
De-delegation Proposals 2017/18

Report being considered by: Schools' Forum
On: 05/12/2016
Report Author: Claire White, 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 (de-delegations) to schools of the services on which primary and secondary maintained school representatives are required to vote (on an annual basis) on whether to de-delegate or not.

2. Recommendation(s)

- 2.1 Maintained primary and secondary heads to agree the de-delegations as set out in Table 7.
- 2.2 To defer the decision on services previously funded by the Education Services Grant until the January 2017 meeting of the Schools' Forum, by when the finance regulations clarifying the services and the process should have been published.

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 Four services with approval from the Schools' Forum are centrally provided to primary and secondary maintained schools in the 2016/17 financial year through the pooling of funding. A decision is required in order to continue these arrangements for 2017/18. In addition, a new service is being proposed for this arrangement in 2017/18, and reforms to the Education Services Grant require a decision on the de-delegation of some of the services formally paid for from this grant. The Primary and Secondary school representatives on the Schools' Forum are required to make these decisions for their own phase.
- 3.2 If the School's Forum decides to pool any of these services, funding from the maintained schools will be returned to the Local Authority (de-delegated) and they will continue to be centrally retained. Academies and other schools may be able to choose to buy into such services subject to service provider agreement.
- 3.3 The services where maintained schools have the option to pool funding in 2017/18 are:
- Behaviour Support Services
 - Ethnic Minority Support
 - Trade Union Representation

- Schools in Financial Difficulty (primary only)
- CLEAPSS (new for 2017/18)

In addition, some services previously funded by the Education Services Grant are required to be de-delegated, although final information relating to this change has not yet been received from the Government.

- 3.4 Appendix A sets out the total cost of each service and an indication of the amount to be de-delegated from each school based on the **draft October 2016** census, and are therefore subject to change. There has also been a small impact due to two additional schools that will be an academy from April 2017.

4. Behaviour Support Service

- 4.1 The Behaviour Support Service proposal for 2017/18 is set out in Appendix B. Following discussions with some Primary Heads, a new look service is proposed.
- 4.2 Table 1 shows the budget and unit charge for 2017/18 compared to 2016/17. There is a small decrease to the overall cost of the revised service. The total cost will be divided by the total numbers of pupils in the October census to determine a unit charge per pupil on which the de-delegated amount per school will be based on. 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 draft October 2016 census this is £13.77 per pupil.

TABLE 1	2016/17		2017/18	
	Unit Charge per pupil	Budget	Unit Charge per pupil	Budget
Maintained Primary Schools	£14.71	£184,772	£13.77	£171,470
Maintained Secondary Schools	£11.71	£39,580	£13.77	£41,900
		£224,352		£213,370

5. Ethnic Minority and Traveller Achievement Service

- 5.1 The detail of the Ethnic Minority and Traveller Achievement Service (EMTAS) is set out in Appendix C.
- 5.2 Table 2 shows the budget and unit charge for the service for 2017/18 compared to 2016/17. The proposal for 2017/18 is much the same as 2016/17 with no change to the cost (other than a reduction due to academy transfers). The total cost will be divided by the total number of pupils recorded as having English as an additional language (EAL) in the October census to determine a unit charge per EAL pupil on which the de-delegated amount per school will be based on. 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 figures are currently based on the October 2015 census which equates to £349.43 per pupil, but the final rate will be determined according to the number of EAL pupils in the October 2016 census.

TABLE 2	2016/17		2017/18	
	Unit Charge per EAL pupil	Budget	Unit Charge per EAL pupil	Budget
Maintained Primary Schools	£331.00	£231,908	349.43	£226,052
Maintained Secondary Schools	£1,117.00	£20,127	349.43	£5,248

	£252,035	£231,300
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6. Trade Union Representation

- 6.1 The detail of the service provided by Trade Union representatives to schools is set out in Appendix D. A joint letter from the Trade Unions promoting the de delegation of this service is attached in Appendix F.
- 6.2 Table 3 shows the budget and unit charge for the service for 2017/18 compared to 2016/17. The proposal for 2017/18 is the same as 2016/17 with the cost based on 1FTE supply teacher on UPS3. It is assumed there will also be some buy in from academy schools. The total net cost will be divided by the total number of pupils in the October 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 (irrelevant to what school they are based in), the same unit charge will apply to both primary and secondary schools. Based on the draft October 2016 census this is £3.16 per pupil.

TABLE 3	2016/17		2017/18	
	Unit Charge per pupil	Budget	Unit Charge per pupil	Budget
Maintained Primary Schools	£2.77	£34,794	£3.16	£39,297
Maintained Secondary Schools	£3.54	£11,965	£3.16	£9,603
		£46,759		£48,900

7. Schools in Financial Difficulty

- 7.1 If schools decide to de-delegate funding to provide a fund for schools in financial difficulty, the amount to be pooled can be for any amount. Currently only primary schools de-delegate, as it does not make sense for the few maintained secondary schools to do so.
- 7.2 The proposal shown in Table 4 assumes continuing with an annual fund of £120,000, which would equate to £9.64 per pupil based on the draft October 2016 census. More schools are now applying for funding, and it is largely used for one off exceptional costs such as those in relation to staffing restructures. If it is agreed to continue pooling, Schools' Forum will also be required to agree the criteria for primary schools to access this fund.

TABLE 4	2016/17		2017/18	
	Unit Charge per pupil	Budget	Unit Charge per pupil	Budget
Maintained Primary Schools	£9.34	£117,320	£9.64	£120,000
Maintained Secondary Schools				
		£117,320		£120,000

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

- 8.1 The detail of the service provided by this subscription is set out in Appendix E.
- 8.2 Currently this is an optional buy back, and some schools do not purchase this subscription through the local authority. This does not make sense, as it cannot be purchased cheaper elsewhere. Most of the West Berkshire academies also

purchase this subscription through the local authority. By bringing this subscription into the de-delegation arrangements it will ensure all maintained schools are covered at the cheapest rate, and it will cut down on the current administration time of this scheme.

- 8.3 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 2017/18 fee. Any over or under spend will be recovered the following year, as in all de-delegated services. The proposed charges in 2017/18 are shown in table 5. 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	2017/18		
	Unit Charge per pupil	Unit Charge per school	Budget
Maintained Primary Schools	£0.15		£1,870
Maintained Secondary Schools	£0.15	£220	£1,120
			£2,990

9. Services Previously Funded by the Education Services Grant

- 9.1 From 2017/18 the General Education Services Grant (ESG) of £1,472k is being cut. This grant is currently received by local authorities to provide some mainly statutory services to maintained schools. Academies also receive this grant in order to pay for the same services, and will also have their grant cut. A consequence of this is that maintained schools will be charged for these services, and academies will continue to pay for these services but no longer receive the grant to pay for them.
- 9.2 The school finance regulations for next year have not yet been received. It is assumed that the process of charging maintained schools for these services will work the same as de-delegations, in that the cost of these services will be deducted from school budget allocations, and will need to be agreed by the Schools Forum for each phase. Special schools, PRUs, nursery schools, and secondary sixth forms will also be subject to these charges, though not through the de-delegation process.
- 9.3 An assumption has been made on what these services will be and an indication provided on the likely budget and unit charge. These are shown in Table 6. The figures exclude the costs that will be recovered from other schools. As this is all subject to final confirmation from the DfE, the decision on these services will need to be made at the January 2017 meeting of the Schools' Forum. Further information on these services and the costs will be provided for this meeting.

TABLE 6	2017/18	
	Unit Charge per pupil	Budget
School Improvement	£27.27	£422,495
Teachers pension scheme administration	£1.64	£25,399
Internal audit of schools	£2.29	£35,536
Accountancy (non buy back element)	£1.71	£26,467
Health & Safety for schools	£2.99	£46,350
Education computer systems	£8.07	£125,083
SACRE	£0.25	£3,813

	£44.22	£685,145
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- 9.4 Some local authorities currently provide all aspects of health and safety for schools as a central service rather than partly through an optional buy back. Ultimately the local authority is accountable and therefore this makes sense. It is proposed to bring the buy-back element of the service into the central service so all schools will be eligible for all aspects of the service. Currently, 50 schools buy back the service. This proposal will mean that the buy-back fee will go, and all schools will pay for one complete service through de-delegation, rather than there being two separate fees. Details of this proposal will be brought to the January meeting for decision.

10. Summary of Proposals

Table 7 summarises the proposals agreed by Heads Funding Group:

TABLE 7	Primary De-delegation	Primary Budget £	Secondary De-delegation	Secondary Budget £
Behaviour Support	YES	171,470	YES	41,900
Ethnic Minority Support	YES	226,052	YES	5,248
Trade Union Representation	YES	39,297	YES	9,603
Schools in Financial Difficulty	YES	120,000	NO	
CLEAPSS	YES	1,870	YES	1,120
Services previously funded through the Education Services Grant	To be determined in January			

11. Consultation and Engagement

- 11.1 The proposals set out in this report were included in the consultation on the proposed school funding arrangements for 2017/18 which went out to all schools. No school responded negatively to the proposals (although the details relating to CLEAPSS and the Education Services Grant changes were not available at the time of the consultation).

12. Appendices

Appendix A – Indicative De-delegations per school for 2017/18

Appendix B – Behaviour Support Service

Appendix C – Ethnic Minority & Traveller Achievement Service

Appendix D – Trade Union Representation Service

Appendix E – CLEAPSS Service

Appendix F – Letter from Trade Unions

5 December 2016

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2017-18

Behaviour Support Service

Outline of Proposed Service 2017/18

The Behaviour Support Team offers experienced, evidence-based advice and support on a wide range of topics. A significant proportion of BST work is supporting class teachers to develop effective behaviour strategies.

Key Features Requested by Primary Heads

3 Heads (volunteered) – main themes:

1. Quick and flexible response to challenging cases in Primary Schools
2. Focus on the more challenging children/families rather than strategies they felt already knew.
3. The desire for strategies/approaches to be modeled/embedded by new team support staff.
4. Information about key people/roles and teams in West Berkshire and how they connect with each other. Vital for new Heads
5. A need for an actual Primary PPP rather than a virtual one.
6. Debate around criteria for levels of acceptable behaviour –maybe some guidance but we agreed this is highly context specific.

A New look Team

1. The Team –
 Darren Suffolk (0.8 Senior EP)
 Andy Cordell (1.0fte Exclusions Officer)
 3 specialist High Level Teaching Assistants
 Access to education welfare and education psychologist advice
2. Rapid Response: capacity to respond rapidly to school concerns. This could relate to children but also whole school situations that arise. Behaviour would be main focus but wouldn't exclude other complex situations.
3. One access point would be a *Generating Solutions* meeting – Darren, new workers, school rep/s and parent/s where possible. 1 hour – clear process and actions. Worker produces 1 side A4 actions sheet on return to office – pretty immediate process. Evidence based success. (It will not be talking and going away which might be an anxiety that people will have). There will be actions and workers can

deliver these where necessary. However, this is not a fixed entry point and flexibility/ pragmatism will be essential.

4. Other access points could come from other services, exclusion alerts. Will likely have weekly allocation/review process initially. There will be some admin considerations.
5. The team will be informed by a set of principles relating to motivation and change. Darren has worked on this extensively. Essentially a very honest analysis of any situation and actually clear suggestions of what people need to do to move it forward. Darren and Andy would take control/ownership of more complex cases and deliver or push for necessary actions.
6. Partners and working relationships: Darren will look to develop the notion of partners. A partner would be someone/ a team with an agreed clear working relationship. Obvious ones are EHA, Oaks, PRU Outreach, EPS, EWS, and ASD support teachers etc. Clarity of processes – flowchart – required for schools.
7. All of the above should be able to link and sit neatly with Local Authority Social Inclusion agenda and restorative themes.
8. A new name and a base at West Street House. They will be out of the office plenty of the time.
9. A high level of supervision and guidance for new people will be needed over the course of the first year. This will pay dividends though.
10. We will seek good data and evaluation of services provided.

What would schools get?

1. Immediate write up and actions – agreed review in cases where necessary.
2. Links in with other support services and help in securing necessary actions
3. More direct support with very complex cases involving wide range of services and bringing this altogether sensibly.
4. Access to support for challenging whole school situations.
5. Direct links into PAR (Pupils at Risk of exclusion mtg), PPP (Pupil Placement Panel & Fair Access process), VCF (Vulnerable Childrens Fund) other relevant systems/services
6. Support from workers where appropriate to help implement/model strategies in school
7. Clear information who's who –links etc –regularly updated.
8. Suggestions and links re potential training needs

Main Losses

1. The main loss will be a dedicated school link. However, given such a small team this is sensible. All schools would be able to access support when needed and I would seek some continuity in terms of worker but not have this as a referral source.
2. There would be a significant loss in training. Although this could be picked up by others and in the future we could build this capacity. Schools may need to buy in bespoke training from outside providers or other services e.g. EPS, PRU outreach.

Proposed Cost of Delivery in 2017/18

The following table summarises the proposed cost of the service for 2017/18. It is based on employing the team members outlined above.

	Total £
Staffing Costs	198,460
Other Costs	6,150
Surplus / Deficit Brought Forward	-10,640
Sub Total	193,970
Support Service Recharges	19,400
Total	213,370

This does not include any income from Academies for the part of the service they are currently receiving. If charged, this will reduce the net cost (by up to £20k) and the charge to maintained schools.

Method of charging in 2017/18

The total net cost of the service will be divided by the total number of pupils recorded in the October 2016 census to arrive at a per pupil amount for charging purposes. Using October 2015 census data to provide an indicative amount, this would equate to £13.38 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.

Darren Suffolk & Cathy Burnham June 2016

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2017-18

Ethnic Minority & Traveller Achievement Service (EMTAS)

Outline of Proposed Service 2017/18

Since April 2012, the EMTAS service has been funded through a de-delegation process as agreed with the Heads Funding Group. Historically the Ethnic Minority Achievement Service (EMA) was provided to West Berkshire Schools through a consortium arrangement hosted through Reading Borough Council and the Gypsy, Roma and Traveller Service (GRT) was through a consortium hosted through Wokingham District Council. The EMA service was brought in house several years ago and the GRT service became a West Berkshire Service in 2009. All of the support for Black Minority Ethnic pupils and Gypsy Roma Traveller pupils is provided by the EMTAS Service.

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

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

This includes:

- Organisation of English language assessments of new arrivals and advanced bilingual speakers;
- Arranging advice and support for individual pupils including those with EaL and SEN and staff
- Arranging support for first language GCSE/AS/A2 papers;
- Arranging in- house school INSET linked to teaching and learning, equality and diversity, promoting British Values and safeguarding against radicalisation;
- LA wide INSET around issues such as the Equality Act 2010 and bespoke support for individual schools where necessary
- Leading training for teachers and teaching assistants on EaL/BME issues.
- Organisation of tailored packages of support to schools meet the needs of ethnic minority pupils, pupils who speak English as an additional language and those from Gypsy, Roma, Traveller heritage.
- Advice and guidance papers to schools.

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

- Carrying out the English language assessments for new arrivals. West Berkshire assessment requests have remained steady at approximately 125 per academic year.
- Providing assessment reports with recommendations and guidance for classroom teachers.
- Tracking the attainment of GRT pupils termly.
- Support and guidance to schools with GRT pupils and managing the GRea121T project which trains teaching assistants to work on short term intensive programmes of learning to enable GRT pupils to narrow the gap in attainment with their peers.

The Pupil Support Officers all work in schools supporting individual and small groups of pupils.

- Support is provided for Polish, German, Portuguese, Bengali, Hindi and a small group of Unaccompanied Asylum Seeking young people.

- 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.
- Support schools with parent meetings and have also enabled Common Assessment Forms/FSM letters to be completed by family members in first languages.
- 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. Work is focused on attendance, admissions, achievement and attainment.

Benefits of Service

Number of EAL assessments completed in the last three years

In the academic year of 2013/14 152 assessments were carried out in 39 primary schools and 4 secondary schools.

In 2014/15 148 assessments were carried out in 43 primary schools and 4 secondary schools.

In 2015/16 the current number of assessments is 90. 29 primaries and 6 secondaries This number will continue to rise during the rest of the term and is likely to be close to previous levels of assessments. The autumn term has continued to have the highest number of referrals than in other terms.

Number of BME children supported by Pupil Support Officers (PSOs)

PSO (Bengali/Hindi)

Bilingual support has been provided in the following schools this year:

Calcot Infants	John Rankin Infant
Victoria Park Nursery	Speenhamland Primary
The Willows	St. John the Evangelist
Robert Sandilands	John Rankin Junior School

Schools have also received assistance with first language assessments, CP cases, Speech and Language, SEND issues and parental interviews in other settings.

PSO (Polish)

19 pupils in the following schools have received Polish PSO support in this academic year.

Theale Green	Mrs Bland's Infant
Westwood Farm Juniors	Aldermaston
Little Heath	The Downs
Speenhamland	Inkpen
St John the Evangelist	John Rankin Junior
John Rankin Infants	St. Finian's
The Willows	Parsons Down Infants
Curridge	

EMTAS has provided support for the following examinations:

GCSE Polish examinations

AS level Polish

A2 Polish

Schools have also received assistance with first language assessments, Speech and Language, EAL coffee mornings, SEND issues and parental interviews in other settings.

PSO (UASC)

1 Primary aged pupil from Afghanistan, 1 secondary aged pupil from Albania, 1 secondary aged pupil from Syria, 2 secondary aged pupils from Afghanistan. EMTAS provides academic and pastoral support in lessons and in tutor time. This PSO also attends Personal Education Planning meetings, liaising with SENCOs, Social Workers, Heads of Year and LACES team. Support has been provided at Park House School, Stockcross Primary and Trinity School.

PSO (Portuguese)

Following the decision to increase the support from EMTAS to include those pupils speaking Portuguese, we were able to appoint a 0.5fte Portuguese speaking PSO who began working in schools in April 2015.

Thatcham Park	The Winchcombe
Spurcroft	Park House
Speenhamland	St. Nicolas

Schools have also received assistance with first language assessments, Education Psychology, Speech and Language, EAL coffee mornings, SEND issues and parental interviews in other settings.

EMTAS has provided support for the following examination: GCSE Portuguese

Summary of PSO work

Total number of schools receiving (or have received) bilingual or UASC PSO input or support: 25

Number of TA funded hours given to schools

2013/14	2014/15	2015/16
910 hours (£7289.10) EAL	930 hours (EaL)	1,100 hours (EAL) £8,811
255 hours (£2042) GRT	165 hours (GRT)	60 hours (GRT) £480.60
	£8,800 in total	Total £9,291.60

Schools in receipt of GReaT 1 to 1 project funding during 2014/15 (hours included in the figures above):

Garland

Number of training sessions (both general and school specific)General courses

2013/14	2014/15	2015/16
New Arrivals with EAL	New Arrivals with EAL	New Arrivals with EAL
SCITT	SCITT	SCITT
GTP	NQT	NQT
Raising attainment EYFS children with EAL	Social Work Academy	Social Work Academy
Equality Act briefings		EAL Co-ordinator's Network meeting

		LSCB GRT training
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School INSET

2013/14	2014/15	2015/16
Denefield EAL- 2 sessions (Teachers/TAs)	The Downs – EaL for teachers working with UASC	The Winchcombe School – EAL all teachers
The Willows - 4 sessions (Teachers/TAs)	Park House – all teachers for EaL support	Garland School Gypsy Roma & Traveller
Kennet Valley – GRT (teachers)	St John's the Evangelist – the culturally inclusive curriculum	Mrs Bland's School Gypsy Roma & Traveller
St. Joseph's - Advanced EAL learners (Teachers/TAs)	Little Heath – all teachers for EaL	John Rankin Jnr and Infants Supporting EaL pupils
Parsons Down Infants (TAs)	Speenhamland – EaL	
Thatcham Park (TAs)	TA CPD Parsons Down I and J Thatcham park	
John Rankin Juniors (TAs)	St Joseph's St John the Evangelist St Nicolas Jun Speenhamland	

Number of families supported by PSO (GRT)

West Berkshire has 101 children who are ascribed as Gypsy, Roma or Traveller. This number has increased from 2014/15 when it was 88. 24 West Berkshire schools have Gypsy, Roma and Traveller pupils on roll.

Approximately 59 families have been supported and work has continued this year 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. Children from Circus families have been supported in accessing education whilst in the LA.

Number of families supported in Early Years settings or Children's Centres/Family Wellbeing Hubs: Approx. 16+

Number of schools supported with GRT pupils

(80 GRT pupils have been supported at some point over the last year. Many of the pupils/schools are receiving ongoing support from EMTAS)

Aldermaston	Sulhamstead and Ufton Nervet
Basildon	Francis Baily
Garland Junior	Thatcham Park
Hermitage	Whitelands Park
Hungerford	The Castle
Kennet Valley	The Willink

Mortimer St Mary's Junior	Yattendon
Mortimer St John's Infants	Kennet
Mrs Bland's Infants	Calcot Infants
John O'Gaunt	Park House
Lambourn	Spurcroft
Engaging Potential	John Rankin Junior
Alternative Curriculum	Brookfields
Hampstead Norreys	Kintbury
Theale Green	The Downs School
Trinity School	Enborne

**Total number of schools receiving (or have received) GRT, bilingual or UASC PSO support:
45 schools**

Pupils who have attended the GRT on-site activities in the holidays

The activity days included children from Old Stocks Farm – residential private GRT site & New Stocks Farm – GRT Transit site. GRT families were engaged in traditional step dancing to Gypsy accordion and fiddle music in collaboration with Hampshire EMTAS staff. Children, parents and grandparents joined in the dancing, playing the whistles and rattles to accompany the music.

Number of pupils attending the Autumn 2015 Michaelmas Fair School

17 pupils attended over the three days ranging in age from 4 to 13 years. They took part in lessons which focused on the core curriculum areas of literacy and numeracy. Feedback from parents and Northcroft Leisure Centre staff was 100% positive.

Number of sessions run by the Learning Bus

11 sessions have been delivered from September 2015 to July 2016 on the Bus of Hope. These have taken place monthly at the Paices Hill Traveller site. These sessions have enabled Children's Centre staff, schools and other agencies to make contact with 'hard to reach' families through working alongside EMTAS. As a result of this work, more families have taken up early years provision and have developed better working relationships with local school staff. This is enabling parents to feel confident in approaching the schools and attending education drop in sessions etc.

Proposed Cost of Delivery in 2017/18

The following table summarises the proposed cost of the service for 2017/18.

	Total
Staffing Costs	£182,010
Project Costs	£3,120
Other (staff expenses/admin)	£28,320
Surplus / Deficit Brought Forward	-£3,150
Sub Total	£210,300
Support Service Recharges	£21,000
Total	£231,300

Method of charging in 2017/18

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 2016 census to arrive at a per pupil amount for charging purposes. Using October 2015 census data to provide an indicative amount, this would equate to £349.68 per pupil. Appendix A of the main report shows the indicative total amount per school.

Other Options which *may* be considered

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

If schools did not support a centrally delivered service to meet the needs of English as an additional language learners/Black Minority Ethnic pupils and those from the Gypsy Roma Traveller community they could expect to have to purchase support on a “pay as you go” basis 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; cultural awareness; 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 2017-18

Trade Union Representation Service

Outline of Proposed Service 2017/18

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

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

Collective Issues

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

This school year has seen an increase in the number of school restructurings accompanied by the risk of redundancy, as school budgets come under increasing pressure. The redundancy procedure is complex and often involves multiple meetings. The

threat of redundancy can quickly undermine morale in a school and often the role of union officers is to reassure and support employees as well as ensuring that correct procedures are followed.

Benefits of Service

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

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

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

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

¹ Includes formal support through appraisal

² Such as Joint Consultative Panel and Education Liaison meetings.

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

Notes

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

Email: number of members supported by an exchange of emails

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

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

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

Hearing: number of members supported at a hearing

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

Proposed Cost of Delivery in 2017/18

The following table summarises the proposed cost of the service for 2017/18, compared to 2015/16 and 2016/17. It is based on engaging a representative from each of the unions:

Union	Actual 2015/16	Estimate 2016/17	Proposed 2017/18
NASUWT	£15,944		
NUT	£15,208		
ATL	£12,645		
NAHT	£3,332		
ASCL	£2,393		
Total Expenditure	£49,522	£48,770	£49,000
Income from other schools	-£6,456	-£2,010	-£5,000
Net Budget	£43,066	£46,760	£44,000
Support Service Recharges			4,900
NET COST	£43,066	£46,760	£48,900

The proposed budget for 2017/18 is based on the same method as 2016/17 and 2015/16 as follows:

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

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

Method of charging in 2017/18

The total cost of the service will be divided by the total number of pupils recorded in the October 2016 census to arrive at a per pupil amount for charging purposes. Using October 2015 census data to provide an indicative amount, this would equate to £3.07 per primary and secondary pupil. Appendix A of the main report shows the indicative total amount per school. Academy and other schools may choose to buy into the service at the same per pupil rate (this would provide funding for additional hours).

Other Options which *may* be considered

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

Currently some academies are using their allocation for trade union facilities time to set up school based consultative arrangements, rather than 'buying in' to local authority

arrangements. This might be the preferred model for all secondary schools in the future with de-delegation and funding of release time for representatives to undertake union duties in another WBC school to be confined to the Primary sector.

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

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2017-18

CLEAPSS Service

Outline of Proposed Service 2017/18

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 independent of West Berkshire Council.

The CLEAPSS subscription includes Radiation Protection Officer (RPO) (including site visit/assessment) and the Radiation Protection Adviser Service (RPA) for secondary schools and academies.

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 risk assessments
- 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 in 2016/17

School	Cost through local authority per pupil	Cost directly per pupil (min 200 pupils/ 350 secondary)	Radiation Protection Advisor	Radiation Protection Officer
Nursery	11.5p	19p	N/A	N/A
Primary	11.5p	19p	N/A	N/A
Secondary	11.5p	25p	£40	£180
Special	11.5p	19p	N/A	N/A
PRU	11.5p	19p	N/A	N/A
Primary Academy	11.5p	19p	N/A	N/A
Secondary Academy	11.5p	25p	£40	£180

In addition, each school is currently charged £15 administration fee.

Method of charging

CLEAPSS set the pricing each year in January/February for the financial year April to March ahead. At present CLEAPSS costs 11.5 pence per pupil and £40 per school for the RPA service. There is an additional charge of £180 per year for the RPO. Only secondary schools need an RPO and RPA service.

The proposal for 2017/18 is to set a rate per pupil of 15 pence per pupil. This will hopefully cover any annual increase plus the administration fee. Academies and other schools can continue to buy in at this rate. 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.

Other Options which *may* be considered

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