arisen because a school's recurrent costs exceed its current income.

If loans are made to fund a deficit and a school subsequently converts to academy status, the Secretary of State will consider using the power under paragraph 13(4)(d) of Schedule 1 to the Academies Act 2010 to make a direction to the effect that such a loan does not transfer, either in full or part, to the new academy school.

Submission of financial forecasts

Following consultation that closed on 30 September 2019, from the 2021 to 2022 funding year each school must submit a 3-year budget forecast each year, at a date determined by the local authority between 1 May and 30 June.

Following consultation that closed on 30 September 2019, the Secretary of State directs that the text below shall be incorporated into the schemes of all local authorities in England, however due to coronavirus (COVID-19) the directed revision to follow will only be expected to be enforced from the 2021 to 2022 funding year.

Planning for deficit budgets

Schools must submit a recovery plan to the local authority when their revenue deficit rises above 5% at 31 March of any year. Local authorities may set a lower threshold than 5% for the submission of a recovery plan if they wish. The 5% deficit threshold will apply when deficits are measured as at 31 March 2021.

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Changes from Issue 12 of this guidance

We have made the following updates to reflect current policy positions and changes in legislation:

6.8 Borrowing by schools

The introduction of IFRS 16 was postponed in relation to 2020 to 2021. It has been postponed again until April 2022.

7.9 Licensed deficits

In circumstances where a school requires a budget share advance in order not to be overdrawn at their bank, this should be treated as a cash advance and not a loan. This will have no effect on the school's budget and outturn statements.

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Appendix C

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.

What is the proposed decision that you are asking the Schools' Forum to make:	Approve the revised Scheme for Financing Schools to go out to consultation and be approved afterwards.
Name of Service/Directorate:	Finance and Property/Resources
Name of assessor:	Melanie Ellis
Date of assessment:	28.9.21

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

(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?	
Aims:	To update the scheme
Objectives:	To comply with Government guidance
Outcomes:	
Benefits:	To comply with Government guidance

(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?			
<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>			
Group Affected	Potential Positive Impacts	Potential Negative Impacts	Evidence
Age	none	none	
Disability	none	none	
Gender Reassignment	none	none	
Marriage and Civil	none	none	

Partnership			
Pregnancy and Maternity	none	none	
Race	none	none	
Religion or Belief	none	none	
Sex	none	none	
Sexual Orientation	none	none	
Further Comments:			

(3) Result	
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: following government guidance on financial rules for schools	
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: is a financial policy	

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>.

(4) Identify next steps as appropriate:	
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: 28.9.21

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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Benchmarking data on funding of PD Resourced Provision

Report being considered by: Schools' Forum on 18th October 2021

Report Author: Jane Seymour

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

1. Purpose of the Report

1.1 To provide benchmarking data on funding of resourced provision for children with physical disabilities.

2. Recommendation

2.1 That the Forum notes the information.

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

3.1 It was agreed by the Schools Forum that top up bandings for resourced provision for children with physical disabilities would be increased in 2021-22. This was in recognition of the fact that the cohort of children accessing this provision had become more complex, resulting in the lowest funding band becoming redundant, the highest funding band being used most frequently and exceptional funding arrangements, over and above the highest funding band, having to be made in a high number of cases.

3.2 The previous funding bands were as follows:

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

These were changed for 2021-22 to the funding bands shown below:

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

3.3 As explained at the time the previous report was produced, the need for higher funding bands related to the cohort of children in PD resourced provision becoming

generally more complex, whilst at the same time a small number of children with very profound disabilities were starting to be accommodated in PD resourced provision. These are children who might previously have attended a specialist out of area PD school.

- 3.4 The Schools Forum agreed these changes to bandings and also requested benchmarking data on how other Local Authorities fund their PD resourced provision. In addition, the Forum asked for more information on the numbers of highly complex children attending PD resourced provision who might otherwise have needed more specialist placements and whether PD resourced provision could be expanded further to avoid more out of area placements.

4. Supporting Information

- 4.1 Benchmarking data has been difficult to obtain. There is no published data on funding rates for different types of specialist provision in Local Authorities and therefore information can only be obtained by making requests to other Local Authorities, who may not view this as a priority.

- 4.2 Some limited information has been obtained which is set out below:

Local Authority A		
Funding Band	Top up value	Average value
PD1	£4,838	£7709
PD2	£7,503	
PD3	£10,786	
Local Authority B		
Funding Band	Top up value	Average value
PD (only one funding band)	£12,866	£12,866
Local Authority C		
Funding Band	Top up value	Average value
PD1	£8,500	£11,000
PD2	£11,000	
PD3	£13,500	

- 4.3 This is a very small sample so it is difficult to draw conclusions. What can be gleaned is that the highest funding band in each of these Local Authorities is lower than the highest West Berkshire funding band, and that the average value of the funding bands in these LAs is generally lower than the average value of the West Berkshire bandings, (which average at £12,427 and £13,028 for primary and

secondary respectively). However, what is not known is how many children with PD in those Local Authorities attend out of area specialist PD placements and whether they have a higher spend than West Berkshire on out of area placements. In West Berkshire, only one young person with PD who is broadly in the mainstream school ability range attends an out of area specialist school. All other children with physical disabilities who are in the mainstream school ability range are accommodated in their local schools or, in the case of the more complex children, in our PD resourced provision at Speenhamland and Kennet schools. It could therefore be argued that West Berkshire is already making very effective use of its PD resourced provision to avoid out of area placements. This would both explain and justify our higher funding bands in PD resources, given that our top banding is significantly lower than a specialist PD school where a day placement would cost approximately £85,000 per annum plus travelling costs.

- 4.4 It is estimated that there are currently three children / young people attending our PD provision whose needs might warrant a specialist out of area placement. It has been possible for these children to be educated locally due to the expertise in our PD resources and their inclusive approach, together with the high level of funding which has been allocated for these pupils, ensuring that the schools have the necessary resources to meet their needs. In addition there is one further student who was attending a PD resource and is now in FE who also might otherwise have been placed in a specialist out of area placement. Four day placements would cost £340,000 per annum, not including travel, which represents a significant saving on the HNB when compared to the cost of educating these children and young people in a PD resource.
- 4.5 The number of children who have the level of highly complex physical needs which might require a specialist out of area placement is very low. It is not therefore currently anticipated that we would need to physically expand our PD resourced provision to continue catering for these needs, but this is something which will be kept under review.

5. Conclusion

- 5.1 West Berkshire's funding bands for PD resourced provision are higher than PD funding bands in the small number of LAs whose data could be obtained. However, this reflects the very high level of inclusion of children with very complex PD in West Berkshire resourced provision and the correspondingly low spend on out of area placements for children with PD.

6. Consultation and Engagement

- 6.1 South East Regional SEND Network

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Update on HNB Invest to Save Projects			
Report being considered by:	Schools' Forum on 18 th October 2021		
Report Author:	Jane Seymour, Michelle Sancho, Linda Curtis		
Item for:	Information	By:	Schools' Forum

1. Purpose of the Report

1.1 To update the Schools Forum on the Invest to Save projects agreed in 20-21 and 21-22.

2. Recommendation

2.1 That the HFG notes this report.

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

3.1 In 2020-21, the Schools Forum agreed to transfer 0.25% of the Schools Block to the High Needs Block for initiatives which were aimed at reducing spending in the longer term. The total value of this first tranche of invest to save initiatives was £274,000. The initiatives included increased investment in the Vulnerable Children Grant (a grant which schools can access for assistance with children who have Social, Emotional and Mental Health difficulties), the creation of a Therapeutic Thinking Officer post to oversee the roll out of therapeutic thinking approaches in schools and the recruitment of two Higher Level TAs in the Autism Team to work intensively with children at risk of placement breakdown or becoming emotionally based school avoiders. These projects were also approved for continuation in to 2021-22.

3.2 The Schools Forum also made a decision on 8th March 2021 that a further 0.25% transfer from the Schools Block to the HNB, amounting to £274,000, could be made for a second tranche of invest to save initiatives. Officers had put forward a range of options, but as further information was needed it was decided at the Schools Forum that the decision on how to allocate this funding would be delegated to the Head of the Education Service, in consultation with the Heads Funding Group. Accordingly, a special meeting of the Heads Funding Group was held in March 2021 and further discussions also took place separately with secondary headteachers.

3.3 The HFG as a body agreed only one of the proposals for the second tranche of funding, which was to create a fund which schools could access in order to support children with autism. There were differences of view on the HFG on how the remainder of the funding would be used. It was therefore agreed that the sum needed to create an Autism Fund would be top sliced from the £274K and that half of the remaining funding would be allocated directly to secondary schools and the other half would be retained

centrally to fund Invest to Save initiatives on behalf of primary schools. Secondary schools were given the option of using the funding allocated to them to buy back in to the invest to save initiatives; one secondary school, The Downs, took up this option.

3.4 The 2021 -22 Invest to Save projects included the creation of an EBSA fund which participating schools can access through the Local Authority's EBSA Forum, creation of three part time EBSA posts (Education Welfare Officer, Educational Psychologist and mental health worker in the Emotional Health Academy) and creation of an ASD Fund which all schools can access through the Autism Team.

4. Therapeutic Thinking post and increase to Vulnerable Children Grant (2020-21 and 2021-22)

4.1 The annual allocation for this initiative was **£58,000** for the Therapeutic Thinking Lead post and **£129,000** increase in the Vulnerable Children Grant, to support the implementation of therapeutic thinking approaches and to facilitate successful transition of permanently excluded pupils to other mainstream schools.

4.2 The objectives of this project were broadly to support schools to manage behaviours in ways which reduced the use of permanent exclusions, alternative placements at I-College and specialist SEND placements.

4.3 The report attached at **Appendix A** sets out how these objectives have been achieved.

4.4 In summary, headteachers in a core group of 13 primary schools (who have completed therapeutic thinking training and changed their school policies to fully adopt this approach) estimated that the use of permanent exclusion, alternative provision (I-College) and specialist SEND placements had been avoided as follows:

Strategy	Number avoided	Average cost	Saving
Permanent exclusion	3	£20,000	£60,000
Alternative placement	3	£20,000	£60,000
Specialist SEND placement	2	£62,000	£124,000
Total	8		£244,000

5. Appointment of 2 x Teaching Assistants in Autism Team (2020-21 and 2021-22)

5.1 The annual allocation for this initiative was **£58,000**.

5.2 Two TAs were appointed using this funding and two separate projects were set up, one working with 4 primary schools and one working with 2 secondary schools and groups of identified children in each.

5.3 The objectives of the primary project were broadly to reduce anxiety of children supported and therefore reduce behaviours causing concern and the likelihood of exclusions or alternative placements.

5.4 The objectives of the secondary project were broadly to reduce anxiety of children who were showing emotionally based school avoidance in order to improve their attendance at school and reduce the likelihood of alternative placements.

5.5 The report attached at **Appendix B** sets out how these objectives have been achieved.

5.6 In summary, the anxiety levels of children participating in the primary project, in relation to a variety of situations which autistic children commonly find difficult, reduced in almost all cases, based on pre and post intervention questionnaires completed by pupils, parents and staff. In turn, parents saw reduced behavioural issues at home and schools saw a reduction in concerning behaviours in school.

5.7 This was a relatively short intervention (staff were not in post until January 2021 due to Covid) but it has shown very promising results. The primary reason for children with autism requiring specialist placements is that their anxieties escalate to a point where they begin to manifest in very challenging behaviours, including aggression and violence. If children can be taught strategies to manage their anxieties in the school environment, and staff can be taught, through modelling, strategies to help the child manage their anxieties, there is a real possibility that children can be maintained in a mainstream school rather than needing specialist placements. The sort of intensive, school based, anxiety management support offered by the TAs in the Autism Team is not replicated by any other service.

5.8 All of the pupils worked with in the primary project are still in school. None have become EBSA or moved to alternative placements or specialist SEND placements. The work with these specific schools and children was time limited, but the children remain on the caseload of the Autism Team so that they can be monitored and more intensive support from the TAs can be put back in if their anxieties and behaviours start to escalate again. It is difficult to assess which of the 15 children in the primary project would have needed a specialist placement without this intervention, but if even one placement has been avoided that represents an annual saving of **£62,000**.

5.9 The secondary project focused on pupils who were emotionally based school avoiders. In School T, the project worked with 3 students who were at EBSA Levels 1 or 2. In School X, the project worked with 6 students who were at EBSA Levels 3 or 4 and two of whom were not attending school at all.

5.10 In one case study described in the attached report, a student who had only been attending school for 1 to 2 hours per day started to attend full time within the first few weeks of the project. In the second case study a young person who was not attending school at all and was very isolated at home was able to go in to school to discuss a reduced timetable, has engaged with the timetable and is now attending most days for short periods.

5.11 Students who took part in the project rated their enjoyment of different aspects of school on a 1 to 10 scale before and after the intervention. In all cases, average scores increased. In some cases there were significant increases, including ability to manage transitions and ability to manage the environment / sensory issues. Teachers were also asked to rate their concerns about students' attendance and peer relationships before and after the project and in almost all cases levels of concern reduced.

5.12 Attendance data does not fully reflect the outcomes of the project as, for example, the student in case study 2 will still have low attendance figures but this level of attendance is a significant achievement for a young person was not attending at all and may lead over time to increased and possibly full attendance.

5.13 Two out of three students at School T had increased attendance after the project. One student had very marginally reduced attendance due to Covid bubble arrangements.

5.14 Two out of six students at School X had increased attendance after the project. In other cases it is more difficult to see a clear pattern of increased attendance (and this is complicated by Covid lockdowns) but some progress was seen in terms of engagement with reduced timetables and parents reporting less stress at home.

5.15 The difference in outcomes between Schools T and X suggests that this type of intervention may be more effective at EBSA Levels 1 and 2, to prevent students moving in to Levels 3 and 4, rather than at Levels 3 and 4 where patterns of non attendance have become very entrenched.

6. EBSA Fund & EBSA Posts (2021-22)

6.1 The annual allocation for this initiative was **£110, 657** in total, broken down as follows:

- EBSA Fund **£56,157***
- 0.25 EP **£16,620**
- 0.5 EBSA Coordinator (EWO) **£20,675**
- 0.5 EHA worker **£17,205**

6.2 One secondary school chose to contribute its share of the funding distributed to secondary schools (£ 11,065 per school) to the project, which has increased the EBSA fund to **£67,222.***

6.3 The staff have been appointed and started work in September 2021. Multi-disciplinary monthly panel meetings have been set up to consider requests for the EBSA Fund and staff support. As part of the support for schools an innovative approach of using robots is being piloted. The mini robots are a completely secure tool that allows students to interact with their teachers and friends when they cannot physically be present in the classroom. The desktop robot sits in school and livestreams lessons back to the student at home or in hospital, all through a secure app on their tablet/smartphone.

6.4 Given that the staff have only started this month it is too early to report on impact. However, support given to one student already has already significantly impacted on attendance with attendance for the 5 weeks prior to the EBSA panel involvement at 0% moving to 83% following the EBSA panel support.

7. ASD Fund (2021-22)

7.1 The annual allocation for this initiative was **£52,685**. The fund is available to schools to support children with an autism diagnosis (or on the autism pathway) and can be accessed through application to the Autism Team.

7.2 The budget will be allocated through an application process which evidences need and demonstrates how the funds will be spent. Funding will be capped at a maximum of £2000 per child.

7.3 It is expected that the Headteacher, a senior leader or the SENCO, will complete the relevant paperwork for financial support. Where funds are allocated, school leaders will be expected to complete an 'evaluation of impact' document following the implementation of the provision.

7.4 Bids will be reviewed monthly by a panel consisting of the Learning Support Services Manager, the Autism Team Co-ordinator and a member of the Autism Team. Schools may seek support for provision which may include but is not exclusive to:

- Resources for therapies (ie Lego, Art, Sports)
- Sensory resources
- 1:1 time each day with a professional in school
- Online tutoring

7.5 Applications are particularly welcome where the intervention benefits groups of students and where the impact will live on beyond the intervention such as:

- Social skills groups
- Emotional regulation and mindfulness sessions
- Involvement of parents/carers

7.6 The first panel was held in July 2021. There were 12 applications (3 secondary, 9 primary):

- The amount requested varied between £720 up to the maximum £2000, with most applications requesting near to the full amount.
- The panel allocated £11,330 at the July panel.
- Some applications were not successful. This was mainly due to schools not providing the correct evidence and/or the support they were requesting was deemed to be part of provision which should be ordinarily available in a mainstream school
- The panel provided a good opportunity to link the funding being requested with the work the Autism Specialist TAs are carrying out. For example, where schools were asking for support to fund provision which should be ordinarily available, the Autism Team will allocate one of the specialist TAs to work with the school to further their practice.

8. Conclusion

- 8.1 The Invest to Save projects funded in 20-21 and 21-22 have achieved positive outcomes as set out above. The 2021 – 22 projects were not agreed until July 2021 and are therefore in the very early stages of development so it is not yet possible to demonstrate impact. Further data on these new initiatives will be brought to future meetings of the Heads Funding Group / Schools Forum.

9. Consultation and Engagement

- 9.1 Ian Pearson, Michelle Sancho, Linda Curtis, Karen Bartlett.

10. Appendices

- 10.1 Appendix A – Therapeutic Thinking
- 10.2 Appendix B – Impact report on teaching assistants in the Autism Team



Therapeutic Thinking Financial Impact Report April 2020 – March 2021

Context

As part of 'Invest to save', Schools Forum allocated £129,000 from the High Needs Block to address the SEMH needs of children in our schools. The grant was split in to two pots, of £79,000 (therapeutic thinking fund) and £50,000 (transition fund), so that there was sufficient funding to enhance two key areas of priority. The first priority, was to enable schools to enhance existing therapeutic provision and create 'small gardens' for learners who were overwhelmed by specific situations (usually historically linked to traumatic life events) and in turn, reduce suspensions or a need for an alternative placement as a behaviour management strategy. The second priority, was to provide appropriate packages of support for schools welcoming children who have been permanently excluded in to their schools, from iCollege.

Therapeutic Thinking Fund (£79,000)

During the financial year April 2020 – March 2021, schools submitted 'small garden' bids for individuals and groups. The £79,000 was overspent, the additional £204.25 provided from the 'transition fund' (£50,000 pot).

Table 1 below shows the actual spend as well as the number of bids in each bid group from April 2020 - March 2021

Table 1

	SIA £500	LSS £2000	LIA Fresh Starts	Other
Primary	£4,862.50 (10)	£19,638.10 (11)	0	£3719.50 (1)
Secondary	£2,990 (6)	£12,518.95 (7)	£763.20 (1)	£7850 (3)
Post 16	0	0	0	£26,862 (2)
Total	£7,852.50	£32,157.05	£763.20	£38, 431.50

Total spend: £79,204.25

Transition Fund (£50,000)

Due to a number of factors, the most notable being the impact of Covid-19, it became evident at the end of the Autumn 2020, that the transition fund was unlikely to be spent as it was initially intended as there were no children deemed ready to transition to mainstream at that time. Therefore, as the VCG and TT funds gradually depleted during Spring 2021, the decision was made to use the funds to further assist schools with meeting the demands that they were facing with individual needs, post second lockdown, in March 2021. Table 2 shows how VCG and TT cases were supported with these funds.

In addition, an 'exceptional project' was initiated at the end of March 2021, following a rising trend of suspensions (FTEs) in a WB secondary school. As you can see from table 2 below, £20,000 was granted to the school with the main objective to extend internal curriculum provision in order to enhance therapeutic approaches to behaviour management. In doing so, the aim is to significantly reduce the frequency in which the school use suspensions as a tool to manage behaviour. The LA is working closely with this school to monitor the implementation and progress towards agreed targets through termly meetings and school visits. As the meetings only commenced in April 2021 and the school has faced an unsettled period since that time, implementation was delayed to September 2021. Therefore impact from this project will be reported on from April 2022.

Table 2

	Therapeutic Thinking bids	VCG
Primary	£4907.20	£20,896.00
Secondary	£1010.00	£0
Exceptional project	£20,000	£0
Total	£25,917.20	£20,896.00

Total spend: £46,813.20

Appendix A

Invest to save

In order to evaluate the impact of the funds provided through the High Needs Block under 'Invest to save', two surveys have been conducted. The first, from a **core group** of primary schools who, following the completion of the full therapeutic thinking training, have adopted the approach in its entirety, and in doing so have changed policy and practice in their schools. We decided that to be sure that specific outcomes were as a result of changes made in line with the approach, we could only include those schools that had taken this final step.

Although 89% the schools in WB have completed the full training, without the change of policy as a benchmark, it would be impossible to attribute any achievements in other schools, solely to therapeutic thinking, therefore, in this initial report, the focus will be on this group who make up 16% of those trained.

Estimated placement costs

Captured in table 3 below are three known strategies used in our schools for some of our 'overwhelmed' children and their associated costs. The amounts included consider the approximate cost to the LA for a one year period.

Table 3

Outcome	Estimated annual cost for placement
PEX	£20,000
Alternative placement (iCollege)	£20,000
SEND placement	£62,000

Table 4 below shows the numbers of children (from the core group of 13 schools) who, according to school leaders, have avoided the need for the specific strategy, due to the schools adoption of the therapeutic thinking principles with approximate savings

Table 4

	Suspensions (FTEs)	PEX	Alternative provision	SEND specialist placement
Primary	38	3	3	2
	£0	£20,000 x 3	£20,000 x 3	£62,000 x 2
		£60,000	£60,000	£124,000
Total saving	£244,000			

Appendix A

Core group exclusion trends

Tables 5 and 6 below represent feedback provided by the 13 schools who made up the **core group** and participated in the survey. The schools were selected primarily due to the changes that they have made to their school behaviour policy and associated practices to align with the therapeutic thinking.

Table 5 below shows the responses to questions related to the impact observed by school leaders from the core group

Table 5

Impact of Therapeutic Thinking	No of schools /13 who observed
Improved relationships between teachers and pupil	7
Improved relationships between parents and teachers	5
Improved relationships between pupils	7
Improved educational opportunities	5
Pupils more accepting and understanding of the needs of others	8
Positive impact on culture	9
Positive impact on staff wellbeing	2
Positive impact on children's wellbeing	9
Positive impact on children's attainment and educational outcomes	2

The next table, (table 6), shows two data sets, 'response to behaviour' and 'prevention through culture and small gardens'.

The first section of the table, shows the actual suspensions (previously known as fixed term exclusions), that occurred in each school across the last 3 years. The second, shows from the schools perspective, the number of children who as a direct result of the therapeutic changes they have made, did not require an external sanction or provision.

Appendix A

3 year suspensions (FTEs) 2018/19, 2019/20 and 2020/21

Table 6

School and date of policy change date	Response to behaviour			Prevention through school culture and small gardens			
	No of children who received a suspension (FTE) in 18/19	No of children who received a suspension (FTE) in 19/20	No of children who received a suspension (FTE) in 20/21	No of children avoiding the need for a suspension (FTE) in 20/21	No of children avoiding the need for a PEX in 20/21	No of children avoiding the need for an Alternative provision place in 20/21	No of children avoiding the need for SEND provision in 20/21
1 20/21	1	1	0	3	0	0	0
2 19/20	1	1	0	3	0	0	0
3 20/21	0	3	1	0	1	0	0
4 19/20	3	1	1	6	1	2	2
5 20/21	0	1	0	3	0	0	0
6 20/21	8	5	2	5	0	0	0
7 20/21	0	0	0	1	0	0	0
8 20/21	0	0	0	1	0	0	0
9 20/21	9	7	12	8	1	1	0
10 20/21	1	1	1	4	0	0	0
11 20/21	9	3	2	1	0	0	0
12 19/20	1	2	0	1	0	0	0
13 19/20	2	1	1	2	0	0	0

NB: Whilst analysing any actual data over the past 2 school years, we should be mindful of the impact of Covid-19 on schools. However, the 'prevention through school culture and small gardens' data should be significantly more reliable.

Comments from the schools:

School 2

'It has given us the freedom to really consider what the child needs and that inclusion doesn't have to mean the same as everyone else. 2 of our classes have benefitted from having time without some of our difficult learners and they are happier about being in class when they can be successful. It has meant that the transition of a child from another school where the relationships broke down has been 100% positive.'

School 4

'For children with anxiety, the removal of public celebration, reward systems and public displays of consequences e.g. (traffic light systems) has helped them significantly. This has reduced anxiety and worry. A couple of our ASD children commented on this. Teaching staff are better equipped to de-escalate anti-social behaviours.'

Appendix A

School 8

'It has been a pleasure to see the Year 6s change their opinions. They were obviously the ones more deep rooted in our old systems and wanted punishments. One child who was very much in this camp came to see me for a chat and we did a road map. I then asked him did he think he needed a punishment, he said yes. When we discussed whether his behaviour was more likely to improve following our chat rather than a punishment, he gave me a wry smile and said, "I can see it now". He hasn't been in trouble since.'

School 9

'It has made staff consider the feelings of the children over the behaviour. Less staff come and tell us about the child's behaviour only and in front of the child; they are more therapeutic in their approach and consider the thoughts and feelings of the children. Children's consequences are more tailored to meet their needs by considering educational and protective consequences and this has enabled reflections with children to be more relevant.'

School 10

'We have benefited from establishing a new Therapeutic Hub (small garden area) funded by a therapeutic bid. We call it 'The Bubble Room'. Many children now use this provision; it's timetabled space for several of our vulnerable children. Others use it on a needs basis.

Therapeutic language used by staff can be heard across the school. We are gradually changing historic school & classroom practices because they just don't naturally fit with the growing therapeutic ethos e.g. awards assemblies and reward incentives.

We have some way to go with learning how to use the toolkit properly- we just need to find more CPD time to cover & release staff. Governors are more aware of our policies and how it impacts positively on the school ethos and atmosphere. However, we recognise that we're on a journey with therapeutic thinking. There are so many parts to it and we are constantly learning. We are using the bite size videos as reminders. It has helped build school-parent relationships because conflict situations are managed in a calmer way, starting with addressing feelings and always with the aim of building children back up and setting them up for success moving forward.

As a HT, it has given me confidence in promoting and advocating an approach that I strongly believe in- it's not difficult to bring people along with you when you see it working in action daily.'

School 13

'We have always had good relationships with the pupils but this brought about a consistent approach from all staff.'

Impact of spend on 'Invest to save' : September 2020 - March 2021

The data in the next part of this report relates to data collected from the survey completed by 18 schools who have received financial support (£500 for individual or £2000 for groups), from the £79,000, therapeutic thinking fund, to create small gardens for children. The aim of the small garden, is to offer a different experience in school. The children who require a small garden, are those who are overwhelmed, therefore the small garden is provided to help the child to learn how to cope better with the big world (main class), through teaching them the skills they need to do this and to enable self-regulation. Table 7 and table 8 below present the outcomes from the second survey.

Table 7 shows the numbers of children who, according to school leaders, have avoided the need for the specific sanction or provision as a result of a small garden intervention with approximate savings

Table 7

No of bids included in this data collection: 18	Suspensions (FTEs)	PEXs	Alternative provision	SEND specialist placement
Primary	8	2	2	1
	£0	£20,000 x 2	£20,000 x 2	£62,000 x 1
Secondary	5	2	4	6
	£0	£20,000 x 2	£20,000 x 4	£62,000 x 6
Combined primary and secondary cases	13	4	6	7
	£0	£80,000	£120,000	£434,000
Total saving	£634,000			

Appendix A

Comments from the schools regarding their small garden support:

School U

'The funding made a significant impact on the amount of work XXXXX got involved in and he has been far happier and calmer than before it was in place.'

School V

'The funding enabled this child to be supported whilst the EHCP process was going through. Without this funding the child was at risk of exclusion.'

School W

'I am currently writing an application for an EHCP for the child. Even though the funding has been used up, the school are now supporting the small garden concept and one to one adult time within our own budget. This is absolutely necessary to enable the child to access mainstream education and for the learning and safety of others. Thank you for the funding. It was much needed and has been used effectively.'

School X

'The small garden has shown the value of investing in some 'special time' or 'small garden' for developing those pro-social behaviours. We would like to continue with these opportunities and to be able to provide them for others too.'

School Y

'The child is more understanding of the need to self-regulate. Parents are working with us in terms of helping the child to take responsibility for his actions. Parents now understand the benefit of moving to a temporary reduced timetable to support the child at times of stress. Being able to provide home tutoring really helped with this. A big thank you for your help and support. It is an absolute delight to see this child safely engaged in school, learning alongside his peers. He has had time to really consider what he wants from the next stage of his education and his responsibility to stay safe in order to achieve the outcome he wants.'

School Z

'This money and provision has certainly meant that XXXX has remained in school and reduced exclusions. Although the level of education provided has not increased, incidents have reduced and XXXX seems more 'settled' in school, which is a real positive.'

Table 8 shows the impact of the 'small garden' on the child in 8 key areas, as judged by school leaders

Table 8

Small gardens No of children: 30	Decreased since support	Same as before support	Increased than before support
Incidents of anti-social behaviour	20 66.6%	8 26.6%	2 6.6%
Severity of anti-social behaviour displayed	20 66.6%	8 26.6%	2 6.6%
Length of recovery time needed after an incident	17 56.6%	9 30%	4 13.3%
Acceptance of responsibility	5 16.6%	14 46.6%	11 36.6%
Acceptance of consequences	5 16.6%	12 40%	13 43.3%
Ability to self-regulate	5 16.6%	10 33.3%	15 50%
Seeking the support of an adult	5 16.6%	7 23.3%	18 60%
Time spent in class	7 23.3%	11 36.6%	12 40%

Appendix A

Looking at the feedback from schools, it is evident that making adjustments to provision, is having an impact on the educational experiences and outcomes of the children in West Berkshire, even at this early stage. Most notably, incidents of anti-social behaviour and the severity of these have reduced as a result of small garden provision. In addition, more children are learning to reflect and take responsibility for their actions, are accepting any consequences for poor decisions and with the guidance of adults in school, are learning how to self-regulate, which is enabling them to spend more time back in the classroom with peers.

Invest to save academic year 2020/2021(combined data)

Table 9 shows the combined numbers of children and approximate savings, from the two surveys (core group and TT small garden bids)

Table 9

	Suspensions (FTEs)	PEXs	Alternative provision	SEND specialist placement
Primary	46 £0	5 £20,000 x 5	5 £20,000 x 5	3 £62,000 x 3
Secondary	5 £0	2 £20,000 x 2	4 £20,000 x 4	6 £62,000 x 6
Combined primary and secondary savings	51 £0	7 £140,000	9 £180,000	9 £558,000
Total saving	£878,000			

In conclusion, the data collected from school leaders across the two surveys, clearly demonstrates that the therapeutic thinking approach, is impacting on the life chances and educational opportunities of many children in our West Berkshire schools to date.

In addition, the evidence presented in this report, shows how through 'Invest to save', the grant of £129,000, awarded by Schools Forum, has begun to, and can continue to reduce the pressure on the High Needs Block.

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Impact Report for Funding of Two Specialist Teaching Assistants (TAs) working within the Autism Team

Context:

- In 2015 there were approximately 600 young people with a diagnosis of autism and on the autism team's caseload. As of September 2021, this had doubled to 1200 diagnosed autistic young people. Since September, at least another 100 have been diagnosed and the caseload now exceeds 1300.
- The number of Year 6 pupils transitioning with a diagnosis has more than doubled. In 2015 approximately 50- 60 pupils were transitioning from Year 6 to 7. This year there are approx. 125.
- In the past six years, staffing has not increased. The Autism Advisory Team consists of one primary schools' advisor, one secondary schools' advisor and one part-time family advisor. This was not enough to cover demand and our Service Evaluation consistently reported that schools wished to have more visits.
- The autism advisors know what interventions and strategies work but with the increasing caseload, they have not had the capacity to model these in schools. The employment of two Specialist Teaching Assistants has meant that they can work closely and consistently with young people in schools, model interventions as well as train and empower staff to carry out the interventions themselves in the future. They can also demonstrate the interventions, structures and strategies discussed in our training sessions, giving staff confidence in their abilities to carry these out in their settings.

Project Purpose:

By recruiting and training two highly skilled TAs we aim to improve outcomes for children and autistic young people by:

- Reducing levels of EBSA
- Reducing anxiety
- Supporting children to learn skills to better manage their anxiety
- Increasing the level of engagement in learning and school attendance
- Increasing engagement with professionals and education
- Increasing and developing links between parents and school

Method:

Primary

The goal of the project was to reduce the number of distressed behaviours seen in primary school children by reducing the anxiety that prompts this behaviour. This is a long-term goal as anxiety management strategies take time to learn, however once they are learned they represent one of the most valuable life skills an autistic child can have. Nevertheless, some impact on distressed behaviour should start to be gradually seen within the lifetime of the project.

Recognising that anxiety can have many sources for autistic children and that this can be experienced in many different ways, the project took an eclectic approach. The specialist TAs worked 1:1 with each child to identify their sources of anxiety and to then teach that child (and a school-based TA) a strategy to help manage that anxiety (if the source of anxiety cannot be removed).

This included strategies aimed at helping the child recognise and name their feelings such as:

- Incredible 5 point scales
- Energy Accounting
- The Homunculi approach and the Hidden Chimp as well as a variety of calming and soothing techniques.

Recognising that this focusing on anxiety and feelings is likely to initially increase anxiety and strong feelings (through self-awareness) and that the trajectory for this learning is rarely linear, 1:1 sessions remained flexible enough to allow for nurturing and soothing strategies for each child as needed.

Secondary

The overall aim of the project when working with secondary pupils was to increase school attendance by offering interventions and 1:1 support in regards to their personal experiences and reasons for withdrawing from school attendance. Anxiety was certainly a common driver for reducing school attendance, however, as we worked with the individuals it became clear that each young person had complex reasons for their anxiety and other emotions associated with negativity about school. What also became clear was that EBSA was often being used as a self-determined coping strategy. Therefore, interventions were planned following a period of assessment and consultation with each individual, so to identify their needs, and target input that would bring the most benefit to each individual.

Planned interventions used with the pupils included:

- Emotional learning around what anxiety is, how it feels and how it impacts our functioning and well-being. In particular, where emotions are generated in the brain and the link to reasoning and thought.
- Positivity journals were used to encourage the young person to identify aspects of their lives that make them feel good and to build upon and increase these.
- Breathing and relaxation techniques were introduced and practised. Night-time and waking routines were explored to increase structure and to also give a sense of control over the day.
- Acting as an advocate for the young person when issues were identified that were of more of a practical nature, whether this is a differentiation in learning, or supports that the school may offer that would eliminate or reduce a concern.

Parental support and communication have also been important and ongoing. This has involved responding to identified concerns about their child, encouraging communication with the school, and offering support and strategies for use at home that underpins the direct work with the young person.

Data Collection

Quantitative data was collected as follows:

- Pre and post-intervention questionnaires
- Attendance data – pre and post-intervention

Primary

Pupil Pre and Post Intervention Questionnaire

Pupils completed the following questionnaire before and after the intervention, they were asked to scale their answers from 1-5 with 1 being low anxiety and 5 being high.

Question Number	Question
1.	How do you feel about travelling to school?
2.	How do you feel about your classroom?
3.	How do you feel about your classmates?
4.	How do you feel about your lessons?
5.	How do you feel about lunchtime and break?
6.	How do you feel about assemblies?
7.	How do you feel about moving around the school?
8.	How do you feel about changes?

Parents’/Carers’ Pre and Post Intervention Questionnaire

Parents/Carers completed the following questionnaire before and after the intervention, they were asked to scale their answers from 1-5. 1 being the least happy/least able and 5 being the most happy/most able.

Question Number	Question
1.	How would you rate your child’s overall happiness at the moment?
2.	How able are they to identify for themselves that they are ‘anxious’ - i.e. be able to say to themselves ‘I am anxious’
3.	How able are they to communicate their anxiety?
4.	How able do you feel your child is to manage their anxiety without support?
5.	How able do you feel your child is to manage their anxiety with support?
6.	How able are they to communicate their anxiety?

Teacher’s Pre and Post Intervention Questionnaire

Teaching staff completed the following questionnaire before and after the intervention, they were asked to scale their answers from 1-5. 1 being the least happy/able and 5 being the most happy/able.

Question Number	Question
1.	How would you rate this pupil’s overall happiness in school at the moment?
2.	How able are they able to identify for themselves that they are ‘anxious’ - i.e. be able to say to themselves ‘I am anxious’
3.	How able are they to communicate their anxiety?
4.	How able do you feel this pupil is to manage their anxiety without support?
5.	How able do you feel this pupil is to manage their anxiety with support?

Qualitative data was collected as follows:

- Discussions with pupils, parents/carers and school staff
- Post project comments forms were sent to parents and schools staff

Secondary

Pupil Pre and Post Intervention Questionnaire (EBSA based)

Pupils completed the following questionnaire before and after the intervention, they were asked to scale their answers from 0-10. 0 being least enjoyment and 10 being most enjoyment.

Question Number	Question
1.	How much I enjoy school
2.	Going to and from school
3.	Break times and lunchtimes
4.	Transitions
5.	Ability to manage the environment/sensory issues
6.	Lessons which are going well
7.	Lessons not going so well
8.	How anxious do I feel walking into lessons
9.	How anxious do I feel during lessons
10.	Schoolwork is at an appropriate standard
11.	Homework
12.	Peer relationships
13.	Teacher relationships
14.	Ability to manage changes to routine

Teacher Pre and Post Intervention Questionnaire (EBSA based)

Teaching staff completed the following questionnaire before and after the intervention, they were asked to scale their answers from 0-5. 0 being least concern and 5 being most concern.

Attendance pattern
Reluctance to leave the house for school
Late arrivals at school
Missed lessons
Has previously left the school site
Has been absent for whole days
Impact of Covid-19 on attendance

School - peers
Feeling bullied
Feeling isolated
Lack of pro-social skills
Other peer group dynamics
Lack of sense of belonging
Social Communication style difficulties, or autism

Dislikes social or unstructured time
Changes since Covid-19

Context of Participating Schools

Primary

School C

Primary School C is a rural village community school that currently has approximately 205 pupils on roll, with average cohort size of 29 pupils. It is coeducational for pupils aged 4-11 and has 2% free school meals.

3 pupils from Primary School C (PSC) participated in the project.

School FB

FB is an academy school in a suburban location. It has approximately 582 pupils on roll with 9.6% on free school meals. It is coeducational for pupils aged 4-11.

5 pupils from FB participated in the initial project. A further 4 pupils have been supported through discussions with SENCo, teacher, TA and then pupil themselves.

School TP

School TP is a suburban Church of England voluntary controlled school. It is coeducational for pupils aged 3-11 and has approximately 380 pupils with 11.8% free school meals.

TP has 5 children participating in the project.

School BFD

BFD is a rural village Church of England voluntary controlled coeducational primary school for pupils aged 4-11. It has approximately 161 pupils on roll with 6.8% free school meals.

BFD had 2 pupils participating in the project. Another pupil has also been supported due to mid-year transfer.

It is worth pointing out that although the above figures show the numbers of pupils officially on the project, (15 across 4 schools) in reality, many more pupils have been supported. This is because whilst the TAs were visiting these schools, they also observed other pupils too, talked to teachers and SENCo about other pupils and in fact the impact has been felt across the whole school.

Primary Approach

An example of involvement at PSC

F, 7 years old, a pupil at PSC was referred because he was experiencing significant anxiety, this was manifesting through self-harm behaviours at home. The self-harm was considerable, to the extent that his parents were unable to leave him alone when in a heightened state of arousal for fear he would seriously injure himself. This anxiety was directly linked to school, as he would be calm at weekends and on holidays and then become distressed on Sunday evenings and through the school week.

Our input involved giving F 1:1 time with the Autism TA each week. The TA had planned interventions around learning about emotions and giving strategies to manage them etc. However, F was very hesitant to engage at first, he would mostly not speak and go into shutdown. The interventions were then quickly amended, the TA now plays alongside F, who now readily attends sessions and has started to spontaneously talk about his worries and fears, and his own strategies to manage these. F has since reported to his parents that he enjoys the TA visiting. Alongside the interventions with F, parental support has been ongoing, including risk reduction strategies for self-harm activities, supporting parents to discuss Autism with F (they made a F centred powerpoint with him about Autism) and strategies to encourage F to verbalise his worries at home in a positive way. The TA was also able to participate and contribute in a Team Around the Child meeting at PCS for F.

At the end of the project, F is showing a reduction of self-harm behaviour at home, is now verbalising more at home about his worries and emotions rather than using behaviour to alleviate his negative feelings.

Feedback from F's parent "The support F has received from this project is invaluable. F receiving a consistent 1:1 session each week has been a success. F always looks forward to his sessions. I can always tell when he has had a session with X as he comes out of school happier and with a smile on his face (this is rarely seen on other days). There has been a reduction in 'red choice' behaviour."

An example of involvement at TP

Two of the children at TP are supported by one-to-one school TA's. The Autism Team TA was able to run sessions with each child and their school TA. The sessions focused on learning about emotions, starting to build more self-awareness about emotions, and developing an individualised 5-Point Scale for each child. This involved using visuals chosen by the child, therefore meaningful to that individual, and interesting to them. Then the child was taught, at each point in the scale, to identify what emotion they may be feeling, a feeling that may be causing disruption to their day or well-being, and what that would look like for them. For example, at the top of one child's scale is worry and fear, and for the other child, it is frustration and anger. Time was then spent identifying strategies that currently work for that child and introducing new strategies to try. This then is all put

together to make the individualised 5 Point Scale, which will be taken into class with them and their TAs will help guide them using it. Over time, with regular use, and an adult using the scale as a reference, the aim is that the child starts to engage more with strategies to calm, starts to become more self-aware and independent with using the strategies and in the long run the aim would be that this becomes more unconscious and is a self-regulation skill they can use through life. This intervention has been successful because of the time allowed to develop the plans with the child, to make it personalised and meaningful, in addition to having school support staff there who have learned about the scale, participated in its development and will be able to support each child to use it with confidence in the classroom. The Autism TA also produced a school information sheet about how to support a child with a 5 Point Scale in the classroom. This was to spread the information about the use and benefits of the strategy, and so this can be communicated more widely across the staff group not only with the school TAs who were able to attend the sessions with the children in person.

Secondary

School T

School T is a co-educational suburban secondary school with academy status. T caters for pupils between the ages of 11 and 19 and currently has approximately 1025 students on roll, including 108 in the Sixth Form. It has both a Literacy Unit and an Autism Resource and this year, due to Covid, an Inclusion 'bubble' of 10 students.

School X

School X is a co-educational suburban academy suburban secondary school with a Sixth Form and approximately 1,780 students on roll. It also has a Hearing Impaired and Physical Disability Unit for 35 pupils in total and 9.5% of pupils free school meals.

Secondary Approach

Involvement at school T

In school T we worked with 4 students. Most were on EBSA level 1 or 2 although 1 is on level 3. One student left to become home educated after the project started, due to medical needs.

Involvement at School X

In school X, we started with 6 Students. We asked for those on EBSA level 1 or 2 so that we could initiate early intervention. However, the need was for us to work with EBSA students at a higher level. They are all level 3-4, with at least 2 not in school at all.

The project followed the same process as described above in the secondary method section. However, due to the severity of the EBSA, the work undertaken has been much more bespoke.

Examples of involvement in secondary pilot schools

X, Year 8, has a diagnosis of Autism with a suspected PDA profile. When I started working with X she was only attending 1 to 2 hours per day and was refusing to attend more when schools returned back after lockdown. X was very reluctant to engage at the first session but through humour and general discussions she started to become more involved. Self-confidence and self-belief are the focus of the sessions as well as giving X someone to talk to who isn't directly involved with the school. Within the first two weeks of the Pilot Project X started to attend full time and was engaging very well each week. She struggles with peer relationships and suffers from 'autistic burnout' every few weeks where she needs to reset. X's relationship with school can be difficult and she has greatly benefited from having someone to talk things through and discuss with the school her current difficulties. She enjoys most of the learning and is happy to complete work at home but struggles with the school environment and its related demands. Mum has also been extremely positive about the Pilot Project as has seen home life benefits as a result of the weekly sessions.

S - Year 8 pupil, S has experienced significant EBSA since transitioning to X from Primary School. S and her family are supported by Social Workers, Family Support Workers and Mental Health Support workers. S has an older sibling who also experienced significant EBSA. S parents struggle to support and encourage her to attend school. In the initial stages, S found it difficult to meet with the project TA at all, often staying off-screen during Zooms. The project intervention has focused on developing a relationship with S and encouraging her to leave home to get walking and talking, encouraging positivity and well-being. S has started to meet the project TA weekly for a walk and talk session, S talks about her Autism and how she feels it impacts her life. S lives a very insular life, family life has increasingly become narrowed to being in the house most of the time, and S is very dependent on accessing the internet. Over time the project TA has been able to develop a rapport and trust with S, and S was able to attend School X to discuss a return. A reduced timetable was agreed and now this pupil has started to attend most days for short periods. The project TA now meets S weekly to walk her to school X. An EHCP is being applied for, and the project TA was able to work with S to complete the 'This is Me' document, ensuring S' views were captured and communicated. At this stage, attendance figures will not reflect the positive engagement that has been achieved with this young person who has been deeply affected by Covid lockdowns and has become increasingly isolated and disconnected from most social interaction other than with her immediate family and online contacts.

Results - Primary

Pupil Pre and Post Intervention Questionnaire

Question Number	Question	Pre-Intervention Average Score	Post-Intervention Average Score	Score difference
		Max 5 1 Low anxiety 5 High anxiety	Max 5 1 Low anxiety 5 High anxiety	+/- for anxiety levels
1.	How do you feel about travelling to school?	1.86	1.88	+0.02
2.	How do you feel about your classroom?	2.25	2.33	+0.08 Possibly worried about transition and being in a new classroom from September
3.	How do you feel about your classmates?	2.13	1.88	-0.25
4.	How do you feel about your lessons?	2.75	2.11	-0.64
5.	How do you feel about lunchtime and break?	1.5	1.33	-0.17
6.	How do you feel about assemblies?	3.86	1.22	-2.64
7.	How do you feel about moving around the school?	3.5	1.55	-1.95
8.	How do you feel about changes?	3.38	2.77	-1.83

Parent Pre and Post Intervention Questionnaire

Question Number	Question	Pre-Intervention Average Score	Post-Intervention Average Score	Score difference
		Max 5 1 Least Happy/Able	Max 5 1 Least Happy/Able	+/- for happiness/ability

		5 Most Happy/Able	5 Most Happy/Able	
1.	How would you rate your child's overall happiness at the moment?	3.33	4.33	+1.0
2.	How able are they to identify for themselves that they are 'anxious' - i.e. be able to say to themselves 'I am anxious'	2.67	4	+1.33
3.	How able do you feel your child is to manage their anxiety without support?	1.83	1.33	-0.5 Parents may feel they are seeing benefits taking part in the project and are concerned that about when the support stops
4.	How able do you feel your child is to manage their anxiety with support?	3.5	3.83	+0.33
5.	How able are they to communicate their anxiety?	1.17	3.33	+2.16

Teacher Pre and Post Intervention Questionnaire Results:

Question Number	Question	Pre-Intervention Average Score	Post-Intervention Average Score	Score difference +/- happiness/ability
		Max 5 1 Least happy/able 5 Most happy/able	Max 5 1 Least happy/able 5 Most happy/able	
1.	How would you rate this pupil's overall happiness in school at the moment?	3	3.09	+ 0.09
2.	How able are they able to identify for themselves that they are 'anxious' - i.e. be	2.07	2.73	+ 0.66

	able to say to themselves 'I am anxious'			
3.	How able are they to communicate their anxiety? If so, how do they do this?	2.42	2.55	+ 0.13
4.	How able do you feel this pupil is to manage their anxiety without support?	1.64	1.91	+ 0.27
5.	How able do you feel this pupil is to manage their anxiety with support?	3.21	3.55	+ 0.34

Results - Secondary

Pupil Pre and Post Intervention Questionnaire

Question Number	Question	Pre-Intervention Average Score Max 10 1 Least enjoyment 10 Most enjoyment	Post-Intervention Average Score Max 10 1 Least enjoyment 10 Most enjoyment	Score difference +/- for enjoyment
1.	How much I enjoy school	3.69	6.07	+2.38
2.	Going to and from school	5.31	6.92	+1.16
3.	Break times and lunch times	5.69	7	+1.31
4.	Transitions	2.94	6.21	+3.27
5.	Ability to manage the environment/sensory issues	2	5.1	+3.1
6.	How anxious do I feel walking into lessons	4.35	5.25	+0.9
7.	How anxious do I feel during lessons	4.28	5.02	+0.74
8.	School work is at an appropriate standard	5.56	7.85	+2.29
9.	Homework	2.54	4.85	+2.31
10.	Peer relationships	7.19	8.64	+1.45
11.	Teacher relationships	6.09	8.42	+2.33
12.	Ability to manage changes to routine	2.85	4.2	+1.35

Teacher Pre and Post Intervention Questionnaire

Attendance pattern	Pre- Intervention Average Score	Post- Intervention Average Score	Score difference
	Max 5 1 No concern 5 Concern	Max 5 1 No concern 5 Concern	+/- for concern
Reluctance to leave the house for school	3.71	3.4	-0.31
Late arrivals at school	2.86	1.5	-1.36
Missed lessons	3.86	2.75	-1.11
Has previously left the school site	0.86	0	-0.86
Has been absent for whole days	4.14	3.25	-0.89
Impact of Covid-19 on attendance	2.43	2.2	-0.23

School – peers	Pre- Intervention Average Score	Post- Intervention Average Score	Score difference
	Max 5 1 No concern 5 Concern	Max 5 1 No concern 5 Concern	+/- for concern
Feeling bullied	1.43	1	-0.43
Feeling isolated	1.43	1.75	+0.32
Lack of pro-social skills	2.43	1.75	-0.68
Other peer group dynamics	1.71	1.4	-0.3
Lack of sense of belonging	2.29	1.5	-0.79
Social Communication style difficulties, or autism	3	3.4	+0.4
Dislikes social or unstructured time	2.86	2.75	-0.11
Changes since Covid-19	2.57	1.67	-0.9

Attendance for Secondary Participants

Appendix B

School T	Pre Project Attendance	Post Project Attendance
Pupil 1	36.5%	41.67% Pupil volunteers at the library 1 afternoon a week.
2	96.7%	94.79% Not accessing Inclusion due to not being in the bubble. Pupil has requested (22.4.21) that the sessions continue after the initial project as she enjoys them and feels that they give her the opportunity to talk and to work through her issues. They help to reduce her anxiety which in turn helps her to attend school.
3	85.3%	92.71% Pupil has increased the number of lessons attending in person from 2 to 5 of her 8 lessons and is wanting to attend more in September. Pupil really positive and motivated about attending school.
4	0%	0% due to medical needs and subsequent home tuition.

School X	Pre Project Attendance	Post Project Attendance
Pupil 1	76.7%	89.42%
Pupil 2	87%	89%
Pupil 3	79% - Reduced timetable introduced before Autism team project involvement, because the pupil was struggling to enter the school site and stay each day.	47% ~ agreed reduced timetable, the young person is mostly managing to attend all of timetabled sessions every week. 42% ~ was the percentage of absences that were authorised to take into account of reduced timetable. The pupil is now talking more about increasing their timetable in Sept 21, and aiming for full-time attendance.
Pupil 4	1/9/20 - 28/2/21 ~ 29% 1/11/20 – 28/2/21 ~ 6% (this % is lower,	29/5/21 – 29/6/21 ~ 7% gradual re-introduction to school has been achieved in June, on a reduced timetable, an EHCP is also being progressed to support this pupil.

	because some attendance was recorded as whole school Covid closure) 1/3/21 – 28/5/21 ~ 0%	
Pupil 5	19%	13% - pupil is continuing to struggle with attendance, work is ongoing to support him. He continues to engage well with the project worker, and a reduced timetable has been introduced. This pupil has an older sibling who has also experienced EBSA for more than 12 months.
Pupil 6	1/9/20 – 23/11/20 ~ 81% - Pupil attended classrooms for first two weeks of Year 7, this then changed to where he was spending all day in SEN room, the pupil was not engaging in any learning when on the school site in the SEN room, and was often in a state of shutdown. 24/11/20 – 28/2/21 ~ 6% ~ attendance greatly reduced.	1/3/20 – 29/6/21 ~ 0% ~ Pupil refused to return or engage with the staff from his school at all following winter lockdown, an EHCP has since been applied for and authorised, and medical tuition is about to start. This pupil has attended 100% of all Autism TA meetings weekly, this has enabled communication with the school, and the maintenance of a relationship with a professional to facilitate the introduction of other professionals to look to reintroduce learning.

Other quantitative data

Anxiety management strategies employed	Number through project
Individual 5 Point Scale developed with pupils	7
Happy boxes/ calm kits produced for pupils	14
Other strategies and interventions taught/used with pupils	12
Number of hours of one-to-one intervention with primary pupils	158
Number of hours of one-to-one intervention with secondary pupils	110

Strategies taught, discussed and communicated to adults	Number of adults engaged with, and who engaged with learning/understanding of strategies during the project.
SENCOs	6
Teachers	11
Teaching assistants	7
Parents	14 (all parents had contact/discussions, but this number reflects the amount of parents that received ongoing support through the project and engaged with strategies)

Qualitative data

Positive Feedback from Pupils:

“F has been talking about you a few times this week X (Autism TA), wishing he had you at school to chat to more when he is sad or when as F said things are going right.”

“I like speaking to X (Autism TA) and the meetings are good. I like chatting and playing.”
(Report from a parent of what their child said)

‘Coming to school has got easier, me and Mum put in place the new morning routine and we argue less and then I don’t feel stressed out before school.’

‘I like using my chart, it helps me when I am feeling frustrated and I cannot say.’

‘Me seeing you every week has definitely helped, but I don’t think I’d say I love school.’

‘I’ve coped well with having different teachers recently when my teacher was off for a long time.’

‘I use the fiddle toys you gave me and they keep me calm when I’m frustrated.’

‘I really liked working with X. She was friendly and kind and helped me think about things I can use to help myself and think about things when I need to. The (sensory) toys are fun and help me focus and feel more relaxed. I was not expecting those!’

Comments from questionnaires with pupil pre and post-intervention scores:

Pre-intervention: 5 ‘I work better outside my classroom’

Post-intervention: 2 ‘I work more in the classroom now’

Pre-intervention: 5 ‘Too many noisy people and too many people’

Post-intervention: 2 'I feel happy now I'm based in the nurture room'

Pre-intervention: 3

Post-intervention: 1 'I talk to my teacher more and I've asked for help more'

Pre-intervention: 6

Post-intervention: 1 'I am with Mummy or Daddy and I know how to say goodbye as I use my cards'

Positive Feedback from Parents/Carers:

"I hope the support continues it's not only helped R but me as well. The mornings were very stressful now that pressure has eased immensely. Your support has given R more confidence in school. Thank you."

"Thank you for working with him it has definitely made a difference."

"We are really happy F has someone he can comfortably open up to and speak to about anything. We are happy he is liking the sessions. At home, F has started talking more about his emotions and worries in a calmer manner."

"Thank you so much. It's such a relief to have someone that fully understands how it is for us. I really do appreciate your help".

'We have known X (Autism TA) a few weeks now and in that time, she has already become an invaluable support for both myself and my daughter. The fact that I have someone to support me is really helpful so that I can take a step back to really focus on what my daughter needs and X has helped with this massively. It's early days but I can already see that my daughter is comfortable talking with X and this is because of the way it has been approached. I really hope that this can continue for a while longer as it is providing us both with the tools we need to move forward and help L adapt to and be comfortable with school life.'

'Although there are still many struggles and anxiety, she is starting to push herself more and understand that she can do these things. There is no doubt in my mind that your involvement has been integral to her progress. Not only have you helped her and been a constant for her, you have provided myself with a lot of support and advice which has changed my whole attitude and way of dealing with her and it all seems to be coming together, albeit very slowly, we are heading in the right direction. So thank you. It's really important to both her and I that we have this support, it's been such a long time since we felt 'heard'.

'The support F has received from this project is invaluable. F receiving a consistent 1:1 session each week has been a success. F always looks forward to his sessions. I can always tell when he has had a session with X as he comes out of school happier and with a smile on his face (this is rarely seen on other days). There has been a reduction in 'red choice' behaviour.

Having support helps F cope and manage. He feels listened to/feels heard at school where he significantly struggles the most. Having what I feel is an ally at school gives him the courage in his everyday school life.'

'It's been really reassuring to have help with A's anxiety & him being able to talk about it with someone & to have new ideas how to help him.'

'A has really enjoyed seeing X & has told me all about his sessions. He has even tried to put something's he's learned in to practice himself like looking round his room with the light on & then again with the light off to reassure himself that nothing changes just because it's dark!'

'I'd love for A to have ongoing help as he moves up through school as anxiety doesn't just disappear. Even if it was once a term or a staff member from school could be trained to give the support themselves.'

'X's support has been paramount to Z feeling more positive about his peers this year. She has made resources (which take the pressure away from me,) that we can use with Z as a family to help Z recognise his emotions and how to feel more positive about social aspects of school. Following his sessions with X Z is now more able to stand up for himself in the classroom setting and is beginning to recognise when peers ask him to do something which is wrong. He's beginning to feel comfortable with saying "no."'

'He is more confident when standing up for himself with unwanted behaviour from peers and protecting his feelings. He is also now able to use the toilet to urinate independently at school and at home. He still needs support for tidying himself after doing a number 2.'

'I really don't think X could improve, she's kind, calm, quietly and calmly spoken. She is also patient and understanding and has great ideas. I think she's a fantastic support for children and parents to show them how best to support their children.'

'X has been full of ideas to really support, help and lift Z's confidence back to where he was in Year 1. Year 2 was an awful year for Z with being bullied and his teacher did not help at all, in fact, she seemed to favour the badly behaved children and told me Z was a very silly boy, he lost a lot of his confidence in Year 2 and X has been fundamental in rebuilding that. In Year 1 Z was given an Award for his relationships so Year 2 was dreadful until lockdown. I'm so pleased lockdown happened when it did. Year 3 has been far more positive with X's support and also his amazing Year 3 teacher who has had a lot of time and empathy for Z.'

'I feel that it has been a positive and much needed project, understanding that some children have more complex conditions and that the standard autism techniques do not always work. X had time to really get to know and support B. In B's case school where really

struggling with his complex needs and did not have the time needed to support him as required. Keeping engagement helped B when he was in a very low mood.'

'It has been positive having X's involvement with my son, he was really struggling at school, which lead to EBSA. My fear that he would become completely isolated from other people and then it would be harder for him to integrate in the future. X had a good understanding of B and her approach to engage B in conversations, made B feel as though someone cared about him, rather than rushing him to fit the system/school. B has been happy to engage in conversations and visits weekly, sometimes he may cut it short if he is having a bad day, but he is always happy to see her and enjoys the conversations.'

'My son has found it very beneficial to talk to somebody whom he is not so emotionally involved with but who also shows a great understanding of his needs. He has enjoyed being able to have that 1:1 time and chat through how he is feeling and help prepare him for various scenarios when joining secondary school. The update phone calls were very thoughtful and it was great to hear how the sessions had been going. We are very grateful to X and the team.'

Positive Feedback from Teachers and SENCOs:

"X (Autism TA) has built up a positive relationship with the pupils she works with. She has provided well-planned sessions, providing feedback and resources to staff who work with the children. Although it is early days, there has been an improvement in the children she is working with and less school refusal for these children. The children are enjoying the sessions and are always happy to go each week".

"We have both enjoyed seeing you each week, it has certainly been the highlight of C's, especially when he has had a difficult morning. He enjoyed contributing to his own chart, that he could change it and discuss it to make it better for himself and choose Mario as his character was quite rewarding for him as he felt he had control. We have already been using it as it makes it much easier for him to see where he is and what to do to help himself calm down. It has been me, so far, that points to or asks him where he would put himself, but it focuses him to think of how he feels and, at the same time, defuses any anxiety he may be feeling. The last few days have been good (fingers crossed) and he has placed himself on Mario (1) quite a few times.'

'Thank you for all your help and listening to my queries, it's good to bounce thoughts off someone else.'

'The most successful part of the project was being able to bounce ideas off of someone with experience and receive new ideas and try them and then re-visit. With single visits, if strategies don't work then there is no way to follow-up and you almost have to start again to get some more support put into place.'

'The relationships between X and our staff have been very positive and they feel supported and listened to, without feeling like they were failing the child. One child's TA said she has

learned so much from the time spent with the TA and it has helped (along with school staff support), to keep going through a very tough period. This in turn has supported the child's needs and successes in school.

'One of our young men is in a very difficult place at the moment and we are still finding it very difficult to find strategies that would support him being in a better place. The project has not been long enough for this to happen. This might be because it is just a very difficult phase but it also might be that we are on a journey and will be unable to offer the support he needs to be successful. The other young man has benefitted as he is now talking to X about things that have upset him as in the "now." It is early days but we are trying some strategies again and trying to adapt things already in place. He is seeming more able to manage school at the moment.'

'With a longer-term project it would be easier to see benefits as there would be time to try things and know they are working in the longer term not a "fix" or not able to say as it is "too new.". It might be that cases have to be looked at to decide if children will be able to respond and success can be enabled in a term or whether an extended project is needed – the question then is who / how would that be supported? It's almost like there are two different levels of support. I am very aware that X has spent more hours supporting us than is probably allocated to the project.'

'It is always beneficial to have a fresh pair of eyes look at a situation and someone with expertise to be able to find the right strategies to use to support. For staff well-being it is really valuable to be able to talk difficulties through and to see what you are doing well as well as what else might help, to try and stop staff becoming "worn down." For the project to work, I think staff need to be able to be reflective, honest and welcoming so they can act on advice as there is only a short time in which to try things out.'

'I am not sure the project gave "answers" as such, but it was really useful working through some of the behaviours shown, to try and understand the child. Just that is really useful. That's hard to measure if a long-term difference is not obvious - it doesn't mean it won't help us get there or further than we would have got.'

'This has most definitely been of benefit and I worry about it not being one of the tools we can access in the future as some of our young people are just beginning to reintegrate only to have the summer break ahead of them, making it once again difficult to access school in September.'

'The young people involved have all engaged with their EBSA worker, who have in turn been able to liaise with school and parents. The sessions have provided strategies to manage anxieties in school and work on self-esteem and friendships which has been useful. The young people have benefitted from having 1:1 sessions, with someone from an external agency, as they have felt listened to.'

'It has been great having you coming in to help us with A. It has been useful to gain another person's perspective, especially having come from outside the school and having no previous connection with A. When A had a tough morning and his 1:1 sent you an email, this

was hugely beneficial to see your feedback about how we could deal with outbursts like this again, and how it possibly could have happened without us realising. It would be extremely useful for this to continue into Year 3, as A will most likely struggle with the transition up to the new area, and it would be interesting to gain your opinion on situations and support us with the changes’.

Key Findings and Discussion:

Key Findings:

- Pupils were happy to engage with the intervention workers from the project.
- Intervention regarding anxiety at primary school age is greatly beneficial as this will also give autistic pupils the skills they need to navigate secondary school and life in general.
- Autistic young people are frequently not supported to communicate their anxiety within schools due to lack of resources and therefore anxiety builds up and resilience decreases. By the team supporting autistic young people to develop these skills to communicate anxiety, it can be better managed and self awareness and resilience increases.
- Behaviour is most often the first sign that an autistic young person is struggling within a school environment or experiencing anxiety.
- School staff need training, modelled practice and support to identify when autistic children are anxious, and how to support and help them.
- There has been a significant impact on young people who experience EBSA from the Covid 19 pandemic and ‘lockdown’ periods.
- Early intervention is important for autistic young people experiencing EBSA to bring about re-integration into school provision.
- There is a significant need for support for young people and their families already experiencing tier 3 and 4 (high levels, or sustained absence) EBSA.
- EBSA is frequently used by autistic young people as a coping strategy.
- There can sometimes be no observable issues related to anxiety in the school environment, rather behaviours that are expressed at home.
- Parents have been extremely keen for their children to participate in the pilot project because they perceived there to be a gap in provision to support autistic children with anxiety.
- Having an identified person to talk to consistently and privately to develop a trusting relationship was crucial to success.
- Young people benefitted from having someone to talk about Autism in an open and positive way.
- Young people felt listened to and their opinions valued.
- Young people learned strategies to improve self-regulation and manage anxiety.
- Communication between the young person and school was supported and encouraged.
- Communication between parents and school was supported and strengthened.

- Parents felt listened to and supported.
- Not having a strict time scale was important. Being able to maintain links with the young person because they remain a student supported by the Autism Team, and not finishing after a strict 6 week intervention schedule has been very beneficial.
- Standardised interventions planned ahead were not always appropriate. A period of assessment was needed to make a flexible plan that was most beneficial for that young person and tailored to their needs.

Discussion:

- A significant factor for the EBSA element of the project, and for many of the young people in secondary school placements in particular was the Covid 19 pandemic and the necessary lockdown periods. What we found was that where a young person may have been struggling with school attendance, and struggling to manage in school environments, this total removal of all requirements to attend (lockdown) had reinforced their perceived stressfulness of attendance. With all demands and expectations removed during lockdown this generally suited many of the project participants, and the prospect of returning post-lockdown in March was deemed by many as being significantly anxiety-provoking, and a real blocker to school engagement and return. For some, it was that the lockdown had been repeated (second lockdown in winter), and had not been a 'one-off' that had worked to further reinforce this, so EBSA worsened.
- Many of the young people involved at secondary school stage had previously experienced levels of anxiety and distress within their primary school placements. This was anecdotally reported by several parents. However, following transition into secondary school where their independence and their ability to self-determine had increased, the problems and anxiety they experience which had perhaps always been present when younger, is now being more self-managed using school avoidance as their chosen strategy. School avoidance means they remain at home, far removed from the social demands and stresses, the risk of being overwhelmed by the significant sensory demands within the school environment and the fear of being behind with the academic work etc. Again referencing Covid, this strategy of EBSA has been further reinforced by the periods of lockdown.
- The EBSA element of the project underpins the need for early intervention with younger pupils. At a primary school stage, there is an opportunity to work with young people to develop those self-management strategies, reduce anxiety and increase capacity to cope with the increase in demands that inevitably accompany the busy secondary school environments.

- An issue brought up by parents and schools alike was that autistic young people are sometimes not offered support with anxiety from mental health services as readily as other pupils. Parents have reported feeling a little at a loss searching for support for their autistic child experiencing anxiety. This can often be as a result that it is perceived that traits associated with Autism can cause the young person to experience anxiety and therefore the most appropriate support would be from a team specialising in Autism rather than mental health. Certainly, this overlapping of traits has been referred to in academic writing on the topic, traits such as sleep problems or social withdrawal could be attributed to both autism and anxiety (Saris 2017, Kerns et al 2016). This underpins the need for this type of provision and support specifically for autistic young people. This is especially important considering the growing percentage of autistic young people in the authority.
- What worked really well for both age groups was the investment in one-to-one time. The importance of developing a trusting pupil/key adult relationship was highlighted as a theme in research carried out in 2020 investigating EBSA with autistic girls and supportive factors for re-engagement in schooling (O'Hagen 2020). The thematic analysis in this research identified that the most important initial stage of supporting re-engagement with schooling was a trusting key adult relationship (O'Hagen 2020). We achieved this by giving each pupil one to one time, giving value to what they were saying and feeling. It allowed the young person to feel invested in and gave them a safe space to communicate in way that they may not have had the opportunity to do so before because schools are busy places. Every pupil in the project engaged with enthusiasm and interest, every pupil has turned up for sessions even when perhaps relationships with other professional adults in their life had completely broken down, or they had lost trust with the professionals in the educational setting. Even pupils who were hesitant to begin with engaged and continued to engage. Hillman et al (2020) research also found that one-to-one support was more effective than group work for supporting autistic pupils with anxiety.
- Another important theme that was identified in O'Hagen's (2020) research was that time was also important. We also found through the project that one of the keys to re-engagement for some young people experiencing EBSA was that a six-week plan for intervention was not going to be long enough. This was particularly the case if the young person was categorised as tier 3 or 4 (complex difficulties or prolonged period of absence) EBSA. For that trusting relationship to be developed time was needed, and disengagement at the six-week point would have undermined the trust built and de-valued the effort it had taken the young person to engage in the relationship. The benefits of EBSA support from the Autism Team is that the young people remain on the Team's caseload, so where support is required for a longer

period those interventions could continue. We also found a great deal of parental concern about dis-engagement where positives were just emerging for their child.

- As part of the Autism Team it has been valuable to be able to engage with each child using an autism knowledge base. Several pupils wished very much to talk about autism, and what it meant to them and their life. Again, this may be something they do not have many opportunities to, or feel comfortable doing outside of their family. This theme was highlighted in the research by CRAE and Ambitious about Autism (Crane et al 2018), their respondents commented that having a professional who could give support and had knowledge of both anxiety and Autism was very important.
- Linking to the previous point, strategies and interventions were 'tailored' to each autistic pupil to take into account:
 1. Their existing ability to identify how they were feeling (some children were able to do this, some not at all).
 2. Their ability and willingness to explore what strategies might improve that feeling.
 3. Their preferences (in terms of what appealed most to them, or best suited their way of thinking/learning/engaging).
 4. Their confidence in independently employing those strategies in the classroom.
 5. The amount of support for that child in the classroom to employ those strategies.
 6. The child's willingness to take on a 'strategy' that could potentially make them look different to their peers.

As mentioned in the key findings section, a standardised strategy or intervention would have not brought benefit, time was spent with each child in the project assessing how they might best engage and what strategy might most suit them. This amendment of approach and careful selection of strategies is highlighted as being important in research, it shows that autistic young people cannot always engage with standardised CBT based approaches to support anxiety and that adjustments should be considered (Hillman et al 2020).

- The scale of anxiety experienced in the autistic children taking part in the pilot was hard to measure and there were several reasons for this. Firstly, we were reliant on the children being able to self-report their level of anxiety and autistic children frequently have great difficulty in identifying and describing emotions such as anxiety (with alexithymia common in autistic people). For this reason, many autistic children may not know how anxious they are feeling (or that the feeling they are experiencing is 'anxiety') and this was found to be the case in the pilot study.

Secondly, even if they are aware of these facts many autistic children may choose to mask. The desire to 'fit in', to please and to avoid hard-to-manage attention often leads to the masking of emotions such as anxiety in autistic children, and the fact that so many of the pilot children rated their school experiences as 'positive' in direct contrast to what actually seemed to be the case gave evidence of this.

Masking created a second barrier to our determining the true level of anxiety since it also prevented those close to the child from being able to accurately determine the true level of anxiety being experienced. This difficulty in accurately measuring levels of anxiety mirrors the finding by the recent study by the Centre for Research in Autism and Education (CRAE) and Ambitious about Autism (Crane et al 2018) who also found that the young autistic people studied struggled to evaluate their own mental health effectively (with only 32% of the young people who took part reported to feel 'very' or 'extremely' confident in knowing whether they were experiencing a mental health problem).

- Learning to emotionally regulate takes time however, and it was always beyond the scope of this primary school pilot to enable children to come away with a fully-fledged support strategy that they would use independently for their anxiety. However, what was very clear, was that the children had the ability and willingness to learn these strategies, and that with continued support from staff in class and the wider school community in most cases they would have the capacity to do so.
- School staff cannot be automatically expected to know and understand anxiety management strategies. For this reason, it was essential that this pilot focus on looking to upskill staff and help them develop creative ways to support anxiety management strategies in the classroom on a long-term basis. Staff in the primary pilot schools were supported in this in several ways. However, engagement of support staff varied across the schools due to the ability of the host school to release them from their timetable. One key finding of the pilot studies is that advance planning to ensure that key support staff can come off timetable to learn to support anxiety management strategies is essential to reducing the anxiety of autistic children in the classroom. This also represents a valuable CPD for staff that will be important of other autistic and anxious pupils that join the school.

- Parental involvement in the project was not something we had specifically planned for in the initial stages of the pilot project. Initially, we had planned for the gathering of information, opinions and experiences from parents. However, as the project progressed the involvement and joint working with parents, in addition to giving them support directly became more important. We have offered ongoing support to put into place strategies around emotional regulation at home (mirroring what has been worked on with their child and school), offered support with putting in place good routines at home with sleeping and self-care, undertaken home garden visits (Covid secure) to work directly with parents to upskill them and attended joint meetings with parents and schools to further develop communication. This inclusive approach has proven successful, and this can be seen in the parental comments above. Hillman et al (2020) found that having family involvement supported the efficacy of anxiety interventions with autistic young people.

Recommendations:

Primary:

- Children responded well to 1:1 attention on their experiences of anxiety. This approach is hard to replicate in a busy school day however creating time to listen and validate children on their experiences in school highly valuable both in terms of the impact on the child, and a learning opportunity for the school. It is important to bear in mind that without this input, the risks of poor mental health (leading to self-harm and EBSA) is very real. It is also likely that similar strategies for non-autistic children would also prove beneficial in improving mental health and well-being.
- Children find it hard to articulate and report the sources of their anxiety during the busy school day. Nevertheless, they proved they were able to when given time and 1:1 attention. Including the scope for this attention for vulnerable autistic pupils in school would be an effective way of preventing the build-up and escalation of anxiety (remembering that this build-up is to the detriment of the child's mental health and behaviour in school).
- Children benefited from being taught an anxiety management technique that suited their level and range of abilities, and needs. It is important to fit the strategy to the child rather than the other way around. A period of assessment with each child to identify the most appropriate interventions is needed.
- The project showed a personalised 1:1 approach was an effective way of teaching children ways to manage their anxiety, compared with the more generalised approach of providing a child with generic visual support (e.g. feelings thermometer)

and then encouraging a child to use this independently with only minimal support/prompting.

- Learning anxiety management strategies take time and constant (daily, lesson by lesson) support. It is essential that in-school staff are trained to provide support long-term. Coaching from the Autism team is a helpful way of support school staff to provide this.
- Joint working with parents enables the child to be supported with strategies consistently at home and school.

Secondary:

- As noted and focused upon in the primary section the value of giving autistic young people one-to-one support is a crucial starting point to develop trust from which the process of support to re-engage with schooling can start.
- The relationship-based support allows for the joint identification, with the young person, what interventions (through exploring their difficulties) and supports would benefit them.
- A joint approach working with the young person, families and schools (and other professionals where appropriate) brings about changes that will help to reduce EBSA. Interventions that do not incorporate a joint approach are likely not to be as effective.
- A knowledge base of Autism will enable interventions and strategies to be provided that are appropriate and achievable for autistic young people, whilst also enabling the young person to openly discuss Autism and what that means to them.
- Strategies and interventions that are 'tailored' to the autistic young person's needs are needed.

Conclusion

The positive impact of appointing two specialist teaching assistants is clearly evidenced throughout this report. Data from the questionnaires shows that in most areas the post-intervention data improved and where it didn't this could be explained. The qualitative data collected in terms of feedback from the child/young person, parent/carer and school staff is very positive. More children/young people have been supported than were in the intervention groups and there is evidence that the knowledge imparted has gone beyond those staff and parents/carers directly involved and will continue to be embedded in school practice.

These two TA roles are an essential part of the Autism Team and for the team to continue to support and embed practice, the Learning Support Team would very much like to see these roles made permanent.

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Deficit Schools

Report being considered by: Schools Forum on 18th October 2021

Report Author: Melanie Ellis

Item for: Information **By:** All members

1. Purpose of the Report

- 1.1 This report provides details of two schools which have submitted deficit budgets for 2021/22 and three which expect to recover their deficit position in 2021/22. There are an additional two schools that ended 2020/21 with unplanned deficits entirely due to the financial impact of Covid-19.

2. Recommendation

- 2.1 That the report be noted.

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

- 3.1 Schools are permitted to set a deficit budget if they meet certain conditions. This is termed a licensed deficit. The conditions of a licensed deficit are set out in the Scheme for Financing Schools (the legal contract the Council has with schools) and include the following statement, “The recommended length over which schools may repay the deficit, i.e. reach at least a zero balance, with appropriate mechanism to ensure that the deficit is not simply extended indefinitely, is three years. The maximum length of repayment is five years.”
- 3.2 If the conditions are not met by the school, the Council has the power to issue a Notice of Concern, which ultimately could mean removal of a school’s delegation.
- 3.3 The Council has adopted a strategy aimed to minimise the number and size of deficits. It is in two parts:
- (1) Procedures to support schools to reduce/eliminate or avoid a deficit
 - (2) Intervention for schools not meeting their deficit recovery plan.
- 3.4 Approval of a licensed deficit requires the school to do the following:
- (1) Submit monthly budget monitoring reports (Month 3 and then Month 6 to Month 11 inclusive)
 - (2) Submit a copy of draft and final governor meeting minutes (including Part 2) where the budget is discussed
 - (3) To attend meetings with the local authority when requested to address any budget concerns

- (4) Submit deficit recovery progress reports when requested
- (5) Submit five year detailed deficit recovery plan.
- 3.5 The council's Schools Finance team includes a dedicated resource to work with the schools that are operating in a deficit and to offer support to those who are likely to enter a deficit position.

4. Deficit Schools

- 4.1 Two schools submitted a WBC Deficit Budget License Application for the financial year 2021/22. One of the two had a licensed deficit in the financial year 2020/21.
- 4.2 Following a detailed review of each application and discussion, both deficits have been licensed. The individual schools have been informed. The total value of the licensed deficits is £76,983.
- 4.3 As is normal practise both schools have been asked to submit additional reporting to WBC Schools Accountancy for review. (See Appendix A for submission deadline table).
- 4.4 Both schools submitted their period three budget monitoring, which has been reviewed by Schools Accountancy and feedback emailed to each school. The budget submissions are shown in the table below with one school forecasting to come out of deficit in 2023/24 and the other in 2024/25.

School	Budget Submission 2021/22			
	Budgeted Closing Balance			
	2021/22	2022/23	2023/24	2024/25
Inkpen Primary School	(£14,563)	(£10,709)	(£15,014)	£20,698
Kintbury Primary School	(£62,420)	(£46,959)	£8,005	£26,688
TOTAL DEFICIT	(£76,983)	(£57,668)	(£7,009)	£47,386

Figures in red brackets indicate a deficit

- 4.5 Historic information for both schools is shown below.

School	2018/19		2019/20		2020/21	
	Budget	Actual	Budget	Actual	Budget	Actual
Inkpen Primary School	£17,050	£28,399	£6,110	£15,767	£5,850	£8,819
Kintbury Primary School	(£15,550)	£16,372	£1,530	£47,570	£24,750	£30,085

Figures in red brackets indicate a deficit

It was viewed as appropriate for Inkpen Primary School to wait until the outcome of the sparsity funding consultation was announced before implementing any significant changes in order to recover the deficit. Inkpen have not previously been awarded sparsity funding, but under changes to the National Funding Formula (NFF), the school would be eligible, subject to the Schools Forum adopting the NFF changes. This could equate to up to £55k additional funding for the school.

5. Schools expecting to come out of a period of licensed deficit in 2021/22

- 5.1 Three schools expect to come out of a period of licensed deficit in 2021/22 with a combined surplus balance of £23,441. The schools have been asked to submit the same additional information as those schools with a licensed deficit.

School	Budget Submission 2021/22			
	Budgeted Closing Balance			
	2021/22	2022/23	2023/24	2024/25
Beenham Primary School	£1,179	(£15,545)	(£37,742)	(£40,656)
Mrs Blands Infant & Nursery School	£22,262	£8,990	£12	(£16,984)
St Finians RC Primary School	£4,823	£2,587	£9,183	£8,174
TOTAL DEFICIT	£23,441	(£6,555)	(£37,730)	(£57,640)

Figures in red brackets indicate a deficit

- 5.2 Beenham Primary School forecasts it will return to a deficit position in 2022/23 but the changes to sparsity fund if adopted would have a positive impact on this school and the future deficits would not materialise.
- 5.3 The schools submitted their period three budget monitoring. The submissions have been reviewed by Schools Accountancy and feedback emailed to the schools.

6. Schools ending 2020/21 with an unlicensed deficits

- 6.1 Two schools ended the financial year 2020/21 with unlicensed deficits, the total value was £44,455 deficit. Both schools are expected to submit bids to the Primary Schools in Financial Difficulty Fund to recover the financial impact of Covid-19 on each school.

School	2018/19		2019/20		2020/21	
	Budget	Actual	Budget	Actual	Budget	Actual
Basildon Primary School	£2,240	£10,918	£6,130	(£6,040)	£7,790	(£3,831)
Spurcroft Primary School	£37,510	£211,676	£143,170	£103,681	£13,470	(£40,624)

Figures in red brackets indicate a deficit

- 6.2 Note re Spurcroft: 18/19 surplus due to rising pupil numbers/staff vacancies/additional income. 19/20 lower surplus due to lower pupil numbers, more TA support, maintenance catch up costs, staff regrading and new curriculum resources. 20/21 deficit due to lower Reception intake and £73k attributable to lost wrap around care income due to Covid.
- 6.3 The budget submissions are shown in the table below with one school forecasting no deficit position going forward and the second showing recovery in 2022/23.

School	Budget Submission 2021/22		
	Budgeted Closing Balance		
	2021/22	2022/23	2023/24
Basildon Primary School	£18,951	£42,819	£76,955
Spurcroft Primary School	(£29,637)	£28,401	£72,965
TOTAL DEFICIT	(£10,686)	£71,220	£149,920

Figures in red brackets indicate a deficit

- 6.4 Spurcroft has been asked to submit the same additional information as those schools with a licensed deficit as it does not expect to recover until 2022/23. As Basildon expects to recover in year, no additional reporting requirements have been made.
- 6.5 Spurcroft submitted their period three budget monitoring. The submission has been reviewed by Schools Accountancy and feedback emailed to the school.

7. Conclusion

- 7.1 The total school deficits over the last three years are shown in the table below:

	2019/20 Actual	2020/21 Actual	2021/22 Budget
Total Deficit	(£165,546)	(£78,088)	(£106,620)

Figures in red brackets indicate a deficit

- 7.2 School balances have been impacted by Covid19 expenditure and loss of income, and schools will try to recover from this impact during 2021/22. Any successful bids to the SiFD would potentially reduce the 2021/22 actual deficit figure.

8. Consultation and Engagement

- 8.1 Schools as listed above.

9. Appendices

- 9.1 Appendix A – Submission Deadlines

Appendix A

Submission Deadlines

Submission Deadlines for licensed deficit schools 2021/22, those that expect to come out of a period of licensed deficit in 2021/22 and those that ended 2020/21 with an unlicensed deficit and are required to report.

SUBMISSION TIMETABLE						
All submissions should be emailed to sarah.reynard@westberks.gov.uk						
Period covered by Agresso Report	Budget Monitoring (All fund codes)	Agresso FMS Reconciliation (All fund codes)	Bank Statement, FMS Reconciliation & Historical Unreconciled Bank Transactions reports	Forecast (All fund codes)	FMS Outstanding Purchase Order report	Submission Deadline (midnight)
Period 3 / June	Yes	Yes	Yes	No	Yes	14/07/2021
Period 6 / September	Yes	Yes	Yes	Yes	Yes	14/10/2021
Period 7 / October	Yes	Yes	Yes	Yes	No	12/11/2021
Period 8 / November	Yes	Yes	Yes	Yes	No	14/12/2021
Period 9 / December	Yes	Yes	Yes	Yes	Yes	18/01/2022
Period 10 / January	Yes	Yes	Yes	Yes	No	14/02/2022
Period 11 / February	Yes	Yes	Yes	Yes	No	14/03/2022

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Dedicated Schools Grant Monitoring Report 2021/22 – Quarter Two

Report being considered by: Schools' Forum on 18th October 2021

Report Author: Ian Pearson

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

1. Purpose of the Report

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

2. Recommendation

- 2.1 That the report be noted.

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
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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 Two Forecast (30 September 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	Quarter 2 Forecast	Deficit/ (surplus)
	£'000	£'000	£'000	£'000	£'000	£'000
Schools Block (inc ISB)	70,229	3	70,232	70,229	70,232	0
Early Years Block	10,290		10,290	10,290	10,290	0
Central School Services Block	886		886	886	890	4
High Needs Block	23,703		23,703	23,703	23,594	(109)
High Needs Block In-Year deficit recovery	(1,263)		(1,263)	0	0	1,263
Total Block Expenditure	103,846	3	103,849	105,109	105,006	1,157
Support Service Recharges	444	0	444	444	444	0
Total Expenditure	104,290	3	104,293	105,553	105,450	1,157
Funded by:						
DSG Grant	(104,290)	0	(104,290)	(104,290)	(104,290)	0
Net In-year Deficit	0	3	3	1,263	1,160	1,157
Deficit Balance in reserves	1,461		1,461	1,461	1,461	1,461
Cumulative Deficit	1,461	3	1,464	2,723	2,621	2,618

- 5.2 The Quarter Two forecast shows an in-year forecast deficit of £1.16m, 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 £2.62m.
- 5.3 The High Needs Block is currently showing a £109k saving against the current year budget which has reduced the in-year deficit total.
- 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 2 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	4	76
High Needs Block	2,327	0	1,153	3,480
Grant changes	3	0	0	3
Total Deficit Balance	1,461	0	1,157	2,618

6. Conclusion

- 6.1 The total forecast deficit on the DSG amounts to £2.62m, comprising £1.5m from previous years and a further £1.16m 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 6

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

Cost Centre	Description	Original Budget 2021/22	Net Virements in year	Amended Budget 2021/22	Month 6 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	2,880	207,220	207,220	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	
	Schools Block Total	70,229,170	2,880	70,232,050	70,232,050	0	
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	153,410	-6,410	
90460	ESG - Statutory & Regulatory Duties	357,310		357,310	360,700	3,390	
90054	Efficiency Target	-6,860		-6,860	0	6,860	
	Central School Services Block DSG	885,970	0	885,970	889,810	3,840	

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

Cost Centre	Description	Original Budget 2021/22	Net Virements in year	Amended Budget 2021/22	Month 6 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	
	Early Years Block Total	10,290,105	0	10,290,105	10,290,105	0	
90026	Academy Schools RU Top Ups	1,113,300		1,113,300	987,980	-125,320	
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	4,639,880	236,760	
90548	Non WBC Special Schools - Top Up Funding	1,324,500		1,324,500	1,174,500	-150,000	
90551	Mainstream Maintained - post 16 SEN places	0		0	0	0	
90575	Non LEA Special School (OofA)	1,007,880		1,007,880	936,240	-71,640	
90579	Independent Special School Place & Top Up	3,535,280		3,535,280	3,479,590	-55,690	
90580	Further Education Colleges Top Up	1,437,800		1,437,800	1,187,800	-250,000	
90617	Resourced Units top up Funding maintained	314,000		314,000	293,220	-20,780	
90618	Non WBC Resourced Units - Top Up Funding	170,540		170,540	198,640	28,100	
90621	Mainstream - Top Up Funding maintained	818,660		818,660	902,090	83,430	

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

Cost Centre	Description	Original Budget 2021/22	Net Virements in year	Amended Budget 2021/22	Month 6 Forecast	Variance	Comments
90622	Mainstream - Top Up Funding Academies	423,560		423,560	502,310	78,750	
90624	Non WBC Mainstream - Top Up Funding	160,510		160,510	219,480	58,970	
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	41,090	1,090	
90628	EHCP PRU Placement	571,450		571,450	585,770	14,320	
	High Needs Block: Top Up Funding Total	16,932,520	0	16,932,520	16,760,510	-172,010	
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	226,000	-16,000	
	High Needs Block: Place Funding Total	3,762,000	0	3,762,000	3,746,000	-16,000	
90240	Applied Behaviour Analysis	150,470		150,470	217,350	66,880	
90280	Special Needs Support Team	328,100		328,100	328,100	0	
90281	SEND Strategy (DSG)	68,700		68,700	56,562	-12,138	
90282	Medical Home Tuition	172,730		172,730	172,730	0	
90237	High Needs Contingency	110,930	-11,070	99,860	99,860	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	244,750	-3,110	
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	11,070	121,730	121,730	0	
90555	LAL Funding	122,000		122,000	122,000	0	
90565	Equipment For SEN Pupils	15,000		15,000	20,000	5,000	
90577	SEN Commissioned Provision	584,480		584,480	583,050	-1,430	
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	62,940	23,660	

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

Cost Centre	Description	Original Budget 2021/22	Net Virements in year	Amended Budget 2021/22	Month 6 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	
High Needs Block: Non Top Up or Place Funding		3,008,885	0	3,008,885	3,087,747	78,862	
90054	Efficiency Target	-1,262,500		-1,262,500		1,262,500	
High Needs Block Total		22,440,905	0	22,440,905	23,594,257	1,153,352	
Total Expenditure across funding bocks		103,846,150	2,880	103,849,030	105,006,222	1,157,192	
SUPPORT SERVICE RECHARGES		444,000	0	444,000	444,000	0	
TOTAL DSG EXPENDITURE		104,290,150	2,880	104,293,030	105,450,222	1,157,192	
90030	DSG Grant Account	-104,290,150		-104,290,150	-104,290,150	0	
NET DSG EXPENDITURE		0	2,880	2,880	1,160,072	1,157,192	

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Agenda Item 13

Schools Forum Work Programme 2021/22

	Item	HFG Deadline	Heads Funding Group	SF Deadline	Schools Forum	Action required	Author
Term 2	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 Recovery Plan for the DSG	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Discussion	Melanie Ellis
	Early Years Block Budget - update on Deficit Recovery Plan	16/11/2021	23/11/2021	30/11/2021	06/12/2021	Discussion	Avril Allenby
	Deficit Schools (<i>standing item</i>)	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 Bid - Pangbourne Primary School	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 (<i>standing item</i>)	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 (<i>standing item</i>)	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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