

Notice of Meeting

Schools Forum

Monday 19th October 2020 at 5.00pm

This meeting will be held in a virtual format in accordance with The Local Authorities and Police and Crime Panels (Coronavirus) (Flexibility of Local Authority and Police and Crime Panels Meetings) (England and Wales) Regulations 2020 (“the Regulations”)

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Date of despatch of Agenda: Tuesday, 13 October 2020

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

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



Agenda - Schools Forum to be held on Monday, 19 October 2020 (continued)

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

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Sarah Clarke
Head of Legal and Strategic Support

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



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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, 13 JULY 2020

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), Antony Gallagher (Maintained Primary School Headteacher), Keith Harvey (Maintained Primary School Headteacher), Jon Hewitt (Maintained Special School Headteacher), Brian Jenkins (Early Years Private, Voluntary and Independent Provider Representative), Hilary Latimer (Maintained Primary School Headteacher), Councillor Ross Mackinnon (Executive Portfolio Holder: Finance and Economic Development), Maria Morgan (Maintained Nursery School Headteacher), Ian Nichol (Maintained Primary School Governor), Janet Patterson (Maintained Primary School Headteacher), Gemma Piper (Academy School Headteacher) 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 Jessica Bailiss (Policy Officer (Executive Support))

Apologies for inability to attend the meeting: Reverend Mark Bennet, Sheila Loy, Julia Mortimore, Derek People, Chris Prosser, Jayne Steele, Bruce Steiner and Charlotte Wilson

(Graham Spellman in the Chair)

PART I

15 Minutes of previous meeting dated 15th June 2020

The minutes of the meeting held on 15th June 2020 were approved as a true and correct record and signed by the Chairman.

16 Actions arising from previous meetings

The Chairman drew the Schools' Forum's attention to the actions for the last meeting on 15th June 2020. All actions were completed or were in hand apart from action Jun20-Ac1 and he asked Melanie Ellis to provide a report on this action.

Jun20-Ac1 – Melanie Ellis to provide an update on what the capital funding provided to schools in February 2020 should have been used for: In the 2018 budget, the government announced an extra £400 million of capital funding for schools in England for 2018/19. West Berkshire was allocated £655k, allocated across each eligible institution as a lump sum of £3,000 and a variable amount based on a per-pupil amount of £32.10, weighted by the phase of the pupil. The funding was received in February 2019, which had not left a lot of time to spend the allocation before the end of the year. Melanie Ellis explained that there was a lot of detailed guidance, which would be emailed to members of the Schools' Forum.

RESOLVED that Melanie Ellis would email further detailed guidance regarding how capital funding had been used by schools to members of the Forum.

17 Declarations of Interest

There were no declarations of interest received.

18 Schools' Forum Membership and Constitution from September 2020 (Jessica Bailiss)

Jessica Bailiss introduced the report (Agenda Item 5), which aimed to review and where necessary update the Membership and Constitution of the Schools' Forum.

It was reported that the composition of the Forum and number of members representing each sector needs to be broadly proportionate to pupil numbers in the district. Table one on page ten of the report showed a breakdown of pupil numbers compared to 2019 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.

Jessica Bailiss referred to section five of the report and stated that there were also no changes proposed to the constitution at this time however, members were welcome to suggest any changes. The recommendation was for the Schools' Forum to approve the Membership and the Constitution from July 2020 as set out in section two of the report.

Jonathan Chishick proposed that the Constitution and Membership from July 2020 be approved and this was seconded by Ian Nichol. At the vote the motion was carried.

RESOLVED that the Schools' Forum approved the Membership and Constitution from July 2020.

19 Schools in Financial Difficulty Bids: Purley and Beenham (Melanie Ellis)

Ian Pearson introduced the report (Agenda Item 6), which aimed to summarise bids that had been received from Beenham Primary School and Purley CofE Primary School to access funding from the Primary Schools in Financial Difficulty de-delegated fund (SFDF).

Ian Pearson explained that the SFDF was contributed to by maintained primary schools only. The criteria that schools could bid against was set out within the report on page 24. Two schools had submitted a bid to the fund including Beenham and Purley Primary schools. Both schools had presented their bids to a virtual meeting of the Heads Funding Group (HFG) and answered any questions raised by headteachers. Included in the report were summaries of the two bids. Both bids had been assessed as meeting the criteria and had been supported by the HFG.

The bid from Beenham Primary school, if awarded, would allow the school to address a settlement resulting from a long term absence of a member of staff and would also enable the school to get out of deficit by the end of the financial year.

The bid from Purley Primary School related to the long term absence of a member of staff. When this bid had been presented to the HFG there had been support for the case however, it had been noted that a subsequent bid might be submitted by the school later in the year to cover the remaining costs once the matter had been resolved.

Keith Harvey referred to the discussion that had taken place at the HFG regarding the two bids and reported that both bids had been supported.

Catie Colston proposed that the Schools' Forum approve the bids and this was seconded by Hilary Latimer. The Chairman invited the Schools' Forum to vote on each of the bids and at the vote the motion was carried.

RESOLVED that the Schools Forum approved that the bids from Beenham Primary School and Purley CofE Primary School be approved.

20 The impact of Covid19 on West Berkshire Schools (Ian Pearson)

Ian Pearson introduced the report (Agenda Item 7), which reported on the initial intelligence from schools about the financial impact of Covid-19 on school budgets.

The report had been brought to the Schools' Forum following a request from Reverend Mark Bennet and reported on the impact on schools in terms of revenue funding.

Ian Pearson reported that what the report did was set out a little bit of background information and then looked at the areas of lost income and additional expenditure in more detail. The report linked to Government guidance and what the Government would be willing to reimburse schools for and this was detailed under section 5.3. Areas they were not prepared to reimburse schools for were set out in section 5.2 of the report.

Ian Pearson reported that he had carried out a small piece of research with headteachers regarding their views on potential lost income, potential additional costs and potential savings and this was set out in sections 5.4, 5.5 and 5.6 of the report. It was acknowledged that the pandemic was not yet over and therefore Government guidance could potentially change.

Ian Pearson referred to a point that had been raised by schools regarding if what schools could claim for was effected if they had a balance. Ian Pearson explained that the Government had set out that schools that were entering the 2020/21 financial year with a balance, should have that balance protected up to the end of the financial year. However, if the balance was larger at the end of the financial year then the general view seemed to be that the Government would look for some of the additional costs to be met by the school.

There were still issues to be resolved regarding guidance that was being released. Another issue was costs resulting from Covid-19 that fell outside of school budgets for example within the High Needs Block (HNB) and Early Years Block (EYB), both of which were already facing a deficit. Ian Pearson stated that it might be helpful for a one or two reports to be brought to a future meeting of the Forum on these areas.

Catie Colston thanked Ian Pearson for the information and stated that from her understanding it seemed that when looking at money coming and going out it seemed that costs should just about level out. Catie Colston queried what realistic scenario planning could take place to help predict what the position in September might be, for the rest of the financial year. Catie Colston queried if the Council as a whole were able to take a view on this.

In response to Catie Colston's questions, Ian Pearson reported that at the moment the thinking was that all children would be back in to their existing schools in September. It had been thought that schools might need to locate additional accommodation for children to retain smaller groups however, the plan was now for all children to fit back into the original space available. This would avoid some further costs however, there would still likely be increased costs associated with cleaning and this needed to be recognized.

Ian Pearson referred to Catie Colston's query on the Council's view. He stated that in terms of the costs discussed earlier within the report, these were contained within the School's Block and therefore were managed within individual school budgets. There were other costs that could potentially push particular funding blocks further in to deficit and this was a large concern. A cost for the Council included services provided that sat outside the Dedicated Schools' Grant (DSG). The most costly service that the Council provided for schools was home to school transport. This cost the Local Authority around £3 million and Government guidance was still awaited on this area. If it required further vehicles to ensure school bubbles could be retained, accommodated staggered starts, or increased journeys then it was likely that the related cost would be higher and this would

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be a matter for the Local Authority. Ian Pearson explained that although he did not have a definitive answer to the questions there were a whole range of issues that were related to different funding sources. It was important to monitor what was happening and ensure costing was carried out as the situation progressed.

RESOLVED that the Schools' Forum noted the report.

21 **Early Years Block Budget (Avril Allenby)**

Avril Allenby introduced the report (Agenda Item 8), which aimed to update the Schools' Forum on the work of the Early Years Funding Group (EYFG) in preparing a deficit recovery plan for the Early Years DSG block.

Avril Allenby reported that some of the information within the report had been presented to the Schools' Forum previously. The intention had been to bring the initial stages of a deficit recovery plan to the meeting. The Early Years Funding Group (EYFG), which was made up of a range of providers had met for the first time since the beginning of the pandemic on the 6th July and had looked at different scenarios to recover the deficit across three or five years. Robust discussions had taken place and the decision had been taken that further time was required to explore the options available to ensure that the approach was fair and equitable to all types and size of providers. Arrangements around Covid-19 also needed to be considered as part of this process. Therefore an update was only possible at the current time.

Lisa Potts commented that there were a lot of different types of providers to consider as part of this process and a lot of work was taking place behind the scenes.

Catie Colston queried if there were any implications that would be caused from delaying the deficit recovery plan. Avril Allenby confirmed that there would still be a deficit recovery plan in place for the next financial year. It was important to note that the Early Years sector was funded in a different way to schools as many providers also relied on income generation.

Ian Pearson added that there had never been an intention for the deficit recovery plan to commence prior to the end of the current financial year. It was however, important that deficit recovery plans should not be slipped further. Different options would be brought to the next meeting of the Forum and a view would need to be taken on which option was the most viable option. Different options would impact differently upon different providers. A view would also need to be taken on whether the deficit recovery plan should span over three or five years.

Gemma Piper stated she had also intended to raise questions, relating to when the actions for the deficit recovery plan could commence and secondly what time period the recovery plan would span over. She noted that Ian Pearson had covered these points in his previous response. Avril Allenby commented that timescales were already being looked at and it was important that providers were given as long as possible to adapt to any changes and therefore further slippage needed to be avoided.

RESOLVED that the Schools' Forum noted the report and that a deficit recovery report for the Early Years Block would be brought to the next meeting in October 2020.

22 **Trade Union Facilities Time - Annual Report for 2019/20 (Gary Upton)**

Gary Upton introduced the report (Agenda Item 9), which aimed to inform members of the Schools' Forum of the activities of the teacher trade unions.

Gary Upton reported that teacher trade union's time over the past three to four months had been dominated by Covid-19 however, a lot of positives had come out of this and Gary Upton stated that this was reflected within the report. Time had been spent building positive relationships with employers. A sensible and pragmatic approach would be taken

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to working together when reopening schools and he felt that members of the trade unions were very appreciative of this.

Gary Upton reported that there were pieces of casework taking place however he had tried to highlight in the report that casework and consultation was not the only thing that that was carried out by the unions and a lot of focus was given to building relationships to the point where consultation and casework was reduced. He believed that this was the position with many employers and it was an approach that was well received.

Gary Upton reported that through his consultation with members it was apparent that tools such as Zoom were being used to increase engagement with colleagues across West Berkshire. There was a lot of appreciation for the work taking place by the trade union with SLTs and headteacher representative unions.

Gary Upton stressed that the last few months had been incredibly busy with lots of questions being raised however, the transparent approach taken by schools and the Local Authority had been hugely appreciated by the trade unions and its members.

RESOLVED that the Schools' Forum noted the report.

23 Forward Plan

The Chairman drew attention to the Forward Plan on page 39 of the agenda and welcomed any comments. It was noted that the next meeting in October 2020 was likely to be a very full agenda.

RESOLVED that:

- Deficit recovery reports for the Early Years and High Needs Blocks would be brought to the next meeting of the Forum in October 2020.

24 Date of the next meeting

Monday 19th October 2020 at 5pm.

(The meeting commenced at 5.00 pm and closed at 5.45 pm)

CHAIRMAN

Date of Signature

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Agenda Item 4

Actions from previous meeting

Ref No.	Date of meeting(s) raised	Item	Action	Responsible Officer	Comment / Update
Jul20-Ac1	13th July 2020	Actions from previous meeting	Melanie Ellis to email further detailed guidance regarding how capital funding had been used by schools, to members of the Forum.	Melanie Ellis	This information was circulated on 14th July 2020.
Jul20-Ac2	13th July 2020	The impact of Covid19 on West Berkshire	Reports detailing the financial impact of Covid-19 on the High Needs and Early Years Blocks to be brought to the next meeting of the Schools' Forum.	Jane Seymour / Avril Allenby	Information regarding both blocks will be brought as a single report to the Schools' Forum in December 2020.
July20-Ac3	13th July 2020	Forward Plan	Deficit recovery reports for the Early Years and High Needs Blocks to be brought to the next meeting of the Forum in October.	Jane Seymour / Avril Allenby	Both of these reports are scheduled for the meeting of the Forum in October 2020.

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Schools Funding Formula 2021/22

Report being considered by: Schools Forum on 19th October 2020

Report Author: Melanie Ellis

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

1. Purpose of the Report

- 1.1 To set out the requirements and changes for setting the primary and secondary school funding formula for 2021/22 and to approve West Berkshire Council's funding proposals to go out to consultation with all schools.

2. Recommendation

- 2.1 To approve the consultation to be undertaken with all schools before setting the school funding formula for 2021/22.

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

- 3.1 2021/22 is the fourth year of the National Funding Formula (NFF). In light of the need to focus efforts on meeting the challenges of Covid-19, government is not changing local authorities' (LA) role in the distribution of school funding in 2021/22. 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 will put forward its proposals later this year.
- 3.2 For 2021/22, 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 31 January 2021 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>
- 3.4 Provisional 2021/22 local authority allocations were published by the Department for Education (DfE) in July 2020. 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, business rates information, baselines and other local factors.

4. National Funding Formula

4.1 The funding factors used in the 2021/22 national formulae remain the same, with two technical changes which do not require consultation with schools:

- (1) Funding from the teachers' pay grant and the teachers' pension employer contribution grant, including the supplementary fund, has been added to the formula from 2021/22.
- (2) The 2019 update to the Income Deprivation Affecting Children Index (IDACI) has been incorporated so that deprivation funding is based on the latest data.

4.2 School funding is increasing by 4% overall in 2021/22.

- (1) The key factors in the NFF will increase by 3%.
- (2) The minimum per pupil level ensures that every primary school receives at least £4,000 per pupil, and every secondary school at least £5,150 per pupil.
- (3) On top of this, these schools will receive a further £180 and £265 per pupil respectively to cover TPG and TPCG.
- (4) The funding floor is set at 2% meaning, every school will be allocated at least 2% more pupil led funding per pupil compared to its 2020/21 NFF baseline. The free school meals factor will also increase by 2%, as the factor value is now based on an estimate of the actual cost of providing the meals.
- (5) Premises funding will continue to be allocated at a LA level on the basis of actual spend in 2019/20.
- (6) Funding through the sparsity factor will increase in 2021/22, with primary schools attracting up to £45,000 compared to £26,000 previously.
- (7) LAs will continue to set a Minimum Funding Guarantee (MFG) which must be between +0.5% and +2%.
- (8) 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 a further £730m, or 10%, in 2021/22.

- (1) The high needs NFF will ensure that every local authority receives an increase of at least 8% per head of population (funding floor), with a limit on gains of 12% before capping.
- (2) The TPG and TPCG are incorporated within the formula.

4.4 Central schools services funding in 2021/22 is £257m, an increase of 3.8%, to fund the ongoing responsibilities that local authorities continue to have to carry out central functions on behalf of maintained schools and academies.

5. Funding allocation

- 5.1 Based on the October 2019 census data, our formula funding available to allocate totals £113.3m which is an increase of £9.7m (9.4%) from 2019/20. This excludes the growth fund which is allocated separately.
- 5.2 A transfer of funding out of the schools block is allowable in order to support funding requirements in other blocks such as High Needs. This is subject to a maximum of 0.5% and requires approval from the Schools Forum. If approved, this would enable a transfer of up to £566k, leaving £112.8m to be allocated to schools.
- 5.3 The amount of funding we receive will change with the October 2020 census pupil numbers. (Note that the funding will not change as a result of pupil characteristics or an increase to business rates).
- 5.4 West Berkshire Council replicates the NFF as far as possible. However, after funding business rates uplifts, pupil characteristic changes and any transfers of funding, the formula will need to be altered to ensure we remain within the total funding available.
- 5.5 After consultation, it is the LA's decision on how the funding is allocated to schools through the formula factors. There is no requirement to use the NFF rates, or to use all the factors other than the mandatory minimum per pupil funding factor.
- 5.6 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 LA's to agree a plan of action to pay off its deficit. The DfE expects to approach selected authorities to begin discussions during 2020 and expand discussions to other authorities during 2021/22 and subsequent years.

6. Proposals

- 6.1 To approve the 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 2021/22 NFF and that this formula should be used to calculate funding allocations? If not, please let us know your reasons why.

2. Do you agree that, as an exception to following the NFF, the authority should award a lower increase to the primary schools sparsity factor, and allocate the remaining funding across all primary schools?

3. Do you agree that any shortfall in funding is addressed by using Option 1, using reduced AWPU values? If not, please let us know your reasons why.

4. Would you support a transfer of funding of up to 0.5% from the schools block to the High Needs Block? If yes, what percentage would you support?

5. Do you agree with the criteria set to access additional funds outside the school formula? If not, please let us know your reasons why.

6. Do you agree with the services being de-delegated? If you do not agree with any, please let us know your reasons why.

7. Next Steps

7.1 The consultation will last for 3 weeks from 21 October 2020 to 11 November 2020.

8. Conclusion

8.1 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 and to follow the same methodology as last year in the formula setting.

8.2 When the actual allocation is received in December the formula will be allocated according to the principles above with political ratification being made in January 2021.

9. 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 A

Primary and Secondary Schools Revenue Funding 2021/22

Briefing & Consultation Document for Schools October 2020

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 **11th November 2020**.
- 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 2021/22 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 A(i) to A(iii) for individual schools. These are based on DfE data taken from the October 2019 census.
- 1.4 Schools should note that actual funding for 2021/22 will be based on the October 2020 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 2021/22, it remains a Local Authority decision on how the funding is allocated to schools through the formula factors. There is no requirement to stick to the NFF rates, or to use all the factors other than the mandatory minimum per pupil funding factor.

2. Purpose

- 2.1 The purpose of this consultation is to outline and seek views on:

- (1) West Berkshire Council's proposed school funding formula arrangements for 2021/22,
 - (2) The criteria to be used to allocate additional funds and,
 - (3) The proposed services to be de-delegated.
- 2.2 The proposed areas of consultation were agreed by Schools Forum at its meeting of 19 October 2020. The consultation will be open for three weeks from 21 October 2020 to 11 November 2020. The principle consulted on and adopted in previous years, was to mirror as closely as possible to the National Funding Formula (NFF). This has been achieved in West Berkshire which means there is little local change to the national formula for 2021/22.

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 (such as licences, admissions, education welfare).
- 3.2 The Schools Block is only for Primary and Secondary school formula allocations, plus growth funding for new or growing schools (such pupils are not included in the funding allocation as they did not exist in the previous census).
- 3.3 The Schools Block is ring fenced, but up to 0.5% can be transferred to other funding blocks subject to consultation with all schools and Schools' Forum agreement. Secretary of State approval is required for transfers above this limit or where the Schools' Forum has opposed the transfer but the Local Authority wishes to appeal.
- 3.4 2021/22 is the fourth year of the National Funding Formula (NFF). In light of the need to focus efforts on meeting the challenges of Covid-19, government is not changing local authorities' (LA) role in the distribution of school funding in 2021/22. 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 will put forward its proposals later this year.
- 3.5 In 2021/22, 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 21 January 2021 deadline.
- 3.6 Provisional 2021/22 LA allocations were published by the Department for Education (DfE) in July 2020. 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, business rates information, baselines and other local factors.

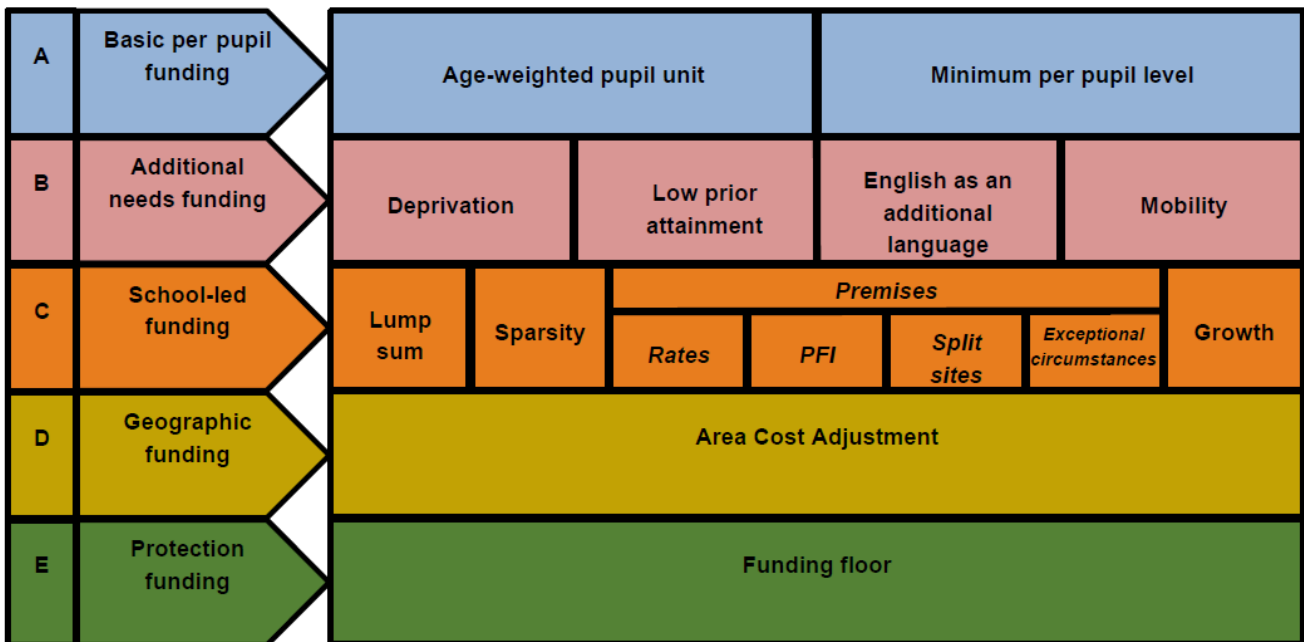
- In December 2020, the funding allocation will be updated for the October 2020 Primary and Secondary pupil numbers to produce the Schools Block DSG allocation.
- A sum for growth funding will be added to give the final DSG total.

4. The National Funding Formula (NFF)

4.1 The basic structure of the NFF is not changing for 2021/22. The funding factors that will be taken into account when calculating schools block DSG funding through the NFF remain the same. Two technical changes have been made which do not require consultation with schools:

- (1) Funding from the teachers’ pay grant (TPG) and the teachers’ pension employer contribution grant (TPCG), including the supplementary fund, has been added to schools’ NFF allocations from 2021/22. The funding has been added to basic per pupil entitlement, to the minimum per pupil funding levels, and to schools’ baselines so that it is protected through the funding floor. This will simplify the allocation of this funding recognising the fact that these grants are part of schools’ core budgets and providing reassurance to schools and local authorities that this funding will continue to be provided.
- (2) The 2019 update to the Income Deprivation Affecting Children Index has been incorporated so that deprivation funding allocated through the formulae is based on the latest data.

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 4% overall in 2021/22. For some local authorities the

factors are uplifted by an area cost adjustment (ACA). For West Berkshire this is 1.0347. The main features of the NFF for 2021/22 are:

- (1) The key factors in the NFF will increase by 3%.
- (2) The minimum per pupil level ensures that every primary school receives at least £4,000 per pupil, and every secondary school at least £5,150 per pupil.
- (3) On top of this, these schools will receive a further £180 and £265 per pupil respectively to cover TPG and TPCG.
- (4) The funding floor is set at 2% meaning, every school will be allocated at least 2% more pupil led funding per pupil compared to its 2020/21 NFF baseline. The free school meals factor will also increase by 2%, as the factor value is now based on an estimate of the actual cost of providing the meals.
- (5) Premises funding will continue to be allocated at a LA level on the basis of actual spend in 2019/20.
- (6) Funding through the sparsity factor will increase in 2021/22, with primary schools attracting up to £45,000 compared to £26,000 previously.
- (7) LAs will continue to set a Minimum Funding Guarantee (MFG) which must be between +0.5% and +2%.
- (8) 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.

4.4 Table 1 sets out the national rates and West Berkshire's cost adjusted rates.

Table 1: Factor	National Rate	WBC National Rate (with ACA)	Final rate	National Rate	WBC National Rate (with ACA)	Final Total funding	Draft Total Funding
	2020/21			2021/22		2020/21	2021/22
Basic per pupil funding							
Primary AWPU	£2,857	£2,956	£2,941	£3,123	£3,231	£38,848,003	£42,677,395
KS3 AWPU	£4,018	£4,157	£4,137	£4,404	£4,557	£24,956,306	£27,490,692
KS4 AWPU	£4,561	£4,719	£4,696	£4,963	£5,135	£16,862,164	£18,440,144
Minimum per pupil							
Primary	£3,750			£4,180			
Secondary	£5,000			£5,415			
Additional needs funding							
Deprivation							
Primary FSM	£450	£466	£466	£460	£476	£4,042,914	£4,172,631
Secondary FSM	£450	£466	£466	£460	£476		
Primary FSM6	£560	£579	£579	£575	£595		
Secondary FSM6	£815	£843	£843	£840	£869		
Primary IDACI A	£600	£621	£621	£620	£642		
Primary IDACI B	£435	£450	£450	£475	£491		
Primary IDACI C	£405	£419	£419	£445	£460		
Primary IDACI D	£375	£388	£388	£410	£424		
Primary IDACI E	£250	£259	£259	£260	£269		
Primary IDACI F	£210	£217	£217	£215	£222		
Secondary IDACI A	£840	£869	£869	£865	£895		
Secondary IDACI B	£625	£647	£647	£680	£704		
Secondary IDACI C	£580	£600	£600	£630	£652		
Secondary IDACI D	£535	£554	£554	£580	£600		
Secondary IDACI E	£405	£419	£419	£415	£429		
Secondary IDACI F	£300	£310	£310	£310	£321		
Low Prior Attainment							
Primary LPA	£1,065	£1,102	£1,102	£1,095	£1,133	£3,879,823	£3,989,004
Secondary LPA	£1,610	£1,666	£1,686	£1,660	£1,718	£3,373,235	£3,436,643
English as an Additional Language							
Primary EAL	£535	£554	£554	£550	£569	£469,603	£482,763
Secondary EAL	£1,440	£1,490	£1,490	£1,485	£1,537	£136,152	£140,404
Mobility							
Primary Mobility	£875	£905	£905	£900	£931	£53,507	£55,035
Secondary Mobility	£1,250	£1,293	£1,293	£1,290	£1,335	£0	£0
School led funding							
Lump Sum							
Primary	£114,400	£118,370	£118,370	£117,800	£121,888	£9,065,145	£9,334,360
Secondary	£114,400	£118,370	£118,370	£117,800	£121,888		
Sparsity							
Primary	£26,000	£26,902	£26,902	£45,000	£46,562	£193,689	£305,230
Secondary	£67,600	£69,946	£69,946	£70,000	£72,429		
Premises							
Primary	18/19 estimate			19/20 estimate		£1,495,196	£1,495,093
Secondary	18/19 estimate			19/20 estimate			
Total Allocation (excluding minimum per pupil funding level and MFG funding total)						£103,375,737	£112,019,394

Factor	WBC Final Total	WBC Draft Total
	2020/21	2021/22
Total Allocation (excluding minimum per pupil funding level and MFG funding total)	£103,375,737	£112,019,394
Additional funding to meet the minimum funding level	£777,576	£1,183,383
Total Allocation including minimum funding adj	£104,153,313	£113,202,777
MFG adjustment	£138,484	£142,330
Post MFG budget	£104,291,797	£113,345,107
Growth fund	£756,100	
Total for Schools Block allocation	£105,047,897	£113,345,107
Transfer to High Needs Block	£263,285	
DSG Schools Block	£105,311,182	£113,345,107

4.5 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 2020 pupil numbers.
- (2) The final allocation will **not** reflect any changes in pupil characteristics (such as deprivation and prior attainment).
- (3) Actual business rates used in the local formula may be greater than the amount allocated through the DSG formula allocation.
- (4) Funding requirements in other blocks such as high needs, which require approval of a transfer of funding out of the schools block (subject to a maximum of 0.5%), would reduce funding available if approved.

5. Local formula – sparsity increase

5.1 One of the most significant changes to the 2021/22 NFF is to the sparsity factor for primary schools. The DfE has improved support under the NFF for small and remote schools by increasing the maximum sparsity value from £26,000 to £45,000 for primary schools, and from £67,600 to £70,000 for secondary schools. This is an optional factor. Schools that are eligible for sparsity funding must meet two criteria:

- they are located in areas where pupils would have to travel a significant distance to an alternative should the school close,
- they are small schools.

5.2 For pupils for whom the school is their closest compatible school, the factor measures the distance (as the crow flies) from their home to their second nearest compatible school, and the mean distance for all pupils is then calculated. As the pupil population changes each year, it is possible for a school to be eligible for sparsity funding in one year but not in the next. The eligibility criteria for sparsity funding are as follows:

School phase	Maximum average number of pupils per year group	Minimum average distance to 2nd nearest compatible school
Primary	21.4	2 miles
Secondary	120	3 miles

5.3 Applying the NFF values for 2021/22 results in sparsity funding for

- Beedon
- Shefford
- The Ilsleys
- Welford and Wickham
- Yattendon
- John O'Gaunt

These are the same schools as last year.

5.4 Brightwalton also receives sparsity, but not automatically as part of the formula. It is awarded separately as a result of a disapplication to the DfE due to Chaddleworth being not used as a school.

5.5 As a result of the large increase in sparsity for primary schools effectively being funded from all schools formula allocations, we have modelled the impact of increasing the primary sparsity from £26k to £35k instead of the full £45k, and using the surplus to fund an increase the primary AWPU. No change to secondary sparsity is proposed. The results are shown in **Appendix Aiii**).

5.6 If this change is adopted it would be a step away from the NFF and may result in larger increases in sparsity funding when the NFF becomes mandatory.

6. Local formula – allocation of surplus or shortfall in funding

6.1 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 from rates changes or a block transfer. (Note: the same methodology would apply to any surplus). The options are outlined below:

- (1) Reducing the AWPU values. This would restrict the gains of all schools, although would result in additional MFG and MMPF to protect some schools.
- (2) Applying a 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) A combination of (1) and (2).
- (4) Reducing the MFG from 2% to 0.5%. This would generate up to £57k but impacts the lower funded schools the most.
- (5) Reducing the additional needs factors. This would impact those schools with pupils that require extra support.
- (6) Reducing the lump sum. This detrimentally affects small schools due to the amount of funding they are able to generate through pupil led factors.

Or a combination of any of these changes.

6.2 The authority has modelled Options 1 to 4 to determine the impact on individual school budgets. Options 5 and 6 above have not been taken any further. We

have assumed a requirement to reduce the funding available to schools by £50k in the modelling.

- (1) Reduction to AWPU. In order to generate £50k, the AWPU would need to be reduced by 0.1% as per the table:

AWPU	NFF with ACA	0.1% lower
Primary	£3,231.30	£3,228.49
KS3	£4,556.72	£4,552.76
KS4	£5,135.10	£5,130.63

- (2) Cap on Gains. In order to generate £50k, a cap on gains above 4% would be required, scaled so this applies to only 25% of gains.
- (3) A combination of (1) and (2), requiring a cap on gains above 8% (scaled 25%) and a reduction in AWPU of 0.05%.
- (4) A reduction in the MFG from 2% to 0.75% would generate £50k.

6.3 The schools impacted by this would be as follows:

Modelling options	1	2	3	4
	AWPU	CAP	AWPU/CAP	MFG
Number of schools				
No impact	26	49	26	68
up to £1000	42	18	39	0
£1000 to £2000	3	2	1	2
£2000 to £3000	0	2	5	2
£3000 to £5000	4	2	4	3
£5000 to £7000	2	1	2	0
£7000 to £10000	0	3	0	1
£22,000	0	0	0	1
Total	77	77	77	77

- 6.4 Options 1 and 3 result in no one being impacted over £7k. Option 1 is recommended, as from analysis of the schools impacted in Option 3, several are very small schools which would be most severely affected by the cap.
- 6.5 **Appendix Ai)** shows the 2020/21 allocations per school and the initial 2021/22 allocation, before allocating any shortfall.
- 6.6 **Appendix Aii)** shows the different options for allocating any funding shortfall.
- 6.7 **In consultation with the Heads Funding Group, it is recommended to use Option 1, a reduction to the AWPU of 0.087%. This option protects 26 schools from any reduction in funding, and provides the most even distribution across the remaining schools.**
- 6.8 The model assumes no change in pupil numbers. Actual individual school allocations will be dependent on the October 2020 census data.

7. Additional Funds Outside the School Formula

7.1 School funding regulations allow for a few exceptional circumstances to be funded outside the formula and be top sliced from the DSG.

(a) Growth Funding

Growth funding is within the Local Authorities' Schools Block DSG allocations. For 2021/22, as in previous years, growth funding will be allocated to Local Authorities based on the growth in pupil numbers between the October 2019 and October 2020 censuses. LA's retain responsibility for determining the funding distribution locally, albeit within tight regulations.

Our proposed arrangements are based on growth in pupil numbers between the October 2019 and October 2020 census. The growth fund can only be used to:

- (i) Support growth in pre-16 pupil numbers to meet basic need
- (ii) Support additional classes needed to meet the infant class size regulation
- (iii) Meet the costs of new schools.

Local Authorities are responsible for funding these growth needs for all schools in their area, for new and existing maintained schools and academies. Schools should be funded on the same criteria.

The costs of new schools will include lead-in costs, post start-up costs and diseconomy of scale costs.

The growth fund must not be used to support schools in financial difficulty or general growth due to popularity.

Local Authorities should report any unspent growth funding remaining at year end to the schools forum. Funding may be carried forward to the following funding period, as with any other centrally retained budget, and Local Authorities can choose to use it specifically for growth.

- (b) Funding for schools in financial difficulty where a school phase has agreed to de-delegate this funding (primary phase only in West Berkshire).
- (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 which cannot be reflected adequately in their formula funding. This has to be determined by a formulaic method.
- (d) A falling rolls fund, where a school has surplus places and faces a funding shortfall but an increase in pupils in the near future is expected. In 2018/19 the Schools Forum agreed to cease the Falling Rolls fund because only one school in four years had qualified for a payment.

7.2 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.

8. De-delegations and Education Functions 2021/22 (maintained schools)

8.1 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.

8.2 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

8.3 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 only, 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
 - Health and Safety (basic support)

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

8.4 The primary schools in financial difficulty fund was topped up by £19k to £200k as part of the 2020/21 budget process. Bids amounting to £27,500 have been approved in 2020/21 so far. The de-delegation of this service in 2021/22 would require the fund to be topped up to the previously agreed level of £200k.

8.5 Information about these services is reported to the Schools' Forum on an annual basis. The final decision on each de-delegation will be made by the relevant Schools' Forum Members for each phase on 19th January 2021. Schools may wish to contact their Schools' Forum representative direct to express their view, or respond as part of this consultation.

9. Consultation Proposals

1. Do you agree that, subject to final affordability, West Berkshire should mirror the DfE's 2021/22 NFF and that this formula should be used to calculate funding allocations? If not, please let us know your reasons why.

2. Do you agree that, as an exception to following the NFF, the authority should award a lower increase to the primary schools sparsity factor, and allocate the remaining funding across all primary schools?

3. Do you agree that any shortfall in funding is addressed by using Option 1, reduced AWPU values? If not, please let us know your reasons why.

4. Would you support a transfer of funding of up to 0.5% from the schools block to the High Needs Block? If yes, what percentage would you support?

5. Do you agree with the criteria set to access additional funds outside the school formula? If not, please let us know your reasons why.

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

10. Timetable for 2021/22 budget setting

Date	Who	Item
20.7.20	DfE	Operational guidance published
July to Sept 2020	DfE	NFF illustrative allocations published and APT issued
Sept 2020	LA	Modelling of new primary & secondary school formula (once received national formula rates from ESFA)
6.10.20	HFG	Approve consultation proposals
tbc		School Admin (finance staff) briefing
19.10.20	SF	Approve consultation proposals
21.10.20	Schools	School funding formula consultation with schools.
Nov 2020	LA	High needs and Early years initial budget proposals worked on by officers
24.11.20	HFG	Review school formula consultation responses and make recommendation to Schools' Forum. Review high needs budget proposals.
7.12.20	SF	Review central schools, high needs, and early years' budget proposals.
Mid Dec 2020	DfE	DSG funding allocations and APT issued with updated census data
Mid Dec 2020	LA	Updating by officers of formula and the funding rates in light of actual DSG funding
13.1.21	HFG	Review final proposals and make recommendation to Schools' Forum. Review budget proposals for central schools, high needs, and early years in light of funding announcement.
25.1.21	SF	Review HFG recommendations, final calculations and final formula. Review budget proposals for central schools, high needs, and early years. Agree budget strategy and determine any further work.
By 31.1.21	Political ratification	Approval of School Formula
31.1.21	LA	Deadline for submission of final APT to ESFA
31.1.21 to 18.2.21	LA	Finalisation by officers of central schools, high needs, and early year's budget proposals.
28.2.21	LA	Statutory deadline for providing primary and secondary maintained schools with funding allocation
8.3.21	SF	Agree final budgets.

2021/22 School Formula Allocations

APPENDIX Aiii): modelled formula impact 2021/22		2021/22 INITIAL ALLOCATION WITH FULL SPARSITY		2021/22 INITIAL ALLOCATION WITH £35k LIMIT ON PRIMARY SPARSITY		
School Name	Phase	Indicative allocation	Sparsity element included	Indicative allocation	Sparsity element included	Difference
Aldermaston C.E. Primary School	Primary	£707,327		£708,515		£1,188
Basildon C.E. Primary School	Primary	£682,377		£683,605		£1,228
Beedon C.E. (Controlled) Primary School	Primary	£351,643	£46,560	£340,476	£35,000	-£11,167
Beenham Primary School	Primary	£343,812		£343,812		£0
Birch Copse Primary School	Primary	£1,784,664		£1,784,664		£0
Bradfield C.E. Primary School	Primary	£702,794		£704,070		£1,276
Brightwalton C.E. Aided Primary School	Primary	£456,302		£456,302		£0
Brimpton C.E. Primary School	Primary	£336,971		£336,971		£0
Bucklebury C.E. Primary School	Primary	£570,247		£571,194		£947
Burghfield St Mary's C.E. Primary School	Primary	£889,048		£889,436		£388
Calcot Infant School and Nursery	Primary	£922,518		£924,107		£1,589
Calcot Junior School	Primary	£1,237,019		£1,239,258		£2,239
Chaddleworth St Andrew's C.E. Primary School	Primary	£255,000		£255,000		£0
Chieveley Primary School	Primary	£870,087		£870,087		£0
Cold Ash St Mark's CE Primary School	Primary	£781,678		£781,678		£0
Compton C.E. Primary School	Primary	£859,074		£860,631		£1,557
Curridge Primary School	Primary	£483,475		£484,294		£819
Denefield School	Secondary	£5,345,090		£5,345,090		£0
Downsway Primary School	Primary	£925,864		£927,582		£1,718
Enborne C.E. Primary School	Primary	£378,105		£378,105		£0
Engfield C.E. Primary School	Primary	£468,984		£469,762		£779
Falkland Primary School	Primary	£1,922,535		£1,922,535		£0
Fir Tree Primary School and Nursery	Primary	£843,423		£844,844		£1,421
Francis Baily Primary School	Primary	£2,436,345		£2,436,345		£0
Garland Junior School	Primary	£992,552		£994,326		£1,774
Hampstead Norreys C.E. Primary School	Primary	£464,702		£465,416		£714
Hermitage Primary School	Primary	£790,324		£791,777		£1,453
Highwood Copse Primary School	Primary	£135,124		£135,265		£140
Hungerford Primary School	Primary	£1,534,100		£1,534,100		£0
Inkpen Primary School	Primary	£366,508		£367,038		£530
John O'gaunt School	Secondary	£2,373,702	£72,427	£2,373,702	£72,427	£0
John Rankin Infant and Nursery School	Primary	£1,080,953		£1,080,953		£0
John Rankin Junior School	Primary	£1,491,573		£1,491,573		£0
Kennet School	Secondary	£8,187,957		£8,187,957		£0
Kennet Valley Primary School	Primary	£933,319		£934,900		£1,581
Kintbury St Mary's C.E. Primary School	Primary	£732,254		£733,531		£1,276
Lambourn CofE Primary School	Primary	£822,765		£824,186		£1,421
Little Heath School	Secondary	£7,148,632		£7,148,632		£0
Long Lane Primary School	Primary	£926,039		£927,756		£1,718
Mortimer St John's C.E. Infant School	Primary	£757,755		£759,119		£1,364
Mortimer St Mary's C.E. Junior School	Primary	£896,003		£897,705		£1,702
Mrs Bland's Infant School	Primary	£819,888		£821,284		£1,397
Pangbourne Primary School	Primary	£869,153		£870,726		£1,573
Park House School	Secondary	£5,020,857		£5,020,857		£0
Parsons Down Infant School	Primary	£651,684		£652,767		£1,084
Parsons Down Junior School	Primary	£1,150,854		£1,150,854		£0
Purley CofE Primary School	Primary	£516,761		£517,587		£827
Robert Sandilands Primary School	Primary	£1,072,897		£1,072,897		£0
Shaw-cum-Donnington C.E. Primary School	Primary	£455,277		£455,277		£0
Shefford C.E. Primary School	Primary	£342,401	£46,560	£331,194	£35,000	-£11,207
Speenhamland School	Primary	£1,371,179		£1,373,675		£2,496
Springfield Primary School	Primary	£1,279,779		£1,279,779		£0
Spurcroft Primary School	Primary	£1,928,151		£1,928,151		£0
St Bartholomew's School	Secondary	£7,273,479		£7,273,479		£0
St Finian's Catholic Primary School	Primary	£807,866		£809,358		£1,493
St John the Evangelist C.E. Nursery	Primary	£796,703		£798,148		£1,445
St Joseph's Catholic Primary School	Primary	£966,399		£968,093		£1,693
St Nicolas C.E. Junior School	Primary	£1,076,866		£1,076,866		£0
St Paul's Catholic Primary School	Primary	£1,305,018		£1,305,018		£0
Stockcross C.E. School	Primary	£489,650		£490,477		£827
Streatley C.E. Voluntary Controlled School	Primary	£477,985		£477,985		£0
Sulhamstead and Ufton Nerve School	Primary	£490,103		£490,914		£811
Thatcham Park CofE Primary School	Primary	£1,500,245		£1,503,046		£2,801
The Downs School	Secondary	£5,193,356		£5,193,356		£0
The Ilsleys Primary School	Primary	£409,488	£46,560	£398,466	£35,000	-£11,023
The Willink School	Secondary	£5,260,574		£5,260,574		£0
The Willows Primary School	Primary	£1,723,297		£1,726,218		£2,921
The Wincombe School	Primary	£1,921,185		£1,921,185		£0
Theale C.E. Primary School	Primary	£1,331,458		£1,331,458		£0
Theale Green School	Secondary	£2,579,280		£2,579,280		£0
Trinity School	Secondary	£5,302,629		£5,302,629		£0
Welford and Wickham C.E. Primary School	Primary	£534,726	£46,560	£523,952	£35,000	-£10,774
Westwood Farm Infant School	Primary	£801,933		£803,353		£1,421
Westwood Farm Junior School	Primary	£1,032,992		£1,034,902		£1,910
Whitelands Park Primary School	Primary	£1,445,501		£1,448,237		£2,737
Woolhampton C.E. Primary School	Primary	£458,899		£459,646		£746
Yattendon C.E. Primary School	Primary	£497,947	£46,560	£487,117	£35,000	-£10,830
Primary Total		£59,659,549		£59,659,549		
Secondary Total		£53,685,557		£53,685,557		
Total all Schools		£113,345,106	£305,230	£113,345,105	£247,427	£0

Appendix B

West Berkshire Council Schools Growth Fund Criteria 2021/22

1. Background

- 1.1 Growth funding is within the Local Authorities' Schools Block DSG allocations. For 2021/22 growth funding will be allocated to Local Authorities using the same methodology as in 2020/21 ie based on the growth in pupil numbers between the October 2019 and the October 2020 censuses.
- 1.2 The purpose of the growth fund is to support maintained schools and Academies. The growth fund can only be used to:
 - Support growth in pre 16 pupil numbers to meet basic need
 - Support additional classes needed to meet the infant class size regulations
 - Meet the cost of new schools
- 1.3 The growth fund must not be used to support:
 - Schools in financial difficulty
 - General growth due to popularity
- 1.4 As it is within the schools block, a movement of funding from the schools formula into the growth fund would not be treated as a transfer between blocks. The schools forum still needs to be consulted on the total growth fund. The schools forum must also be consulted on the total size of the growth fund and criteria, from each phase, and should receive regular updates on the use of the funding.
- 1.5 Local authorities should report any unspent growth funding remaining at the year end to the schools forum. Funding may be carried forward to the following funding period, as with any other centrally retained budget, and local authorities can choose to use it specifically for growth. Any over spent growth funding will form part of the overall DSG surplus or deficit balance.
- 1.6 Local authorities are responsible for funding these growth needs for all schools in their area, for new and existing maintained schools and academies. Local authorities should fund all schools on the same criteria.
- 1.7 Local authorities are required to provide on a transparent and consistent basis the criteria on which any growth funding is to be allocated. The criteria should both set out the circumstances and have clear objective trigger points for a school to qualify for payment and provide a clear formula for calculating the sum to be paid. The proposed criteria and funding for 2021/22 is set out below.

2. Growth Fund Criteria

2.1 New School

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

Funding will be actual cost of staff appointed and in post prior to the opening of the new school up to a maximum of £80,000, plus a fixed one-off lump sum of £26,000 for all other purchases necessary before the school opens.

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

2.2 Extending Age Range (including new schools)

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

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

2.3 Provision of an Extra Class

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

Funding will be total Basic Needs Entitlement per additional pupil in the new class up to a maximum of £66,000 per class (approx. 20 pupils in primary, 12 pupils in secondary) pro rata for the remainder of the financial year. £66,000 will pay for a full time teacher at mid scale, a term time only Teaching Assistant, and approximately £9,000 for other costs. (Where growth funding is payable to academies, the increase will be funded for the period from the additional September intake through until the following August).

2.4 Increase in Pupil Admission Number (PAN)

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

Funding will be 50% of the Basic Needs Entitlement per additional pupil up to a maximum of £33,000 (approx. 20 pupils in primary, 12 pupils in secondary) pro rata for the remainder of the financial year.

2.5 KS1 Classes (infant class size)

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

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

Funding will be a fixed sum of £66,000 for each new class (to pay for a mid scale teacher plus a teaching assistant and approximately £9,000 towards other costs), pro rata for the remainder of the financial year.

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

3. Funding

- 3.1 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 who will make payment following approval by the Head of Education if he is satisfied that the criteria are met. All approvals will be reported to Schools' Forum.

Examples of Infant Class Size Additional In-Year Funding

Example 1

	October 2019 Census	October 2020 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 2019 Census	October 2020 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 2019 Census	October 2020 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 2019 Census	October 2020 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 2021.

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Appendix C

West Berkshire Council Schools

Primary Schools in Financial Difficulty Fund Criteria 2021/22

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

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

1. The school has sought and followed the advice of the Schools' Accountancy Service **prior** to going into deficit
2. The school has (up to) a five year robust deficit recovery plan in place which has been discussed with and verified by the Schools' Accountancy Service.
3. The school has experienced one of the following exceptional unforeseen circumstances which has taken the school into deficit:

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

3. **Additional Criteria**

- Schools not currently in deficit but required to restructure to avoid going into deficit, may also make a bid for reimbursement towards their one-off redundancy costs.
- 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 2021/22

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).	
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:

What plans are in place/being considered to address the deficit?
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 of how this has been calculated e.g. cost of the redundancy or the posts to be maintained and in which financial years

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

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				
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
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 budget	Revised budget based on forecast and updated information/plans			
	STATE PERIOD					
	2021/22	2021/22	2022/23	2023/24	2024/25	2025/26
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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West Berkshire Council Schools Additional High Needs Fund Criteria 2021/22

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 2021 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 2021/22. Schools will receive £6,000 per 1.0 high needs pupils they have on roll *above this average number*. Note that funding may be a proportion of £6,000 if the calculation is less than 1.0.
- 2.5 The amount of funding to be set aside for this purpose in the high needs budget will be £100,000.

Cost Centre	SCHOOL	Relevant Data			Average No. of Pupils Formula Funded	Indicative Funding	
		Total Pre 16 Pupil No.s (Oct 2019 Census) less RU Pupils	Mainstream Pre 16 Pupil No.s Receiving Top Ups January 2020	Notional SEN Budget 2020/21		High Needs Pupils Above Average (un rounded)	Indicative Add'l Funding
	Primary				2.36%	1% above LA avg	£6,000
	Secondary				2.42%	1% above LA avg	
91000	Aldermaston Church of England Primary School	148	2	41,381	3.49	0.00	0
91100	Basildon Church of England Primary School	153	1	42,150	3.60	0.00	0
91300	Beedon Church of England Controlled Primary School	49	2	12,789	1.15	0.85	5,075
91400	Beenham Primary School	56	1	14,351	1.32	0.00	0
91200	Birch Copse Primary School	421	4	79,898	9.92	0.00	0
91500	Bradfield Church of England Primary School	159	4	47,557	3.74	0.26	1,531
91600	Brightwalton Church of England Aided Primary School	88	1	20,415	2.07	0.00	0
91700	Brimpton Church of England Primary School	52	0	15,991	1.22	0.00	0
91800	Bucklebury Church of England Primary School	118	1	33,556	2.78	0.00	0
91900	Burghfield St. Mary's Church of England Primary School	209	4	55,592	4.92	0.00	0
92000	Calcot Infant School & Nursery	198	4	67,534	4.66	0.00	0
92100	Calcot Junior School	279	2	75,128	6.57	0.00	0
95600	Chaddleworth St. Andrew's C of E Primary School	30	0	15,811	0.71	0.00	0
92400	Chieveley Primary School	201	1	40,154	4.73	0.00	0
95900	Cold Ash St. Mark's Church of England Primary School	183	2	34,046	4.31	0.00	0
92200	Compton Church of England Primary School	194	3	57,928	4.57	0.00	0
92300	Curridge Primary School	102	0	16,652	2.40	0.00	0
92500	Downsway Primary School	214	3	60,898	5.04	0.00	0
92800	Enborne Church of England Primary School	70	0	21,856	1.65	0.00	0
92900	Englefield Church of England Primary School	97	3	20,556	2.28	0.72	4,292
93000	Falkland Primary School	453	4	123,497	10.67	0.00	0
93100	Fir Tree Primary School & Nursery	177	5	67,669	4.17	0.83	4,987
93200	Francis Baily Primary School	581	10	159,732	13.68	0.00	0
93400	Garland Junior School	221	2	62,326	5.21	0.00	0
93500	Hampstead Noreys Church of England Primary School	89	2	34,931	2.10	0.00	0
93600	Hermitage Primary School	181	3	44,018	4.26	0.00	0
	Highwood Copse Primary School	18	0	0	0.41	0.00	0
93700	Hungerford Primary School	357	4	96,738	8.41	0.00	0
92700	The Ilsleys' Primary School	67	0	13,672	1.58	0.00	0
93800	Inkpen Primary School	66	1	18,910	1.55	0.00	0
93900	John Rankin Infant & Nursery School	254	3	63,373	5.98	0.00	0
94000	John Rankin Junior School	351	6	120,282	8.27	0.00	0
94100	Kennet Valley Primary School	197	3	80,402	4.64	0.00	0
94200	Kintbury St. Mary's Church of England Primary School	159	3	45,425	3.74	0.00	0
94300	Lambourn Church of England Primary School	177	3	75,119	4.17	0.00	0
94400	Long Lane Primary School	214	2	63,841	5.04	0.00	0
95800	Mortimer St. John's Church of England Infant School	170	0	52,318	4.00	0.00	0
97500	Mortimer St. Mary's Church of England Junior School	212	4	64,522	4.99	0.00	0
94500	Mrs. Bland's Infant & Nursery School	174	0	46,223	4.10	0.00	0
94600	Pangbourne Primary School	196	2	45,111	4.62	0.00	0
94700	Parsons Down Infant School	135	1	43,329	3.18	0.00	0
94800	Parsons Down Junior School	268	8	80,443	6.31	1.69	10,127
94900	Purley Church of England Infants School	103	1	31,528	2.43	0.00	0
95000	Robert Sandilands Primary School & Nursery	238	3	86,077	5.61	0.00	0
95100	Shaw-cum-Donnington Church of England Primary School	80	1	25,553	1.88	0.00	0
95200	Shefford Church of England Primary School	44	2	17,631	1.04	0.96	5,782
95300	Speenhamland Primary School	311	4	127,088	7.32	0.00	0
95400	Springfield Primary School	300	7	75,074	7.07	0.00	0
95500	Spurcroft Primary School	446	4	140,794	10.50	0.00	0
95700	St. Finian's Catholic Primary School	186	2	65,642	4.38	0.00	0
97700	St. John the Evangelist Infant & Nursery School	180	2	45,004	4.24	0.00	0
97800	St. Joseph's Catholic Primary School	211	1	82,833	4.97	0.00	0
96200	St. Nicolas Church of England Junior School	256	1	66,783	6.03	0.00	0
96100	St. Pauls Catholic Primary School	311	1	91,389	7.32	0.00	0
96300	Stockcross Church of England Primary School	103	0	25,076	2.43	0.00	0
96400	Streatley Church of England VC Primary School	99	1	17,933	2.33	0.00	0
96500	Sulhamstead and Ufton Nerve C of E VA Primary School	101	2	30,013	2.38	0.00	0
99700	Thatcham Park Church of England Primary School	349	7	123,893	8.22	0.00	0
96600	Theale Church of England Primary School	312	4	57,961	7.35	0.00	0
96700	Welford and Wickham Church of England Primary School	98	1	25,331	2.31	0.00	0
96800	Westwood Farm Infant School	177	0	49,617	4.17	0.00	0
96900	Westwood Farm Junior School	238	5	69,788	5.61	0.00	0
97000	Whitelands Park Primary School	341	10	102,482	8.03	1.97	11,811
98700	The Willows Primary School	364	6	165,560	8.57	0.00	0
99400	The Winchcombe School	438	10	133,700	10.32	0.00	0
97300	Woolhampton Church of England Primary School	93	0	23,350	2.19	0.00	0
97400	Yattendon Church of England Primary School	91	0	23,595	2.14	0.00	0
98900	Denefield School	973	11	298,072	23.58	0.00	0
98800	The Downs School	954	14	283,359	23.12	0.00	0
99000	John O'Gaunt Community Technology College	381	6	234,836	9.23	0.00	0
99100	Kennet School	1,484	15	569,278	35.97	0.00	0
99200	Little Heath School	1,282	17	395,486	31.07	0.00	0
99300	Park House School	905	16	355,991	21.93	0.00	0
99800	St. Bartholomew's School	1,332	16	323,212	32.28	0.00	0
99500	Theale Green Community School	439	4	167,430	10.64	0.00	0
99900	Trinity School & Performing Arts College	923	18	452,875	22.37	0.00	0
99600	The Willink School	951	20	292,696	23.05	0.00	0
	PRIMARY TOTAL	13,208	179		311	7	43,605
	SECONDARY TOTAL	9,624	137		233	0	0
	TOTAL ALL SCHOOLS	22,832	316		544	7	43,605

Budgets and Criteria for Additional Funds 2021/22

Report being considered by: Schools Forum on 19th October 2020

Report Author: Melanie Ellis, Ian Pearson

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

1. Purpose of the Report

To set out the proposed budgets for additional funds for 2021/22 and to agree the criteria for accessing these funds to go out to consultation with all schools.

2. Recommendation(s)

2.1 Agree the proposed budgets for additional funds for 2021/22.

2.2 Agree the criteria for additional funds to go out to consultation with all schools.

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

3.1 School funding regulations allow for a few exceptional circumstances to be funded outside the formula and be top sliced from the DSG.

(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.

3.2 For each fund the Schools' Forum need to agree clear criteria setting out the circumstances in which payments could be made. These should provide a transparent and consistent basis (with differences permitted between phases) for the allocation of the funding.

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

4. Proposals

4.1 To agree the budget for each fund. Previous year’s budgets and actual are shown in Table 1.

TABLE 1	Growth Fund	Primary Schools in Financial difficulty	Additional High Needs Funding
2017/18 Budget Set	162,000	119,980	100,000
2017/18 Actual Spend	126,287	55,551	100,972
2018/19 Budget Set	280,710	379,120	100,000
2018/19 Actual Spend	87,500	127,073	83,609
2019/20 Budget Set	655,800	252,047	100,000
2019/20 Actual Spend	183,048	70,880	68,001
2020/21 Budget Set	756,100	200,000	100,000

(a) Growth funding is within local authorities’ schools block DSG allocations. It is calculated based on the growth in pupil numbers between the October 2019 and October 2020 census. The 2020/21 growth fund allocation for WBC was £756k, which included funding for the new primary school Highwood Copse which was expected to open in September 2020. We have not yet received the 2021/22 allocation. The recommendation within this report is to set the growth fund budget for 2021/22 at the level awarded by the DfE. Any over or under spend at year end would form part of the DSG balances.

(b) The primary schools in financial difficulty fund was topped up by £19k to £200k for 2020/21 budget purposes. Bids amounting to £27,500 have been approved in 2020/21 so far, therefore a decision needs to be made to de-delegate this service in 2020/21, in order to top up the fund to £200k.

(c) It is apparent that the number of schools with a disproportionate number of high needs pupils is continuing to grow, and funding needs to be set aside from the high needs block at the current level of spend, in order to fund those schools qualifying. It is proposed that this remains at £100k.

4.2 To agree the proposed criteria for the Growth Fund, Financial Difficulty Fund and Additional High Needs Fund in order for them to go out to consultation with Schools. The criteria for each fund are included in appendices B, C and D to the Schools Funding Consultation.

Scheme for Financing Schools

Report being considered by:	Schools Forum on 19 th October 2020		
Report Author:	Melanie Ellis		
Item for:	Decision	By:	All Maintained schools representatives

1. Purpose of the Report

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

2. Recommendation

- 2.1 That the updated Scheme for Financing Schools goes out to consultation for three weeks from 21 October to 11 November 2020 and that the updated Scheme is in place from 1 April 2021.

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 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 12 was published on 1 April 2020 and updated on 5 August 2020 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 a number of changes are proposed. The proposed Scheme for Financing Schools (2020) is attached to this document, along with a guide to changes that have been made.

4. Consultation

- 4.1 A three week consultation with maintained schools will be undertaken between 21 October and 11 November 2020.

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Appendix A

Changes to The Scheme for Financing Schools 2020/21

Issue 11 of statutory guidance given by the Secretary of State pursuant to s.48(4) and paragraph 2A(2) of Schedule 14 to the School Standards and Framework Act 1998, [School Standards and Framework Act 1998](#).

Paragraph 1.1: The Funding framework: main features

- Minor change - changed to “current funding framework”.

Paragraph 2.4: School Resource Management

- Minor change - removed “taking into account the purchasing, tendering and contracting requirements.”

Paragraph 2.10: Purchasing, tendering and contracting requirements

- Minor change - changed to “For the purposes of the procurement directives schools are viewed as discrete contracting authorities”

Paragraph 10.1: Insurance cover

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

Paragraph 11.3: Governors allowances

- Minor change - changed from “expenses” to “Governors’ Allowances”
- Presentational change - added “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.
- Presentational change - added “Schools with delegated budgets”

Paragraph 13.8: Insurance

- Changes made to the guidance - added “Instead of taking out insurance, a school may join the RPA for risks that are covered by the RPA.”

Paragraph 13.10: Banking

- Changes to the guidance - deleted “Schools may not borrow money without the written consent of the Secretary of State. This requirement does not extend to monies lent to schools by their maintaining authority (except where this is from the authority as in sections 4.9 and 4.10 above).”

Issue 12 of statutory guidance given by the Secretary of State pursuant to s.48(4) and paragraph 2A(2) of Schedule 14 to the School Standards and Framework Act 1998, [School Standards and Framework Act 1998](#).

Paragraph 2.3.1 Submission of financial forecasts

Directed revision

- deleted “The local authority may require schools to submit a financial forecast covering each year of a multi-year period.”
- added “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.”
- deleted “However, the requirement to submit a financial forecast should not place undue burdens on schools and should be proportionate to need.”
- deleted “In requesting such forecasts local authorities should state the purposes for which they intend to use this forecast: such a forecast may be used in conjunction with a local authority’s balance control mechanism.”

Paragraph 4.5: Planning for deficit budgets

Directed revision

- added “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 31st March 2021.”
- deleted “The scheme may preclude any planning for deficits, or it may allow schools to plan for deficits only in certain approved circumstances.”

Local changes

Paragraph 2.14 Capital spending from budget shares

- Addition of “both an education and a finance expert”

Paragraph 2.17 Fraud

- Addition of “all”

Paragraph 4.9 Licensed Deficits

- Amended from
The maximum 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, should not exceed five years.
- To
“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. “

Annex C Directed Revisions added since last updated

- Annex added

Glossary

- Changed to a table format

Changes to bring in line with Scheme for Financing Schools published at <https://www.gov.uk/government/publications/schemes-for-financing-schools/schemes-for-financing-local-authority-maintained-schools#annex-c-application-of-schemes-for-financing-schools-to-the-community-facilities-power>

Paragraph 2.10 Purchasing, tendering and contracting requirements

- amended “regulations” to “rules”
- addition of “the professional competence of any contractors in areas such as compliance with health and safety regulations, safeguarding practices etc”
- deletion of “where relevant, the health and safety competence of contractors”

Paragraph 2.14 Capital spending from budget shares

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

Paragraph 2.15 Notice of concern

- Addition of “or both”

Paragraph 2.17 Fraud

- Addition of “school”

Paragraph 4.10 Loan Schemes

- Addition of earlier directed revision so does not require to be consulted upon “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.”

Paragraph 5.1 Income from lettings

- Deletion of “and there is no net cost to the budget share

Paragraph 11.4 Responsibility for legal costs

- Deletion of “Where the governing body incurs legal costs, which are the responsibility of the authority as part of the cost of maintaining the school (unless they relate to the statutory responsibility of voluntary aided governors for buildings), these costs may be charged to the school budget even if the governing body acts in accordance with advice from the authority.”
- Insertion of “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.

Paragraph 11.11 Redundancy/Early retirement costs

- Deletion of “The local authority retains a central budget within the schools budget to fund the costs of new early retirements or redundancies by way of a deduction from maintained school budgets (excluding nursery schools) where the relevant members of the Schools Forum agree.” and “Schools cannot access central funding unless they have taken HR and finance advice before any steps towards potential redundancy have been taken.”

Paragraph 13.11 Responsibility for redundancy and early retirement costs

- Deletion of “Responsibility for redundancy and early retirement costs” section

Annex D Earlier Directed Revisions

- Added Annex

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Scheme for Financing Schools (2020)

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Annex A: Schools to which the scheme applies

GLOSSARY

SECTION 1: INTRODUCTION

1.1. The funding framework: main features

The current funding framework, which replaces Local Management of Schools, is based on 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 purpose 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 Scheme for Financing Schools, 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.

Regulations also require the local authority to publish their scheme and any revisions to it on a website accessible to the general public, by the date that any revisions come into force, together with a statement that the revised scheme comes into force on that date.

1.2. The role of the scheme

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.

1.3. Application of the scheme to the authority and maintained schools

The scheme applies to all community, nursery, special, voluntary and 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.

1.4. Publication of the scheme

The scheme will be published on the West Berkshire website and any revised versions will be published by the date the revisions come into force, together with a statement that the revised scheme comes into force on that date.

1.5. Revision of the scheme

Any proposed revisions to the scheme will be the subject of consultation with the governing body and the headteacher teacher 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.

1.6. 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 to 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.

1.7. 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.

SECTION 2: FINANCIAL CONTROLS

2. General procedures

2.1.1. 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.

2.1.2. 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 forecast and bank report 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.

2.1.3. 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.

2.1.3.1. 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.

2.1.3.2. Payment of bills

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

2.1.4. 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 must 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.

2.1.5. 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.

2.1.6. 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.

2.2. 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.

2.3. 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. The authority will also supply schools with an annual statement of when this information will be made available throughout the year.

2.3.1. Submission of financial forecasts

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

This is to provide evidence of schools planning ahead strategically, 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 local authority's assessment of schools financial value standards or in support of the authority's balance control mechanism.

2.4. 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.

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.

2.5 Budget virement

Schools are free to vire budgets between ledger codes in the expenditure of their budget shares but governors are advised to establish criteria for virements and financial limits above which the approval of the governors is required.

Schools are also advised to refer to paragraph 2.12 when considering virement between cost centres.

2.6. 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.

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

2.7. 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.

2.8. Audit of voluntary and private funds

Schools must provide audit certificates in respect of any voluntary and private funds they hold 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.

2.9. 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.

2.10. 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, or any statutory provision, or any EU Procurement Directive;
- 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) 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 EU procurement 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](#).

2.11. 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 counter-signature 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.

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

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

2.13. 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 Schools 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.

2.14. 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 current regulations and specific legislation. (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.

2.15. 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,
- 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.

2.16. 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 local authority before the end of the financial year (31st March).

2.17. 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.

SECTION 3: INSTALMENTS OF BUDGET SHARE; BANKING ARRANGEMENTS

This Authority has adopted the CIPFA Code of Practice for Treasury Management.

Budget share includes place-led funding for special schools, resource units and PRUs.

3.1. 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 should be made on a termly basis unless alternative arrangements have been agreed with the relevant provider.

3.2. 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.

3.3. 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.

3.4. 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 3.3 above or if no such clawback mechanism is in place, at least the current Bank of England base rate.

3.5. Budget shares 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.

3.6. 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.

3.7. Restrictions on 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 employees and school employees to be signatories. 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.

3.8. Borrowing by schools

With the exception of loan schemes run by the authority and the financial instruments outlined in the scheme (section 4.10), governing bodies may only borrow money (which includes the use of finance leases) 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.

3.9. Leasing arrangements

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

3.10. 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.

SECTION 4: THE TREATMENT OF SURPLUS AND DEFICIT BALANCES ARISING IN RELATION TO BUDGET SHARES

4.1. 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.

4.2. 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.

4.3. 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.

4.4. 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 4.9) and will be notified accordingly.

4.5. 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.

Schools may only plan for a deficit budget in accordance with the terms of paragraph 4.9 below.

4.6. Charging of 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 Head of Finance and Property, 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.

4.7. Writing off deficits

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

Assistance may be given towards elimination of a deficit balance through the allocation of a cash sum from the schools centrally held budget specified for the purpose of expenditure on special schools and PRUs in financial difficulty or, in respect of mainstream maintained primary schools, from a de-delegated contingency budget where this has been agreed by the schools forum (currently this is available to primary only).

4.8. 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, a local 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.

4.9. 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 Head of Finance and Property will be responsible for approving any deficit.

4.10. Loan schemes

The authority may provide a loan arrangement for schools, that does not operate by way of a licensed deficit but rather by way rather by way of actual payments to schools or expenditure by the Authority in respect of a particular school on condition that a corresponding sum is repaid from the budget share.

The authority's loan scheme 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 must not be used as a means of funding a deficit that has arisen because a school's recurrent costs exceed its recurrent 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.

The loan parameters for the arrangement are the same as for licensed deficits.

- The Head of Education Services and the Head of Finance and Property are responsible for approving any loans.
- Interest will be charged at an appropriate rate.

4.11. 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.

SECTION 5: INCOME

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

5.1. 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.

5.2. 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.

5.3. Income from fund-raising activities

Schools may retain income from fund-raising activities.

5.4. Income from the 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.

5.5. Administrative procedures for the collection of income

Schools should be aware of any duty to collect (and charge) VAT.

Specific advice can be sought from the authority on whether or not VAT is chargeable on lettings and on the services which lead to fees and charges, and on the VAT implications of fund raising activities and the sale of assets.

If it subsequently transpires that VAT has not been correctly accounted for then the school budget will be subject to a penalty charge determined by HM Revenue and Customs.

5.6. 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.

SECTION 6: THE CHARGING OF SCHOOL BUDGET SHARES

6.1. 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 6.3 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 6.3 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.

6.2. Charging of salaries at cost

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

6.3. 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 (see also section 11).
- 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 e.g. for school meals or transport, due to governing bodies setting different term dates, as well as length of day, or through additional closure days.
- 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.

SECTION 7: TAXATION

7.1. Value Added Tax

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

- 1) 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

- 2) 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.

However, in the case of voluntary aided schools the governing body retains statutory responsibility for certain capital expenditure, including when made from the school's delegated budget. Therefore, in respect of any supplies which fall within the prescribed definition of such expenditure, the supply will be made to the governing body, even where the expenditure is met from the school's delegated budget, and VAT incurred may not be recovered by the authority.

Capital expenditure for which the governing body of a voluntary aided school is responsible is defined as expenditure relating to:

- the existing buildings (internal and external)
- those buildings previously known as 'excepted' (kitchens, dining areas, medical/dental rooms, swimming pools, caretakers' dwelling houses)
- perimeter walls and fences, even if around the playing fields
- playgrounds
- furniture, fixtures and fittings – including ICT infrastructure and equipment
- other capital items (which can include capital work to boilers or other services)

Maintained schools should contact the authority for more detailed advice.

7.2. Construction Industry Taxation Scheme (CIS)

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

SECTION 8: THE PROVISION OF SERVICES AND FACILITIES BY THE AUTHORITY

8.1. 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.

8.2 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.

8.3. 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.

8.4. 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.

8.5. 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.

The authority will advise schools each year of the timing, format and specification of the information required. A governing body shall also ensure that any such arrangement or agreement is varied to require that Additional Voluntary Contributions (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.

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.

SECTION 9: Private finance initiative (PFI) / Public private partnerships (PPP)

9.1. PFI/PPP

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

SECTION 10: INSURANCE

10.1. Insurance cover

If funds for insurance are delegated to any school, the authority may require the school to demonstrate that cover relevant to an 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.

SECTION 11: MISCELLANEOUS

11.1. 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).

11.2. 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.

11.3. 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 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.

11.4. 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 practising in the area available from the Law Society, 113 Chancery Lane, London WC2, telephone number 0870 606 2500 or www.lawsociety.org.uk

11.5. 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.

11.6. 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.

11.7. Special Educational 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.

11.8. Interest on late payments

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

11.9. 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.

11.10. 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.

11.11. 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.

SECTION 12: RESPONSIBILITY FOR REPAIRS AND MAINTENANCE

12.1. 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 local 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.

SECTION 13: COMMUNITY FACILITIES

13. Introduction

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.

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 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.

13.1. 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.

13.2. 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.

13.3. 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.

13.4. Supply of financial information

Schools which exercise the community facilities power should normally provide the authority with a summary statement every 6 months, in a form determined by the authority, showing the income and expenditure for the school arising from the facilities in question for the previous six months and on an estimated basis, for the next 6 months.

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.

13.5. Audit

The school should 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 governors shall 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.

13.6. 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, or, subject to the agreement of the authority at the end of each financial year, transfer all or part of it to the budget share balance.

Where a school is a community or community special school, and the authority ceases to maintain the school, any accumulated retained income obtained from exercise of the community facilities power reverts to the authority unless otherwise agreed with a funding provider.

13.7. 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.

13.8. 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 costs could not be charged to the school's budget share.

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.

13.9. 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.

13.10. 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.

School should also have regard to the provisions at 3.6 and 3.7 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 these sections, except that a provision requiring that a mandate show the authority as owner of the funds in the account should exempt the community facilities funds from that if they are not in the same account as the budget share.

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
Willows (The)
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)

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

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De-delegation Proposals 2021/22

Report being considered by: The Schools' Forum
On: 19th October 2020
Report Author: Melanie Ellis, Ian Pearson
Item for: Decision **By:** All Maintained Schools Representatives

1. Purpose of the Report

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

2. Recommendation

- 2.1 To agree that the de-delegation proposals set out in Table 7 be included in the consultation with all schools on funding arrangements for 2021/22.

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

- 3.1 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.
- 3.2 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.
- 3.3 The schools funding regulations for 2021/22 have now been published and these confirm that similar arrangements for de-delegation of the cost of these services will apply for 2021/22. Funding arrangements are expected to change in 2022/23, but details of the changes have not yet been announced.
- 3.4 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 2020/21 and are proposed to be de-delegated in 2021/22:

Primary and Secondary only:

- Therapeutic Thinking Service
- Ethnic Minority Support
- Trade Union Local Representation
- Schools in Financial Difficulty (primary schools only)
- CLEAPSS

- 3.5 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 only, with agreement of the maintained schools members of schools forums.
- 3.6 Representatives of all maintained schools (including Special and Nursery Schools and PRUs) are required to recommend to Schools Forum whether or not funds should be de-delegated for these education functions for maintained schools for 2021/22:

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
 - Health and Safety (basic support)
- 3.7 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.
- 3.8 Appendix A sets out the total cost of each service and an initial estimate of the amount to be de-delegated from each school. This estimate is based on the October 2019 census, however the final amounts will be based on the October 2020 census when that data becomes available.

4. Therapeutic Thinking Service (previously Behaviour Intervention)

- 4.1 The Therapeutic Thinking Service proposal for 2021/22 is set out in Appendix B.
- 4.2 Table 1 shows the budget and unit charge for 2021/22 compared to 2020/21. The total cost will be divided by the total numbers of pupils in the October 2020 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 2019 census this is estimated to be £15.20 per pupil but the final rate will be determined according to the October 2020 census.

TABLE 1	2020/21			2021/22		
	Number of pupils	Unit Charge per pupil	Budget	Number of pupils	Unit Charge per pupil	Budget
Maintained Primary Schools	11,603	£16.09	£186,716	11,603	£15.20	£176,317
Maintained Secondary Schools	3,189	£16.09	£51,318	3,189	£15.20	£48,459
Total			£238,034			£224,776

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 the estimated unit charge for the service for 2021/22 compared to 2020/21. 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 2020 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 2019 census, but the final rate will be determined according to the number of EAL pupils in the October 2020 census.

TABLE 2	2020/21			2021/22		
	Number of pupils	Unit Charge per pupil with EAL	Budget	Number of pupils	Unit Charge per pupil with EAL	Budget
Maintained Primary Schools	731	£318.03	£232,498	731	£244.26	£178,566
Maintained Secondary Schools	14	£318.03	£4,558	14	£244.26	£3,501
			£237,056			£182,067

6. Trade Union Representation

- 6.1 The detail of the service provided by Trade Union representatives to schools is set out in Appendix D.
- 6.2 Table 3 shows the budget and unit charge for the service for 2021/22 compared to 2020/21. The proposal for 2021/22 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 2020 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 2019 census this currently estimated to be £3.70 per pupil but the final rate will be determined according to the October 2020 census.

TABLE 3	2020/21			2021/22		
	Number of pupils	Unit Charge per pupil	Budget	Number of pupils	Estimated Unit Charge per pupil	Estimated Budget
Maintained Primary Schools	11,603	£3.53	£40,934	11,603	£3.70	£42,929
Maintained Secondary Schools	3,189	£3.53	£11,250	3,189	£3.70	£11,799
			£52,184			£54,728

7. Schools in Financial Difficulty

- 7.1 The Schools in Financial Difficulty fund was topped up by £19k to £200k as part of the 2020/21 budget process. This fund is largely used for one off exceptional costs such as those in relation to staffing restructures.
- 7.2 Bids amounting to £27,500 have been approved so far in 2020/21, therefore a decision needs to be made whether to de-delegate this service in 2021/22, in order to top up the fund to £200k.

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 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 2021/22 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 2021/22 compared to 2020/21. 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	2020/21				2021/22			
	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	£0.16		£1,856
Maintained Secondary Schools	3,189	£0.16	£235	£1,215	3,189	£0.16	£235	£1,215
				£3,072				£3,072

9. Education Functions for Maintained Schools

- 9.1 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, Pension scheme administration and Health and Safety. The Accountancy, audit and pension administration services are described in appendix F.
- 9.2 In 2020/21 funds to provide the basic Health and Safety support were de-delegated but individual schools were given the choice whether or not to buy back the enhanced support. The Health and Safety service is proposing two alternative options for de-delegation in 2021/22, as set out in appendix G. Option 1 is to de-delegate funds to provide an enhanced support for all maintained primary and secondary schools to include level one and level two. Option 2 is the same arrangement as for 2020/21 which is to de-delegate the basic level of level one support.
- 9.3 Table 6 shows the budget and estimated unit charges for these services in 2021/22 compared to 2020/21. The total cost will be divided by the total numbers of pupils in the October 2020 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 2019 census but the final rates will be determined according to the October 2020 census.

TABLE 6	2020/21		2021/22				
	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	£3.06	£47,857	£3.18	£48,491	£36,918	£10,147	£1,426
Audit	£2.93	£45,700	£3.09	£47,081	£35,844	£9,852	£1,385
Pension Scheme Administration	£2.35	£36,729	£2.41	£36,729	£27,963	£7,685	£1,080
Health and Safety Enhanced level including a top up fee			£4.47	£68,057 + top up	£51,814 + top up	£14,241 + top up	£2,002
Health and Safety Basic level	£4.33	£67,606	£4.47	£68,057	£51,814	£14,241	£2,002
Total Education Functions including H&S Basic	£12.67	£197,892	£13.15	£200,358	£152,540	£41,924	£5,894

10. Summary of Proposals

10.1 Table 7 summarises the services and budgets which are proposed to be de-delegated in 2021/22:

TABLE 7	2021/22 Primary Budget £	Agreed by HFG	2021/22 Secondary Budget £	Agreed by HFG	2021/22 Early Years & High Needs Budgets £	Agreed by HFG
Therapeutic Thinking Support	176,317		48,459		n/a	n/a
Ethnic Minority Support	178,566		3,501		n/a	n/a
Trade Union Representation	42,929		11,799		n/a	n/a
Schools In Financial Difficulty	27,500		n/a		n/a	n/a
CLEAPSS	1,856		1,215		n/a	n/a
Statutory and Regulatory Duties with H&S enhanced package including top up fee	152,540 + top up		41,924 + top up		5,894 + top up	
Statutory and Regulatory Duties with H&S basic package	152,540		41,924		5,894	

11. Consultation and Engagement

11.1 De-delegation proposals will be included in the consultation with all schools on the proposed school funding arrangements for 2021/22.

12. Appendices

Appendix A – Indicative De-delegations per school for 2021/22

Appendix B – Therapeutic Thinking Support Service

Appendix C – Ethnic Minority & Traveller Achievement Service

Appendix D – Trade Union Representation Service

Appendix E – CLEAPSS Service

Appendix F – Accountancy, Audit and Pension Administration

Appendix G - Health and Safety

Appendix H – Health and Safety Service Level Provision

Appendix I – Health and Safety Legal Duty Holders

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2021/22

Therapeutic Thinking Support Team

Outline of Proposed Service 2021/22

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

Key Features

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

Team Members

1. The Team –
 - Beth Cartwright (TTST Manager & Senior EP)
 - Amy Bushell (TTST EP)
 - Gerry Heaton (Primary TTST Adviser)
 - Sue Keepax (Secondary TTST Adviser)
 - Kayleigh Chocian (SEMH Practitioner)
 - Jessica Durham (SEMH Practitioner)
 - Madeleine Williams (SEMH Practitioner)
 - Roslyn Arthur (Exclusions Officer)
 - Piyush Bharania (Admin Assistant)

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

The service has changed name to represent an increased emphasis on a therapeutic way of working that recognises adverse childhood experiences and trauma. An increased offer has been maintained with a range of professionals and expertise in the team. This will be delivered without a significant increase in the cost of the service. This is due to a more efficient deployment of resources.

2. Rapid Response: capacity to respond rapidly to school concerns. This could relate to children but also whole school situations that arise. Behaviour would be the main focus but wouldn't exclude other complex situations.
3. For those needing some quick advice, signposting, or consultation with a TTST Educational Psychologist, Beth is available for telephone consultations.
4. TTST referrals will be triaged weekly and the most appropriate level of support offered within 5 days.
5. The team will be informed by evidence based practice 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 challenging behaviour have unidentified mental health problems. Revised request for involvement forms have been created along with screening tools to identify any mental health problems. This will enable these needs to be addressed by TTST team members or for referrals to be made to appropriate services.

What would schools get?

1. Screening and signposting for identified mental health difficulties.
2. 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. Write up and actions as well as agreed review of cases where appropriate.
5. Links with other support services and help in securing necessary actions
6. More direct support with very complex cases involving a wide range of services.
7. Access to support for challenging whole school situations through advisers with senior level management experience and experienced educational psychologists.
8. Direct links into PPP (Pupil Placement Panel & Fair Access process), VCF (Vulnerable Children's Fund) and other relevant systems/services

9. Support from practitioners where appropriate to help implement/model strategies in school.
10. Clear information of key personnel and agencies within West Berkshire –regularly updated.
11. Suggestions and links regarding potential training needs
12. Access to circle of adults meetings facilitated by an educational psychologist and a TTST worker for pupils at risk of permanent exclusion.

Feedback from 2019/2020 delivery

Comments from Primary Schools:

- Staff felt they were supported, having an external person come in raises that level of feeling supported by staff
- Staff were more confident in supporting children during tricky times
- Support strategies were very effective for one child in particular – resulting in calmer behaviour at home and in school
- Fewer whole class disruptions due to protective consequences

The average satisfaction rating from the primary schools that responded was 9.75 out of 10.

Comments from Secondary Schools:

- 'Staff felt supported; external verification of behaviour self-evaluation was extremely useful; excellent support was provided for individual students with challenging behaviours.
- TTST always offers practical support which is unique to this context. Meetings designed to plan appropriate support serve well to generate thought amongst SLT about whole school issues. We really value an objective view; sometimes we get too caught up by the details of the day.

Two of the three secondary schools supported by TTST rated their satisfaction with the support they received as 10 out of a maximum of 10 and one rated the support as 8 out of 10.

Proposed Cost of Delivery in 2021/22

The following table summarises the proposed cost of the service for 2021/22. It is based on employing the team members outlined above.

	2019/20 £	2020/21 £	2021/22 Proposed £	% decrease
Staffing Costs	207,750	210,245	198,192	
Other Costs	6,150	6,150	6,150	
Support Service Recharges	21,390	21,639	20,434	
Total Cost	235,290	238,034	224,776	-5.9%
Less Surplus Brought Forward				
Amount to be De-Delegated	235,290	238,034	224,776	-5.9%

The overall cost of delivering the service has reduced by 5.9% taking into account the academisation of Francis Baily in September 2019. This takes into account the expected April 2021 pay award and salary increments. As the underspend in 2019/20 has been requested to be added to 2020/21 budgets there is no carry forward from previous years.

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

Method of charging in 2021/22

The total net cost of the service will be divided by the total number of pupils recorded in the October 2020 census to arrive at a per pupil amount for charging purposes. Using October 2019 census data to provide an indicative amount, this would equate to £15.20 per pupil. Appendix A of the main report shows the indicative total amount per school.

Other Options which *may* be considered

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

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2021/22

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 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 1 day per week.

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

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

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

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

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

- Bilingual support is provided for Polish, Portuguese, Spanish, Italian and Romanian pupils.
- Support is focused on helping pupils to access the curriculum and English acquisition which can include pre-teaching of concepts; support for written work; translations; support for external examinations.
- Unaccompanied Asylum Seeking children and young people receive weekly support in class from EMTAS

De-delegation Proposals 2021/22

- 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 16 Primary and 2 Secondary Schools from the beginning of the academic year until the schools closed to the majority of pupils at the end of March 2020.

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

Brimpton	Speenhamland
Compton	Spurcroft
Downsway	St John the Evangelist
Fir Tree	St Finians
John Rankin Juniors	St Josephs
Mortimer St John's	The Willows
Robert Sandilands	Theale Primary
Shaw cum Donnington	Westwood Farm
St Bartholomew's	Trinity

During June and July, 43 referrals were made from 12 Primary schools for EAL assessments for pupils moving from FS2 to Year 1. These were allocated 20 TA hours or bilingual support from September 2020 as they were not assessed face to face due to COVID restrictions.

Pupil Support Officer (Romanian)

Bilingual support has been provided in the following schools in 2019/20:

The Winchcombe	The Willows
St Joseph's	

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 2019/20:

<i>Theale Primary</i>	<i>Inkpen</i>
<i>Mrs Blands</i>	<i>Birch Copse</i>
<i>Parsons Down Infants</i>	<i>Robert Sandilands</i>
<i>St John the Evangelist</i>	<i>The Willows</i>
<i>St. Joseph's Catholic</i>	<i>Westwood Farm Infant</i>
<i>The Downs</i>	<i>Little Heath</i>

The Polish PSO has had meetings with the prospective Polish GCSE and A level students who would have taken their exams in May/June 2020. In the previous years all the students who took their Polish GCSE/A level exams had 100% pass rate.

Schools have also received assistance with Polish first language assessments, Student Assisted Programme (SAP) meetings and EHC planning meetings, translating documents (including medical documentation) and 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 Catholic	Thatcham Park
St John the Evangelist	Spurcroft
Theale Primary	Mortimer St John's
St Finians	Park House

A total of 13 pupils have been supported.

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

EMTAS was due to assist in the GCSE Portuguese in a secondary schools but this did not happen due to the GCSEs not taking place.

During the lockdown period, pupils were supported with their acquisition of English language and pastoral support was also provided for the families and pupils via zoom.

Pupil Support Officer (Urdu)

Bilingual support and/or translation has been provided in the following schools in 2019/20:

Speenhamland	Fir Tree
St Bartholomew's	

Pupil Support Officer (UASC)

Two secondary aged unaccompanied asylum seeking children have been supported this year in two different secondary schools. EMTAS has been actively involved with the children who have arrived as part of the Syrian Resettlement Programme (VPRS). EMTAS staff have assessed the children's language, provided guidance to school staff supporting the children plus a range of Arabic/English resources. EMTAS provides one to one academic, exam and pastoral support in lessons and in tutor time. This PSO also provides information for Personal Education Planning meetings, liaises with SENCOs, Social Workers, Heads of Year and the Virtual School. Support has been provided at the following schools this year:

Park House (Academy)	Denefield (Academy)
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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:

2019/20
1085 hours (EAL)
75 hours (GRT)
Total £12098.80

Schools in receipt of GReaT 1 to 1 project funding during 2019/20 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: 1 pupil, 15 hours funding
John Rankin Junior: 1 pupil, 15 hours funding	Yattendon: 1 pupil, 15 hours funding

Training provided (both general and school specific)

2019/20
EAL Co-ordinator's Network meeting
TA training to support EAL pupils in school:
<ul style="list-style-type: none"> • St John the Evangelist - 4 TAs • Spurcroft – 1 TA • Thatcham Park – 6TAs • Long Lane – 1 TA • Westwood Farm – 1TA (to support Syrian refugees)

Number of families supported by Pupil Support Officer (GRT)

West Berkshire has 133 children who are ascribed as Gypsy, Roma or Traveller. 40 West Berkshire schools have Gypsy, Roma and Traveller pupils on roll. This is an increase of 11 pupils from the previous academic year.

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

Number of schools supported with GRT pupils

The following schools/colleges have received support from EMTAS for Gypsy, Roma and Traveller pupils. EMTAS Pupil Support Officer for GRT pupils has been involved in 240 sessions/meetings between Sept'19 - March '20, in support of children and families from GRT backgrounds. Between March '20 - July '20 support continued via phone or video calls.

Aldermaston	Yattendon
Garland Junior	John Rankin Juniors
The Downs	i-College – Inspiration
Thatcham Park	i-College – The Pod

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Fir Tree (Academy)	Mrs Bland's Infants
Hampstead Norreys	Westwood Farm
The Willink	Mortimer St. Mary's
Trinity (Academy)	John O'Gaunt (Academy)
Theale Green (Academy)	Newbury College (pupils with EHCP)

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.

Number of pupils attending the Autumn 2019 Michaelmas Fair 'School'

The Michaelmas Fair 'school' did not take place due to staffing and funding. However, PSO attended the site and Learning Packs were distributed to the children.

Number of outreach sessions on Traveller Site

Three outreach sessions were delivered from September 2019 to Nov 2019 on the 'Bus of Hope'. Subsequent monthly sessions were disrupted due to the Bus of Hope's inactivity during particular icy conditions during winter and Covid19 restrictions. 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 the Family Hub staff. Children have attended sessions at different times over the course of the year; some of these families were travelling and staying temporarily on the transit part of the site.

Proposed Cost of Delivery in 2021/22

The following table summarises the proposed cost of the service for 2021/22 in comparison with 2020/21 and 2019/20.

	2019/20 £	2020/21 £	2021/22 Proposed £	% decrease
Staffing Costs	196,920	198,640	168,128	
Other Costs	26,020	26,020	26,020	
Support Service Recharges	22,294	22,466	19,415	
Total Cost	245,234	247,126	213,563	-15.7%
Less Surplus Brought Forward	-35,170	-10,070	-31,496	
Amount to be De-Delegated	210,064	237,056	182,067	-30.2%

The overall cost of delivering the service has decreased by 30.2% taking into account the academisation of Francis Baily and the restructure of the team. This also takes 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 20/21.

Method of charging in 2021/22

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 2020 census to arrive at a per pupil amount for charging purposes. Based on October 2019 census data, this equates to £244.26 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 2021-22****Trade Union Representation Service****Outline of Proposed Service 2021/22**

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.

Proposed Cost of Delivery in 2021/22

The following table summarises the proposed cost of the service for 2021/22, compared to 2020/21. It is based on engaging a representative from each of the unions:

Union	2020/21	Proposed 2021/22
NASUWT	£15,786	£16,254
NUT	£15,736	£16,203
ATL	£13,524	£13,926
NAHT	£3,494	£3,597
ASCL	£2,400	£2,471
Support Service Recharges	£5,094	£5,245
Total Cost	£56,034	£57,697
Income from Academies	£1,765	£1,310
Cost to Maintained Schools	£54,269	£56,387
Income from Nursery and Special Schools and PRUs	£2,418	£1,659
Cost to Primary and Secondary Schools	£51,851	£54,728

The proposed budget for 2021/22 is based on:

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

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

Method of charging in 2021/22

The total cost of the service will be divided by the total number of pupils recorded in the October 2019 census to arrive at a per pupil amount for charging purposes. Using October 2019 census data to provide an indicative amount, this would equate to £3.70 per primary and secondary pupil. Appendix A of the main report shows the indicative total amount per school. Academies and other schools may choose to buy into the service at the same per pupil rate (this would provide funding for additional hours).

Other Options which *may* be considered

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

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

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

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2021-22

CLEAPSS Service

Outline of Proposed Service 2021/22

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 2021/22

CLEAPSS set the pricing each year in January/February for the financial year April to March ahead. In 2020/21 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 2021/22 is to set a rate per pupil of 16 pence per pupil which we hope will cover any increase in the CLEAPSS fee and the cost of administration. As the de-delegation covers pre-16 pupils only, maintained secondary schools will need to pay the 6th form element of the fee as a separate sum. Any shortfall or surplus will be carried forward to the following year.

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

Other Options which *may* be considered

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

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

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

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2021-22

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: £48,491

0.31 FTE Accountants; 0.43 FTE Senior Accountant; 0.12 FTE Finance Manager
Total FTE 0.86

Pension Scheme Administration

Description of Duties:

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

Amending and updating employee records in relation to pensions

Responding to queries from employees in relation to pensions

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

Cost: £36,729

1.0 FTE Pensions Assistant

Internal Audit of Schools – Statutory Requirements

Description of Duties:

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

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

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

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

Cost: £47,789

0.65 FTE Senior Auditor; 0.09 FTE Audit Manager

West Berkshire Council Maintained Schools**Proposal to De-Delegate Formula Funding 2021-22****Statutory and Regulatory Duties – Health and Safety****13. Introduction**

- 13.1 The Council has an established, professional and well regarded Health and Safety Team that already supports West Berkshire schools, currently through two service level options, Level One (Basic) and Level Two (Enhanced).
- 13.2 Over the course of 2019/20 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.
- 13.3 Responding to the pandemic and schools needs has meant that we have had to largely set aside the two level service and provide support and advice to all schools. This has shown the value of the service but this now needs to be reflected by a new proposal set out below to help fund the provision of the team and the services it provides in a fair and equitable way for all schools.

14. Background and Legislative Context

- 14.1 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.
- 14.2 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.
- 14.3 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.
- 14.4 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.
- 14.5 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.

14.6 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.

14.7 The Council also has the general “duty to educate”, even where the Governors or an Academy Trust are the employer, there could be some limited involvement for the Council if a serious incident were to occur. See Appendix I for further information on the legal duty holders.

15. The Councils Health & Safety Support Service to Schools

15.1 The Council offers a health and safety support services to West Berkshire schools through two service level options, Level One (Basic) and Level Two (Enhanced).

15.2 The Level One (Basic) service suggests compliance with the Management of Health and Safety at Work Regulations in terms of access to competent advice for health and safety. The Level One (Basic) service includes for a health and safety needs assessment of schools but all other services are remote and delivered by email and/or telephone contact. All other services set out in Level Two are not included and require additional payment from schools.

15.3 Schools health and safety needs assessments are completed less frequently for Level One (Basic) schools and there is no additional support to improve on the areas identified in the needs assessment report. The schools are expected to make the improvements themselves. The issues discussed at 3.2 and 3.3 are not necessarily compatible with 2.3 above.

15.4 The Level Two (Enhanced) service is a comprehensive health and safety support service and covers all aspects of health and safety management and support including necessary health and safety training.

15.5 Two members of the health and safety team provide the Level Two (Enhanced) service to the schools that opt to purchase the service. The Health and Safety Team provide a compliance, advice and training role for schools and more recently the Team have been heavily involved in assisting schools developing and reviewing covid secure arrangements, plans and risk assessments.

15.6 However, the work of the team relies on the buy-back which thus far has been reasonably stable but does not fully cover the cost of the two posts. This brings with it difficulty in future planning and the risk that if there is a drop off in buy-back that the posts could become economically unviable.

15.7 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.

15.8 Other options that could be considered would be to try to staff the team to match income levels e.g. reduce hours for remaining posts, look at alternative contracts such as term time only etc. These are not likely to be practical and may lead to the loss of quality staff that historically have been hard to attract to West Berkshire.

15.9 The Council could also remove the buy-back service completely and operate within the scope and resources of the Level 1 service. This would mean removing both

Schools Senior Health and Safety Adviser posts and retaining the currently vacant Schools Health and Safety Adviser post (some adjustment to person specification / job description / grade and pay would likely be necessary).

- 15.10 The Council would also need to review the scope of the service but it is likely that we would remove or drastically reduce health and safety training available to schools.
- 15.11 The service would likely comprise of access to competent advice (mostly remote via email and phone), accident/incident investigation via Crest and schools needs assessments but on a less frequent basis and no services would be offered to schools other than those that are Council maintained.

16. Update on position since last year

- 16.1 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 remain with the part funded and part buy-back service with a basic Level 1 core service (funded by all schools) and the enhanced Level 2 buy-back service.
- 16.2 Head Teachers accepted that if the Level 2 buy-back drops off then this would jeopardise the future provision of the service and requested that a further report be brought for their consideration if that was to happen.
- 16.3 As was somewhat expected at this time last year the overall buy-back of the service by schools did reduce with around five schools dropping out due to budget constraints but another four schools bought into the service.
- 16.4 Buy back for the year 20/21 is around £125,000 with staffing costs at around £180,000 if all posts are filled including overheads, leaving a shortfall of around £55,000. Funding for the Level 1 post (approx £41k), which is held vacant still offsets this reducing the shortfall to around £12,000.
- 16.5 We need to establish the structure and funding for the Schools H&S Team going forward as the current system is unlikely to be viable in the longer term.
- 16.6 We were successful in retaining work for health and safety support service to the Excalibur Academies Trust for approximately £23,000 per annum. This is included in the £125,000.

17. Proposals

Enhanced level one and two

- 17.1 The full schools health and safety service would be provided to all maintained schools, thus removing the differing levels of service. 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.

- 17.2 Moving to an equal service will mean that schools that currently buy back to level 2 will pay less but level 1 schools will pay slightly more but they will receive the full health and safety service including training etc.
- 17.3 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.
- 17.4 The 3 posts supporting schools (one currently vacant) would be reduced to 2 to reduce costs but to maintain a robust and viable service comparative to the current enhanced level 2 service.
- 17.5 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.
- 17.6 Table 1 below shows the 20/21 cost for Level 2 that schools who buy back pay on top of the de-delegated fee. If all Local Authority maintained schools, Voluntary Controlled, Voluntary Aided and special schools agree to one equal service the total cost to each school would be on line 21/22.

Table 1

	Pupil No's	Band A 0-60	Band B 61 - 100	Band C 101-200	Band D 201-300	Band E 301+	Band F Secondary
20/21	Cost	£1,240.97	£1,758.04	£1,964.88	£2,378.53	£2,585.36	£3,619.00
21/22	Cost	£800.00	£1,300.00	£1,600.00	£2,000.00	£2,600.00	£5,507.04

Note: the above costs reflect the Level 2 element of the buy-back only. Each school covered by the DSG also currently pays a share of the Level 1 costs in addition to Level 2 costs.

- 17.7 Table 2 below shows some approximate cost summaries based on schools around the mid-point in terms of pupils numbers according to the price per pupil (Level 1 contribution) and price banding set out in Table 1 above. Column A, B and C show the costs for schools in 20/21 under the current arrangements. For 21/22, Column D shows the Level 1 contribution, Column E is the top up fee for the combined service and Column F is the total cost for the service to schools but is based on all maintained schools agreeing to be part of this collective agreement. In order to compare year on year costs review Column C and F. Discounts based on federated schools and other similar arrangements would cease.

Table 2

Table 2 School	Column A Level 1 cost @ £4.33 per pupil 20-21	Column B Level 2 Actual cost in 20/21	Column C Total Cost 20/21	Column D Level 1 cost @ £4.47 per pupil 21-22	Column E Level 2 Top up fee 21- 22	Column F Total combined costs for new service 21/22
Band A Typical School up to 60 pupils Level 2 (Based on 60 pupils)	£259.80	£1,240.97	£1,500.77	£268.20	£531.80	£800.00
Band A Typical School up to 60 pupils Level 1 (Based on 60 pupils)	£259.80	£0.00	£259.80	£268.20	£531.80	£800.00
Band B Typical School 61-100 pupils Level 2 (Based on 85 pupils)	£368.05	£1,758.04	£2,126.09	£379.95	£920.05	£1,300.00
Band B Typical School 61-100 pupils Level 1 (Based on 85 pupils)	£368.05	£0.00	£368.05	£379.95	£920.05	£1,300.00
Band C Typical School 101-200 pupils Level 2 (Based on 165 pupils)	£714.45	£1,964.88	£2,679.33	£737.55	£862.45	£1,600.00
Band C Typical School 101-200 pupils Level 1 (Based on 165 pupils)	£714.45	£0.00	£714.45	£737.55	£862.45	£1,600.00
Band D Typical School 201-300 pupils Level 2 (Based on 250 pupils)	£1,082.50	£2,378.53	£3,461.03	£1,117.50	£882.50	£2000.00
Band D Typical School 201-300 pupils Level 1 (Based on 250 pupils)	£1,082.50	£0.00	£1,082.50	£1,117.50	£882.50	£2000.00
Band E Typical School 301+ pupils Level 2 (Based on 325 pupils)	£1,407.25	£2,585.36	£3,992.61	£1,446.25	£1,153.75	£2,600.00
Band E Typical School 301+ pupils Level 1 (Based on 325 pupils)	£1,407.25	£0.00	£1,407.25	£1,446.25	£1,153.75	£2,600.00
Band F Typical Secondary School Level 2 (Based on 1232 pupils)	£5,334.56	£3,619.00	£8,953.56	£5,507.04	£0	£5,507.04
Band F Typical Secondary School Level 1 (Based on 1232 pupils)	£5,334.56	£0.00	£5,334.56	£5,507.04	£0	£5,507.04

17.8 Table 3 below shows the cost of providing the enhanced level one and level two service:

Table 3	2021/22 Proposed £
Staffing Costs	124,650
Other Costs	5,000
Support Service Recharges	12,965
Total Cost	142,615
De-delegated basic level one income @ £4.47 per pupil	-66,055
Less: Charge to maintained nursery, special & PRU schools	-2,002
Remainder cost to be met by all Maintained Primary and Secondary Schools via a top up for enhanced Health & Safety package	74,558

Basic level one

17.9 Maintain the current split in the service levels and funding, with a Level 1 service funded through the de-delegated agreement with those schools equally and equitably sharing the costs of the provision of the basic Level 1 service. Those schools that decide to purchase the enhanced Level Two schools health and safety service will then be provided the enhanced Level 2 health and safety service.

17.10 The level two service already operates at a deficit that is only offset by not appointing to the vacant level one post. If the level of buy-back were to reduce significantly in 21/22 it is likely that we would need to make significant changes to the service offer.

17.11 Table 4 below shows the cost of providing the basic level one service:

Table 4	2021/22 Proposed £
Staffing Costs	56,870
Other Costs	5,000
Support Service Recharges	6,187
Total Cost	68,057
Less: Charge to maintained nursery, special & PRU schools	-2,002
Total Cost of service proposed to be met by Maintained Primary and Secondary Schools	66,055
Estimated rate per Pupil	£4.47

18. Recommendation

18.1 Schools consider the options set out above and choose the best option that suits their needs, resources and meets legal requirements for financial year 2021/22.

19. Conclusion

- 19.1 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.
- 19.2 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.
- 19.3 The pandemic has brought health and safety front and centre in the minds of everyone in 2020 and schools continue to be under significant pressure and scrutiny around their covid arrangements.
- 19.4 The Schools Health and Safety Team have been significantly involved in helping schools to develop and review their covid secure plans, risk assessments and arrangements.

West Berkshire Council Maintained Schools

Health and Safety Service 2021/22

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

West Berkshire Council Health and Safety

Table 2

Health and Safety Level Two 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	Schools will receive dedicated support and advice to develop and implement covid secure plans, risk assessments and arrangements.
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 will receive a regular site visit to complete a review of the schools Fire Risk Assessment (FRA) with their Health and Safety Advisor.</p> <p>Your advisor will also: Complete a site inspection to verify recommendations have been implemented. Discuss any issues outstanding and how to address these. 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</p>

	staff at an agreed time and date on site.
11) Asbestos Management	<p>Schools will receive a regular site visit to complete a condition check of ACM (asbestos containing materials) with their Health and Safety Advisor.</p> <p>Your advisor will also review: The Asbestos Management Plan The Asbestos Register The Asbestos Survey</p> <p>Additionally any asbestos related risk assessment you may have in place will be reviewed to ensure it is correct and relevant.</p> <p>Your advisor can also provide tool box talks to your staff to allay any fears they may have regarding retained ACMs and also to highlight their responsibilities in respect of Health and Safety regarding asbestos.</p>
12) Legionella Management	<p>Schools will receive a regular site visit to complete a review of the legionella risk assessment with their Health and Safety Advisor.</p> <p>The advisor will also check that the school are working within the written scheme suggested and in line with the recommendations of the risk assessment.</p>
13) Playground Equipment	<p>Schools will receive a regular site visit to complete a playground equipment inspection with their Health and Safety Advisor. This will be a guided check to ensure staff are confident with what should be checked, what should be recorded and what action to take.</p> <p>We will also review the playground equipment risk assessment with the school to ensure it is suitable and sufficient.</p> <p>This will give a specific opportunity for any concerns to be discussed and queries answered.</p> <p>We can also provide on-site training and support to staff if required.</p>

West Berkshire Council Maintained Schools

Legal Duty Holders for Health and Safety

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

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High Needs Block Savings / SEND Strategy

Report being considered by: Schools' Forum on 19th October 2020.

Report Author: Jane Seymour & Michelle Sancho

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

1. Purpose of the Report

1.1 The purpose of the report is to provide an indication of the savings opportunities arising from the SEND Strategy 2018-23 and to seek approval in principle for continued resourcing of the SEND Strategy Officer post, the Therapeutic Thinking Officer post, the new ASD Team posts and the increased Vulnerable Children's Grant, as these are all deemed essential to achieve long term savings in the HNB.

2. Recommendation

2.1 That the savings opportunities set out in the report are noted.

2.2 That agreement is given to make the SEND Strategy Officer a permanent post (currently funded to March 2022)

2.3 That agreement is given to extend funding for the Therapeutic Thinking Officer post for a further 3 years to March 2023 (currently funded to March 2021)

2.4 That agreement is given to maintain additional funding for the ASD Team (currently funded to March 2021)

2.5 That agreement is given to maintain the Vulnerable Children Grant at its current level (currently funded to March 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 <input type="checkbox"/>
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3. Introduction/Background

3.1 The SEND Review carried out in 2017-18 led to the production of the West Berkshire SEND Strategy 2018-23. The Strategy was coproduced with parents and all relevant partner agencies including schools, FE Colleges, early years settings, the Clinical Commissioning Group, the Royal Berkshire Hospital Trust, the Berkshire Healthcare Foundation Trust, Children and Adults Social Care and the voluntary sector.

3.2 The purpose of the SEND Strategy is to ensure that children with SEND receive the best possible services, delivered as cost effectively as possible and as locally as possible, and that they achieve good life outcomes including:

- Access to paid employment wherever possible
- Living as independently as possible
- Being socially included in their local communities
- Having their health needs met

3.3 The SEND Review identified that the proportion of children with Education, Health and Care Plans attending mainstream schools was reducing, the number of special school placements was increasing, particularly for SEMH and ASD, that the number and cost of FE College placements for young people with SEND was increasing and, whilst there were improvements in access to employment for young people with SEND, there was more work to be done in this area. The effectiveness of processes for transition to adulthood was also identified as an area for development, as was access to health services including mental health support.

3.4 Five key objectives were identified for the SEND Strategy

- To develop the capacity of mainstream schools to meet the needs of children with SEND
- To develop the continuum of local provision for children with SEND, including MLD, ASD and SEMH
- To improve the post 16 SEND offer in the local area for young people with SEND and increase their access to employment
- To improve transition to adulthood, in particular in relation to Social Care and Health Services
- To improve the physical and mental health and wellbeing of children with SEND

3.5 The SEND Strategy sets out a number of priority areas under each objective and a range of actions to support the objective. More detailed action plans for each objective were developed with partners in early 2020 and were agreed by the SEND Strategic Partnership Board in March 2020.

4. Supporting Information

4.1 The SEND Strategy seeks to provide good quality local services for children and young people with SEND, and improve their life outcomes, whilst at the same time making best use of resources and reducing pressure on the High Needs Block Budget.

4.2 Each of the five objectives in the SEND Strategy is associated with potential cost savings although it is difficult to predict with complete accuracy what savings could be made.

4.3 The Invest to Save bids agreed by the Schools Forum for 2020-21 will all contribute to Objective 1 of the SEND Strategy, by supporting mainstream schools to meet the needs of children with SEND and thereby potentially reducing exclusions and specialist placements.

4.4 The Invest to Save bids agreed for 2020-21 are summarised below:

- Recruitment of a Therapeutic Thinking Officer to further roll out and embed therapeutic thinking approaches in mainstream schools - £58,000
- Increasing the size of the Vulnerable Children Grant in order to support schools to implement therapeutic thinking approaches, avoid exclusions and to support fresh starts for children who have been permanently excluded - £125,400
- Recruitment of Higher Level Teaching Assistants within the ASD Team to support children with ASD in mainstream schools - £57,800
- Ceasing to charge for Language and Literacy Centre places in order to provide parity of access to the service and extend its reach - £17,800

4.5 This report covers potential savings associated with the Invest to Save projects as well as other activities within the SEND Strategy which should achieve savings.

Objective 1 of SEND Strategy: To develop the capacity of mainstream schools to meet the needs of children with SEND

4.6 Objective 1 of the SEND Strategy contains a wide range of activities to support schools in meeting the needs of children with SEND, including additional training and guidance and greater access to support services and funding. Further detail is contained in the SEND Strategy Objective 1 Action Plan.

4.7 The implementation and roll out of Therapeutic Thinking approaches in schools, together with increased access to funding through the Vulnerable Children Grant, should reduce exclusions from schools and may also reduce the number of children requiring specialist SEMH placements.

4.8 The increased Vulnerable Children's Grant of £179k is being used in the following ways:

- 50k (the amount allocated in 2019-20) is used for "business as usual" i.e. to support unforeseen short term needs in schools e.g. a new arrival with short term needs.
- 50k has been allocated to support reintegration back in to mainstream of hard to place/permanently excluded pupils following Pupil Placement Panel discussion.
- 79k has been allocated to support schools implementing differentiated arrangements for SEMH pupils using therapeutic thinking approaches.

Criteria already existed for the business as usual funds. Stringent criteria have been put in place for the other two options with the Therapeutic Thinking Lead scrutinising applications for the 79k funding stream.

Potential savings to be achieved through reduced permanent exclusions

4.9 Potential savings resulting from reduced permanent exclusions are illustrated below using the cost of a permanent exclusion. As the table below illustrates, the cost varies according to the time of year of the exclusion and the type of school. The maximum saving in the HNB over a one year period were an exclusion to be prevented is £18,389 and the maximum saving to the HNB over a two year period is £39,099. Learners in KS4 have placements of 1,2 or 3 years.

Table 1

Examples of cost to the High Needs Block for exclusions				
	relevant date for calculations	Top Up Cost to HNB for year 1	Top Up Cost to HNB for year 2	Total cost for 2 years
Maintained School	4th May 2020	£16,680.10	£20,710.00	£37,390.10
	14th October 2020	£9,335.10	£20,710.00	£30,045.10
Academy School	4th May 2020	£18,389.20	£20,710.00	£39,099.20
	14th October 2020	£12,246.90	£19,317.40	£31,564.30
* Different relevant dates for exclusions have been used to show different situations				
** These costs assume appropriate funding has been reclaimed from the school making the exclusion				
*** The amount each school is required to contribute varies on their individual formula				

Table 2

Financial year	Exclusions avoided in year	Cumulative reduction	Saving
2020-21	0	0	
2021-22	2	2	39,000
2022-23	2	4	78,000
2023-24	2	6	117,000
2024-25	2	8	156,000

2020-21 exclusions data will not be typical due to Covid 19 and lockdown. The table above shows savings which could be made if permanent exclusions were to be down on the 2019-20 figures by two per year over the next 4 years, ie. down by 8 by 24-25.

The table is based on the yearly cost of an exclusion from an academy made in May and the cost of placement at I-College.

Potential savings to be achieved through reduced SEMH placements

4.10 There are currently 36 children with EHCPs attending special schools for children with SEMH. The costs of these placements vary widely according to whether they are other Local Authorities’ maintained special schools, Free special schools, non- maintained special schools or independent special schools. Placements in other Local Authority maintained special schools would always be sought in the first instance, provided that they can meet the child’s needs, as these placements are usually more cost effective. However, as all Local Authorities are experiencing an increase in demand for SEMH placements it is becoming much more difficult to access other LA maintained special schools for West Berkshire children.

4.11 Given that it is rarely possible now to access other LA SEMH schools, placements for SEMH are having to be made which cost typically between £49,000

and £65,000 per annum. The school which is used most frequently to place children with SEMH costs £54,000 per annum. (Some SEMH placements for children with more complex needs cost significantly more, up to £200,000 per annum, but these are young people who could not be retained in mainstream schools). Avoidance of one SEMH placement could therefore save approximately £54,000 per annum from the High Needs Budget. It is not possible to say accurately how many SEMH placements might be avoided as a result of additional support for schools to help them meet the needs of children with SEMH.

4.12 However, if new SEMH placements could be avoided at a rate of 2 per year, over a three year period, the savings would be as follows:

Table 3

Financial year	SEMH Placements avoided in year	Cumulative reduction	Saving
2020-21	2	2	£108,000
2021-22	2	4	£216,000
2022-23	2	6	£324,000

4.13 It make prove possible to reduce SEMH placements by more than 6, in which case savings would be greater. However, it is likely that the number of placements will reduce over time but then settle as there will always be a core of children who will ultimately require a specialist SEMH placements in spite of therapeutic approaches being used.

Potential savings to be achieved through reduced ASD placements

4.14 Increasing the ASD Service to include some highly trained and experienced HLTAs will enable the service to be more responsive in cases where schools may need some more direct, practical support than the ASD Team is currently able to provide. The ASD Advisory Teachers currently have a consultative role and are unable to provide intensive support in schools as they have oversight of over 1,000 children. Being able to deploy an additional resource to support schools may help to avoid situations escalating to the point where the school feels unable to meet the child’s needs.

4.15 The recruitment of these additional members of staff had to be put on hold due to Covid 19 but adverts have now been placed and it is hoped that the posts will be filled by January 2021.

4.16 Children with ASD whose needs can no longer be met in mainstream schools would usually be considered for a place in a West Berkshire ASD Resource (attached to Theale Primary, Fir Tree Primary, Theale Green Secondary and Trinity Secondary schools). However, in some cases there may not be a place available in the relevant age group, or the child’s anxiety and behaviours may have escalated to such an extent that placement in a ASD Resource is not considered viable.

4.17 West Berkshire uses a variety of specialist placements for children with ASD whose needs can no longer be met in mainstream schools or schools with resourced units. There are currently 53 children with EHCPs attending special schools for children with ASD. Placements for ASD cost typically between £55,000 and £63,000 per annum. It is not possible to say at this stage how many ASD placements might be avoided as a result of additional support for schools to help them meet the needs of children with ASD.

4.18 However, if one placement per year starting from 2021-22 could be avoided, the savings to the HNB would be as follows:

Table 4

Financial year	ASD Placements avoided in year	Cumulative reduction	Saving
2020-21	0	0	£0
2021-22	1	1	£55,000
2022-23	1	2	£110,000

Potential savings to be achieved through reduced Tribunal appeals for specialist dyslexia schools

4.19 The removal in 2020-21 of LAL charges is expected to increase the number of children attending LAL to 48 per annum, the level of take up prior to charging being introduced. Since charging was introduced, and the number of children accessing LAL reduced, (currently down to 26), there has been an increase in appeals to the SEND Tribunal for placements in specialist schools for children with dyslexia. Currently 3 children attend such schools, with costs varying between £30,000 and £50,000 per annum.

4.20 Assessments for LAL placements were not able to take place in summer 2020 due to Covid 19. Children who are being put forward for LAL placements are being assessed in autumn 2020 with a view to placements starting in January 2021 or sooner if possible.

4.21 It is too early to say at this stage to what extent placements in the LALs will increase as a result of the removal of charging or the impact this may have on appeals to the Tribunal for specialist dyslexia placements.

4.22 If LAL take up increases due to removal of charging, it is possible that this may reduce the number of requests for EHC assessments / plans for children with specific literacy difficulties. However, it is too early to say whether this may happen and the general trend is of increasing EHC assessment requests (for all types of SEN need).

4.23 No savings have been predicted yet as this needs to be monitored further to assess the likely impact of removal of charging.

Objective 2 of SEND Strategy: To develop the continuum of local provision for children with SEND, including MLD, ASD and SEMH

4.24 The main focus of Objective 2 of the SEND Strategy is to create new local provision for children with SEMH / ASD and for children with MLD. In both cases the provision would be attached to mainstream schools.

4.25 Planning work has started on the new SEMH/ASD provision, including proposed staffing models and accommodation briefs. A 12 place primary provision is planned and a 42 place secondary provision. Sites are now being sought for the primary and secondary provision. Opening dates will depend mainly on the scope of building / adaptation work required, once sites have been identified, and viable timescales within which this can happen. As soon as sites have been identified, project plans and timescales will be put in place. Discussions about sites are under way but are confidential at this stage. Agreement to the revenue costs of the new provision will need to be sought through the HFG and Schools Forum.

4.26 Savings which can be achieved will reflect the difference between the cost of a place in the new provision and the average cost of an equivalent external placement. Unit costs for the new provision are now available based on the proposed staffing models.

4.27 When the new provision is operating at full capacity it should yield some significant savings in the High Needs Block. However, it should be noted that the provision will grow in size gradually, so in the initial stages the unit cost of a place will be disproportionately high and may not be less than the cost of an equivalent external placement.

4.28 A modelling of costs for the secondary provision has been undertaken based on the agreed staffing model and an estimated number of admissions per year. The cost per place whilst the new provision is growing in size compared to the cost of an equivalent out of area placement is shown in the table below:

Table 5

Financial year	Nos on roll	Unit cost WBC provision	Total cost WBC provision	Nos on roll	Unit cost external provision	Total cost	Saving/deficit
2020-21	-	-	-	-	-	-	0
2021-22	-	-	-	-	-	-	0
2022-23	12	59,831	717,972	12	56,000	672,000	-45,972
2023-24	21	55,175	1,158,675	21	56,000	1,176,000	17,325
2024-25	30	48,551	1,456,530	30	56,000	1,680,000	223,470
2025-26	39	41,538	1,619,982	39	56,000	2,184,000	564,018
2026-27	42	36,811	1,546,062	42	56,000	2,352,000	805,938

4.29 The equivalent exercise has not yet been carried out for the proposed primary provision, but assuming that primary provision with 12 places opens in 2022, that unit costs are similar and that the resource admits 4 pupils per year over 3 years, savings could be as follows:

Table 6

Financial year	Nos on roll	Unit cost WBC provision	Total cost WBC provision	Nos on roll	Unit cost external provision	Total cost	Saving/deficit
2022-23	4	44,541	178,164	4	56,000	224,000	45,836
2023-24	8	40,676	325,408	8	56,000	448,000	122,592
2024-25	12	36,811	441,732	12	56,000	672,000	230,286

4.30 The creation of MLD provision in mainstream schools is intended to take pressure off our West Berkshire maintained special schools, Brookfields and The Castle, and to provide parents with a mainstream option, rather than making cost savings. The children who will attend the new MLD provision would otherwise attend our maintained special schools and it is not anticipated that their costs would be lower in the new provision, therefore this development should be cost neutral and will not make savings. It should, however, help to ensure that children with MLD are able to access specialist provision more promptly than is currently possible due to pressure on our special schools.

Objective 3 of SEND Strategy: To improve the post 16 SEND offer in the local area for young people with SEND and increase their access to employment

4.31 The Children and Families Act 2014 introduced a new right for young people with EHCPs to remain in post 16 provision potentially up to the age of 25, where there are educational outcomes still to be achieved. Under previous legislation, young people with Statements of Special Educational Needs did not remain in FE College beyond the age of 22 years. The SEND Code of Practice gives very little guidance on circumstances in which placement up to age 25 may be justifiable. This change in legislation has led to a local and national pressure for young people with SEND to remain in college much longer than previously, which has in turn placed cost pressures on the High Needs Block.

4.32 In some cases it is very appropriate for young people to remain in college beyond the age of 22 and even up to the age of 25 in a small number of cases. However, some young people have been staying in college longer than would have been necessary if they had been able to access courses which were more suitable in terms of preparing them for employment.

4.33 Newbury College has been working closely with the Local Authority to develop its Post 16 offer for young people with SEND to align it to the SEND Strategy and in particular the ambition to get more young people with SEND in to employment. The new range of courses will be launched in September 2020 and will have a strong focus on employment.

4.34 The Local Authority has also worked with West Berkshire Training Consortium and The Castle School to develop a new one year Supported Internship course, WOW Plus, aimed at getting young people with SEND in to employment at the end of the course. This course opened in September 2019 and will continue in its second year in September 2020.

4.35 In addition, West Berkshire Council continues to commission a supported employment service for young people aged 16 to 25. This service works with young people with EHCPs in mainstream and special schools to help them to access and sustain employment.

4.36 The long term aim is that young people with EHCPs in West Berkshire who are capable of employment will have high quality support to help them to access employment as soon as they are ready to do so, so that they do not spend time completing courses which are not leading to a meaningful outcome. We are already starting to see a reduction in the number of FE college places being funded which could in part be related to more young people with EHCPs accessing employment.

4.37 The saving achieved as a result of one young person leaving college to be employed rather than continuing at college would average at £16,000 including top up costs and place funding.

4.38 See 4.33 below for possible projected reduction in FE costs

Objective 4 of SEND Strategy: To improve transition to adulthood, in particular in relation to Social Care and Health Services

4.39 The focus of Objective 4 of the SEND Strategy is to ensure processes are in place to allow smooth transitions from children's to adult services for young people with SEND. This is to ensure that young people do not have to wait for, or potentially miss out on, the adult services they need from Health and Social Care. Objective 4 also seeks to change the way adult services are provided so that they become more personalised to the individual and so that service users have more choice and control. In addition, Objective 4 seeks to improve the commissioning of adult services such as supported living so that needs in the local area are planned for more proactively.

4.40 This section of the SEND Strategy aims to improve the experience of transitioning to adulthood for young people with SEND. We want families to become more confident in transition processes and the support which will be available locally for young people with SEND as they enter adulthood, so that there is less demand for placements in specialist residential FE Colleges. Such placements can cost anything from £50,000 to £150,000 depending on the young person's needs. Any residential costs of such placements would fall to Adult Social Care but the educational component of placement costs is a charge to the HNB budget.

Possible reduction in FE placement costs achieved through Objectives 3 and 4 of the SEND Strategy

4.41 It is not possible to estimate accurately how FE placements costs may reduce as a result of increased access to employment and increased confidence on local Adult Social Care provision, but based on recent reduction in costs of 10% between 18-19 and 19-20 and 5% between 19-20 and 19-21, it is possible that the

following savings could be achieved (based on a year on year ongoing decrease of 5% to 2022-23 with costs then levelling off

Table 7

Financial year	Reduction in FE placement costs of 5%	Cumulative reduction
2020-21	0	0
2021-22	£54,386	£54,386
2022-23	£51,667	£106,053

Objective 5 of SEND Strategy: To improve the physical and mental health and wellbeing of children with SEND

4.42 Objective 5 of the SEND Strategy aims to improve access to health services for children and young people with SEND, including access to support whilst families are waiting for services (eg. ASD assessments by CAMHS). This part of the strategy also aims to improve support for parents and carers of children with SEND so that their own health and wellbeing is supported and they are better able to meet their children's needs.

4.43 Children who require a very high level of personal care sometimes need to be placed in residential placements because parents have reached a point where they are no longer able to care for their children effectively or safely. This can happen because of the pressures of the caring role and the impact this can have on the physical and mental wellbeing of carers. Parents / carers would always be provided with support by the Disabled Children's Team, in order to help them to continue with their caring role, but in some cases children can no longer be cared for at home in spite of a high level of support being provided. If children in these circumstances cannot be placed in a foster home, they will either be placed in a children's home near to their current school or a residential school. As there are few children's homes which can cater for children with significant disabilities, it is more likely that placements will be made in residential schools. In these circumstances, the residential cost would fall to Children's Social Care but the educational costs would be a charge on the HNB.

4.44 It is likely that there will always be a small number of children who require residential placement because their needs are so extreme that parents are unlikely to be able to support them at home beyond adolescence. However, increased support for parents / carers of disabled children may help to reduce or delay residential placements. It is difficult to generalise about the cost of such placements as they can vary significantly depending on the child's needs.

4.45 It is too early to estimate the extent to which this part of the strategy could impact on residential placements. It is more likely to delay placements rather than prevent them altogether. A cost saving has therefore not been included for this part of the SEND Strategy.

5. Options for Consideration

5.1 Not applicable.

6. Proposals

6.1 See above.

7. Conclusion

7.1 The SEND Strategy aims to provide high quality support for children and young people with SEND as cost effectively as possible. This report sets out possible savings which could be achieved over a 6 year period through implementation of the strategy.

7.2 Implementation of the strategy is dependent on the investment of resources as set out in Section 2 above.

7.3 Based on current estimates, a saving of **£1.7 million** could be made over 6 years. See Appendix One – Table 8, attached.

7.4 The HNB budget for 20-21 has been set with a planned deficit of £1,184,910 for costs incurred within this financial year. In addition, there are deficits of £521,000 and £1,279,000 for overspends in 18-19 and 19-20 respectively.

7.5 It should be noted that the estimated saving can only be achieved as a net saving if spending in other areas of the HNB remains static.

7.6 There are a number of factors which could impact on achievement of estimated savings including:

- The take up and implementation by schools of therapeutic approaches
- The Local Authority's ability to identify schools to host the new proposed SEMH/ASD provision
- Children with EHCPs moving in to the area
- Tribunal decisions awarding out of area placements
- Increasing requests for EHC assessments including significant increase in parental requests

7.4 It is paramount that children's needs are met appropriately and that the Local Authority fulfils its statutory duties. Savings cannot be achieved in a way which would cause statutory duties to be breached.

8. Appendices

8.1 Appendix One: Table 8

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Appendix 1

Total potential HNB savings over 7 years

See Table 8

Financial year	Reduced exclusions	Reduced SEMH placements	Reduced ASD placements	Reduced cost of SEMH/ASD placements secondary	Reduced cost of SEMH/ASD placements primary	Reduced FE placements	TOTAL
2020-21		£108,000	0	0	0		108,000
2021-22	39,000	£216,000	£55,000	0	0	54,386	364,386
2022-23	78,000	£324,000	£110,000	-45,972	45,836	106,053	617,917
2023-24	117,000	£324,000	£110,000	17,325	122,592	106,053	796,970
2024-25	156,000	£324,000	£110,000	223,470	230,286	106,053	1,149,809
2025-26	156,000	£324,000	£110,000	564,018	230,286	106,053	1,490,357
2026-27	156,000	£324,000	£110,000	805,938	230,286	106,053	1,732,277

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Early Years Budget

Report being considered by: Schools' Forum on 19th October 2020

Report Author: Avril Allenby and Lisa Potts

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

1. Purpose of the Report

- 1.1 To update the Schools Forum on the deficit recovery options considered by the Early Years Funding Group and the recommendations and related actions proposed by the Heads Funding Group on 6th October 2020.

2. Background to investigations

- 2.1 Prior to lockdown, the Early Years Funding Group were consulted on a range of options to reduce the rates for 3 & 4 year olds, quality rate, 2 year old and deprivation.
- 2.2 The report considered in July acknowledged the basic principle that there needed to be deficit recovery plan which brings the budget back into line. The Forum also recognised that addressing the deficit in the current financial year would be very challenging.
- 2.3 The Early Years Funding Group have explored a range of options. A summary of all the options considered can be found at Appendix A. Each one is modelled on a five year period of deficit recovery as the impact on funding for individual providers over a shorter period would be extremely detrimental to financial stability across the sector resulting in closures and loss of childcare sufficiency.
- 2.4 As there are a wide range of providers, it was important during discussions that no particular group was affected more than others. Appendix B shows how each provider type would be affected by the reduction in rates options explored. When looking at the detail of impact on providers it is clear that some provision where there are the greatest numbers of vulnerable children and funded two year olds will be adversely impacted by whatever option is adopted. This needs careful consideration when deciding on the final deficit recovery approach.
- 2.5 Since lockdown restrictions have slowly lifted, providers are finding that the ongoing impact of Covid-19 is far more detrimental than imagined.
- 2.6 A range of further options have since been considered to show a tapered effect of the reductions, with less being removed in earlier years. Options 4 and 6 from Appendix B were chosen as the average reduction was the lowest across all provider groups. The full analysis is shown at Appendix C, with a summary as follows:

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Version A	81,702	122,553	163,404	204,255	204,255	776,170
Version B	81,702	163,404	204,255	204,255	204,255	857,872
Version C	99,849	113,286	158,846	201,037	201,037	774,055
Version D	99,849	158,846	201,037	201,037	201,037	861,806

2.7 With more than 54% of 2019/20 hours for 3 & 4 years olds being funded at £5.06 (including the quality rate), the pass through rate is too high and we are spending more than we are receiving in grant. The additional 15 hours extended funding has led to more schools being flexible in their delivery of hours. By the nature of the staff at a school, all these hours attract the quality rate.

3. Budget 2020/21

3.1 The Early Years Block started the year 2020/21 financial year with a deficit budget of £1,477,515

3.2 A current year forecast is showing a reduced deficit of £999,952. This forecast is based on the actual hours from the summer term 2020 and forecast hours for autumn 2020 and spring 2021 which are the best figures to be using at this stage however may be subject to change in the future.

3.3 The main reason for the lower deficit is a higher than expected grant adjustment for the hours relating to 2019/20. This adjustment is notified to us in July each year.

3.4 The latest guidance states that a census will be taken in January 2021 as normal, to calculate the total grant allocation for 2020/21. It is difficult to say long term how this will affect the budget position.

4. Impact on providers from Covid-19

4.1 Following a recent meeting of the Early Years Funding Group, it has become increasingly apparent that there are much longer term effects of Covid-19 on this sector. The Institute of Fiscal Studies found that 25% of private sector nurseries ran a “significant deficit” during lockdown, with less than £4 of income for every £5 in costs. Even though they reopened in June, demand for places was still 70% down in the summer holidays compared with pre-covid levels.

4.2 Vulnerable children have been impacted the most during this pandemic. This group needs where possible to be protected against any rate cuts. Currently EYPP is 53p per hours and West Berkshire make this up to £2:00 per hour. These children are a priority both nationally and locally and this has become even more of a focus during the pandemic.

4.3 More staff are required to manage bubbles of smaller than the normal sized groups. Also to provide cover for staff absence. Those accessing the furlough scheme have been rotating staff to gain maximum benefit from this vital business support.

4.4 30 hours entitlement is only available when both parents are working. There’s been a decrease in the number of parents eligible for this funding, therefore hours have decreased. Or parents are uncertain of the job stability once the furlough scheme

ends and are therefore being cautious about relying on childcare or the entitlement of additional hours.

- 4.5 Some families are still anxious about taking up their places and have delayed registration. The confidence in childcare providers is building but many families are not yet accessing their full entitlements.
- 4.6 The sector is expecting major changes at the end of October as the furlough scheme ends. Those providers who have to date been accessing furlough were only able to use the scheme against the income part of their business. For many small providers they couldn't access any funding as they don't income generate, operating using only the public funding and by fund raising. The Institute for Fiscal Studies recons the median furlough payment for nursery staff was worth just 55p for every £1 of lost fee income.
- 4.7 The removal of the scheme will put additional pressure on providers resulting in redundancies and potential closures. It will almost certainly impact on sufficiency of places in some areas of West Berkshire.
- 4.8 There has been a large reduction on private income for providers as parents are using less hours than previously and not wanting to pay for additional services or hours on top of their free entitlement. This income is an important part of the business model for many providers.
- 4.9 Hourly rate doesn't cover the cost of the provision an example:

Our wages total for the 4 qualified pre-school staff has **increased by £7.30 per hour over the last 2 years**, from £34.50 in March 2018 to £41.80 in April 2020, following the rises in the minimum wage.

We must also pay pensions which cost an additional £30 employer's contributions per month.

In the same period our Early Years Funding has increased by 10p per hour from £4.96ph to £5.06ph, per child.

We are a small village setting, open for 16.5 hours each week but only claiming 15 hours funding for most of the children as they do not have 2 working parents. We do an additional 30 minutes each day to the funded hours to make us attractive to parents fitting in school runs too. The funded hours make up 95% of our income so any reduction in it will have a material impact upon us.

We provide considerable support to disadvantaged children, most of whom would have no pre-schooling if we were to close.

5. Recommendations proposed by the Early Years Funding Group

- 5.1 The impact of Covid-19 has resulted in early evidence of financial difficulties for many of our providers being close to closure and the on-going uncertainty is likely to further compound these issues. Therefore the recommendation is to use a tapered reduction in rates with a lower impact on rates in the first two years increasing to meet the deficit over the five year period.

- 5.2 That Option 4 Version B implemented over a five year period is the model adopted. As this model ensures that there is equity of impact across all types of provider while safeguarding funding to support the most vulnerable children. This will also support diminishing the impact of Covid-19, during the early stages of deficit recovery.
- 5.3 For the deficit recovery plan to be thoroughly reviewed annually with clear consideration for local sufficiency, demand and available funding.
- 5.4 That the deficit recovery plan is delayed until April 2022 to ensure current providers can deal with the ongoing impact of Covid-19.

6. Heads Funding Group proposals

- 6.1 That the proposal to delay the deficit recovery until the financial year 2022/2023 is removed as the recovery period has already been delayed with an agreed start date for the budget period 2021/2022.
- 6.2 That there is further work on the deficit recovery models to ensure that over the period of recovery the full amount of deficit is recovered by the end of the final year.

7. Conclusion

- 7.1 The work to date identifies a clear plan over a five year period to address the deficit in the Early Years DSG Funding. The need for caution when considering how to cut the local rates and how fast to recover the deficit are clear, as there is a balance to be struck.
- 7.2 The potential disruption to local provision of childcare and early education is considerable. Alongside this the on-going uncertainty around the further impact of Covid-19, employment insecurity for parents, future funding and sufficiency needs are going to need to be under careful monitoring and review to ensure the plan is responsive to the challenges ahead.
- 7.3 Further work needs to be undertaken to develop a suitable model which both covers the deficit in full but also ensures that the impact on all types of provider is carefully considered so that no part of the sector is unfairly disadvantaged.

Option 1

	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Total reduction
5p reduction 3 / 4 year olds to £4.35	91,581	91,581	91,581	91,581	91,581	457,905	0.05
5p reduction 3 / 4 year olds to £4.36	20,874	20,874	20,874	20,874	20,874	104,372	0.02
5p reduction 3 / 4 year olds to £4.37	26,790	26,790	26,790	26,790	26,790	133,950	0.20
5p reduction 3 / 4 year olds to £4.38	94,187	94,187	94,187	94,187	94,187	470,935	£1.00
						<u>1,167,162</u>	1.27

Option 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Total reduction
5p reduction 3 / 4 year olds to £4.35	91,581	91,581	91,581	91,581	91,581	457,905	0.05
3p reduction in quality rate to £0.63	31,312	31,312	31,312	31,312	31,312	156,560	0.03
20p reduction in 2 year olds to £5.45	26,790	26,790	26,790	26,790	26,790	133,950	0.20
£1 reduction in deprivation to £1	94,187	94,187	94,187	94,187	94,187	470,935	£1.00
						<u>1,219,350</u>	1.28

Option 3

	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Total reduction
3p reduction 3 / 4 year olds to £4.37	54,948	54,948	54,948	54,948	54,948	274,742	0.03
3p reduction in quality rate to £0.63	31,312	31,312	31,312	31,312	31,312	156,560	0.03
25p reduction in 2 year olds to £5.40	33,488	33,488	33,488	33,488	33,488	167,439	0.25
£1 reduction in deprivation to £1	94,187	94,187	94,187	94,187	94,187	470,935	£1.00
						<u>1,069,676</u>	1.31

Option 4

	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Total reduction
5p reduction 3 / 4 year olds to £4.35	91,581	91,581	91,581	91,581	91,581	457,904	0.05
5p reduction in quality rate to £0.61	52,186	52,186	52,186	52,186	52,186	260,930	0.05
10p reduction in 2 year olds to £5.55	13,395	13,395	13,395	13,395	13,395	66,976	0.10
50p reduction in deprivation to £1.50	47,094	47,094	47,094	47,094	47,094	235,468	0.50
						<u>1,021,277</u>	0.70

Option 5

	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Total reduction
4p reduction 3 / 4 year olds to £4.36	73,265	73,265	73,265	73,265	73,265	366,323	0.04
4p reduction in quality rate to £0.62	41,749	41,749	41,749	41,749	41,749	208,744	0.04
15p reduction in 2 year olds to £5.50	20,093	20,093	20,093	20,093	20,093	100,463	0.15
75p reduction in deprivation to £1.25	70,640	70,640	70,640	70,640	70,640	353,201	0.75
						<u>1,028,732</u>	0.98

Option 6

	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Total reduction
4p reduction 3 / 4 year olds to £4.36	73,265	73,265	73,265	73,265	73,265	366,323	0.04
4p reduction in quality rate to £0.62	41,749	41,749	41,749	41,749	41,749	208,744	0.04
15p reduction in 2 year olds to £5.50	20,093	20,093	20,093	20,093	20,093	100,463	0.15
70p reduction in deprivation to £1.30	65,931	65,931	65,931	65,931	65,931	329,655	0.70
						<u>1,005,185</u>	0.93

Highest percentage loss

	Total reduction (£)	Childminder	Pre-School	Private provider/ Ind school	Nursery Class	Maintained Nursery School	Average reduction
Option 1	1.27	-7.18%	-7.75%	-4.96%	-6.30%	-2.84%	-5.81%
Option 2	1.28	-7.18%	-7.75%	-5.10%	-6.50%	-2.97%	-5.90%
Option 3	1.31	-7.51%	-7.64%	-5.13%	-6.10%	-2.80%	-5.84%
Option 4	0.70	-3.70%	-4.14%	-3.28%	-4.31%	-2.24%	-3.53%
Option 5	0.98	-5.31%	-5.75%	-4.05%	-5.20%	-2.47%	-4.55%
Option 6	0.93	-5.07%	-5.43%	-3.90%	-4.94%	-2.39%	-4.35%

Average percentage loss

	Total reduction (£)	Childminder	Pre-School	Private provider/ Ind school	Nursery Class	Maintained Nursery School	Average reduction
Option 1	1.27	-1.70%	-2.59%	-1.88%	-2.99%	-2.75%	-2.38%
Option 2	1.28	-1.71%	-2.65%	-1.97%	-3.19%	-2.88%	-2.48%
Option 3	1.31	-1.46%	-2.32%	-1.61%	-2.82%	-2.72%	-2.19%
Option 4	0.70	-1.35%	-2.00%	-1.80%	-2.72%	-2.18%	-2.01%
Option 5	0.98	-1.33%	-2.12%	-1.68%	-2.76%	-2.40%	-2.06%
Option 6	0.93	-1.32%	-2.06%	-1.65%	-2.68%	-2.33%	-2.01%

	Grant received (per hour)	Current rates (per hour)	reduced by:	
			option 4	option 6
3 / 4 year olds quality	£4.78	£4.40	5p	4p
2 year olds deprivation	£5.82	£5.65	10p	15p
	£0.53	£2.00	50p	70p

Option 4 tapered effect - version A

	Year 1	Year 2	Year 3	Year 4	Year 5
3 & 4 year olds quality rate	2p	3p	4p	5p	5p
2 year olds deprivation	4p	6p	8p	10p	10p
	20p	30p	40p	50p	50p

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
up to 5p reduction 3 / 4 year olds to £4.35	36,632	54,948	73,265	91,581	91,581	348,007
up to 5p reduction in quality rate to £0.61	20,874	31,312	41,749	52,186	52,186	198,307
up to 10p reduction in 2 year olds to £5.55	5,358	8,037	10,716	13,395	13,395	50,901
up to 50p reduction in deprivation to £1.50	18,837	28,256	37,675	47,094	47,094	178,955
	81,702	122,553	163,404	204,255	204,255	776,170

Option 4 tapered effect - version B

	Year 1	Year 2	Year 3	Year 4	Year 5
3 & 4 year olds quality rate	2p	4p	5p	5p	5p
2 year olds deprivation	4p	8p	10p	10p	10p
	20p	40p	50p	50p	50p

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
up to 5p reduction 3 / 4 year olds to £4.35	36,632	73,265	91,581	91,581	91,581	384,639
up to 5p reduction in quality rate to £0.61	20,874	41,749	52,186	52,186	52,186	219,181
up to 10p reduction in 2 year olds to £5.55	5,358	10,716	13,395	13,395	13,395	56,259
up to 50p reduction in deprivation to £1.50	18,837	37,675	47,094	47,094	47,094	197,793
	81,702	163,404	204,255	204,255	204,255	857,872

Option 6 tapered effect - version C

	Year 1	Year 2	Year 3	Year 4	Year 5
3 & 4 year olds quality rate	2p	2p	3p	4p	4p
2 year olds deprivation	7p	10p	12p	15p	15p
	35p	45p	60p	70p	70p

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
up to 4p reduction 3 / 4 year olds to £4.36	36,632	36,632	54,948	73,265	73,265	274,742
up to 4p reduction in quality rate to £0.62	20,874	20,874	31,312	41,749	41,749	156,558
up to 15p reduction in 2 year olds to £5.50	9,377	13,395	16,074	20,093	20,093	79,031
up to 70p reduction in deprivation to £1.30	32,965	42,384	56,512	65,931	65,931	263,724
	99,849	113,286	158,846	201,037	201,037	774,055

Early Years Budget

Option 6 tapered effect - version D

	Year 1	Year 2	Year 3	Year 4	Year 5
3 & 4 year olds	2p	3p	4p	4p	4p
quality rate	2p	3p	4p	4p	4p
2 year olds	7p	12p	15p	15p	15p
deprivation	35p	60p	70p	70p	70p

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
4p reduction 3 / 4 year olds to £4.36	36,632	54,948	73,265	73,265	73,265	311,375
4p reduction in quality rate to £0.62	20,874	31,312	41,749	41,749	41,749	177,432
15p reduction in 2 year olds to £5.50	9,377	16,074	20,093	20,093	20,093	85,729
70p reduction in deprivation to £1.30	32,965	56,512	65,931	65,931	65,931	287,270
	99,849	158,846	201,037	201,037	201,037	861,806

Schools’ Forum – Purchasing of Energy Arrangement Update

Report being considered by: Schools’ Forum on 19th October 2020

Report Author: Chris Harris – Agency and Energy Category Manager

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

1. Purpose of the Report

1.1 The report is to inform the Schools’ Forum of the intention by the Council to review the current energy arrangements which would affect a number of schools and their energy provision.

2. Recommendations

2.1 Due to the length of the time that West Berkshire Council have been part of the central energy contract, it is recommended that a review of the current energy purchasing arrangement with Crown Commercial Services (CCS) is undertaken. A review is underway to analyse the market to ascertain whether there is a more cost effective and efficient way of managing energy supply to Council’s corporate sites and schools across the District.

2.2 The Schools’ Forum note the report.

<b style="color: #008080;">Will the recommendation require the matter to be referred to the Council or the Executive for final determination?	Yes: ✓	No:
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3. Introduction/Background

3.1 Buying energy is a complex activity. The market is volatile and purchasers must balance the desire to minimise the price paid with an appropriate level of risk. Electricity and gas are commodities traded on an extremely volatile open market. As such unit prices vary, often on an hour-by-hour, as-it-happens basis. Factors that can affect the market price can be better managed by a purchaser who is buying large volumes, such as Professional Buying Organisations (PBOs). The current energy arrangements are that Crown Commercial Services (CCS) are used as the buying organisation to purchase energy for the sites within the central energy contract. This arrangements has been in place for a number of years and there has been no full review of the arrangements completed recently. There are a number of alternative framework providers and procurement baskets that offer differing buying strategies and windows. The council intend to explore the possibility of using alternative arrangements and compare to the current process in an attempt to reduce costs, through cost effective energy procurement.

4. Options for Consideration

4.1 Options for energy procurement include but are not limited to the following;

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

5. Proposals

- 5.1 It is proposed that alternative frameworks are considered to make an effective decision on future energy arrangements to ensure value for money for all sites and the council. Any future proposal or recommendation may include provision for schools to be charged a percentage of usage for the contract management service that West Berkshire Council provide.
- 5.2 Once the procurement route has been agreed, schools will be asked to commit to whether they wish to opt into the new West Berkshire led contract. Those schools who do not wish to opt in to the arrangements will need to procure their own energy arrangements
- 5.3 Participating schools will be required to pay a charge through in line with other Council traded services going forward to support staffing and administrative costs incurred by the Council for on-going contract management.

6. Conclusion

- 6.1 The council will be undertaking a review on energy arrangements and once a preferred route is decided upon, will ask schools to decide upon their inclusion within the arrangements.

7. Consultation and Engagement

- 7.1 Key Stakeholders that will be consulted as part of the review;
 - (1) First point for all sites that are currently part of the framework
 - (2) Contacts for sites who have potential to enter the framework
 - (3) West Berkshire Council Energy Team
 - (4) West Berkshire Council Members
 - (5) West Berkshire Council Commissioning Service

8. Appendices

- 8.1 As this is an update paper, there are no appendices.

Dedicated Schools Grant Monitoring Report 2020/21 – Quarter Two

Report being considered by: Schools' Forum on 19th October 2020

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. 2020/21 Budget Setting

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

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

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

5. Quarter Two Forecast (30 September 2020)

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

Table 1 - DSG Block forecast	Original Budget 2020/21	Budget Changes	Amended Budget 2020/21	Quarter 1 Forecast	Quarter 2 Forecast	Month 6 Forecast Outturn Variance
	£'000	£'000	£'000	£'000	£'000	£'000
Schools Block (inc ISB)	65,221		65,221	65,221	65,221	0
Early Years Block	10,381		10,381	10,381	10,381	0
Early Years Block In-Year efficiency target	(795)		(795)	0	0	795
Central School Services Block	834		834	883	880	46
High Needs Block	21,387		21,387	21,343	21,566	180
High Needs Block In-Year efficiency target	(1,185)		(1,185)	0	0	1,185
Total Block Expenditure	95,843	0	95,843	97,828	98,049	2,205
Support Service Recharges	444	0	444	444	444	0
Total Expenditure	96,287	0	96,287	98,272	98,493	2,205
Funded by:						
DSG Grant	(96,287)		(96,287)	(96,287)	(96,287)	0
Net In-year Deficit	0	0	0	1,985	2,205	2,205
Deficit Balance in reserves	1,691		1,691	1,691	1,691	1,691
Cumulative Deficit	1,691	0	1,691	3,676	3,896	3,896

5.2 The Quarter Two forecast shows an in-year forecast deficit of £2.2m, comprising £177k against in-year expenditure and a £2.0m efficiency target which is as yet unmet. When added to the cumulative deficit of £1.691m, the forecast year end deficit on the DSG is £3.896m

6. Schools Block

6.1 There are no forecast variances within the Schools block at Quarter Two. There is however a risk of overspend in this block due to business rates, where properties may be revalued (as schools are funded according to their actual rates bill).

6.2 De-delegated budgets within the Schools Block will be forecast as on line during the year. Any over or under spends are carried forward as part of the 2021/22 budget setting process as balances are only attributable to these specific services and cannot be allocated generally across the DSG. The de-delegated balances are detailed below:

Schools Block De-Delegated balances	31.3.2020	change in reserves	Q2 position	31.3.2021 Est
	£k	£k	£k	£k
Schools in Financial Difficulty	(200)	0	28	(173)
School Improvement	(41)	0	0	(41)
EMTAS	(41)	0	10	(31)
Therapeutic Thinking	(2)	0	0	(2)
Total balance	(284)	0	38	(247)

7. Early Years Block

- 7.1 The Early Years Block is forecasting a £795k overspend at Quarter Two, against the in-year efficiency target.
- 7.2 Due to the nature of the volatility in this block, it is difficult to forecast as the funding (the final grant allocation will be determined by the January 2021 census), and payments to providers (payments are made according to actual number of hours of provision each term) are unpredictable.

8. Central Schools Services Block

- 8.1 The Central School Services Block is forecasting an overspend of £46k at Quarter Two. This comprises a £3k in-year underspend on staffing off-set against a £49k funding shortfall.

9. High Needs Block

- 9.1 The High Needs Block is forecasting an in-year overspend of £180k in addition to the unmet efficiency target of £1.2m. The main variances against expenditure are as follows:
- £151k pressure relating to 13 new placements at Non WBC Mainstream schools
 - £286k pressure relating to an increase in use of Independent Special Schools and Special schools.
 - £242k saving from 1 successful tribunal and children being placed in local mainstream and local specialist provision.
 - Other over and under spends within the Top Up funding areas are demand led and can be as a result of pupil movement from one setting to another.
 - Further work needs to be undertaken to ascertain which of the current year savings are ongoing or one off. This will help in compiling a recovery plan for 2021-22.
- 9.2 A breakdown of the PRU top up information for the Autumn term has not yet been received, information should be available for month 7 reporting. These codes are currently shown as reporting online, this is a risk which could have an impact on the block's forecast position.

10. Deficit Position

- 10.1 The DSG forecast is a £2.2m overspend in year, comprising £177k against in-year expenditure and a £2.0m in-year efficiency target which remains unallocated at Quarter Two. It will remain unallocated until permanent savings against individual budgets can be identified to enable a permanent movement of funds to reduce the efficiency target.
- 10.2 When added to the prior year deficit, the total forecast deficit on the DSG amounts to £3.9m. The DfE recognises that some authorities still cannot afford to pay off the historic deficit from the DSG over the next few years. In these cases, the DfE expects to work together with LAs to agree a plan of action to pay off its deficit. The DfE expects to approach selected authorities to begin discussions during 2020 and expand discussions to other authorities during 2021/22 and subsequent years.
- 10.3 The deficit sits largely within the High Needs and Early Years blocks, and reports will be presented to Schools Forum on plans to address the deficits.

11. Conclusion

- 11.1 The total forecast deficit on the DSG amounts to £3.9m, comprising £1.7m from previous years and a further £2.2m forecast overspend in year. The forecast position will be kept under review and updates provided to Schools' Forum Appendices

Appendix A – DSG 2020-21 Budget Monitoring Report Month 6

Dedicated School's Grant (DSG) 2020/2021 Budget Monitoring Month 6

Cost Centre	Description	Original Budget 2020/21	Net Virements in year	Amended Budget 2020/21	Forecast	Variance	Comments
90020	Primary Schools (excluding nursery funding)	47,677,060		47,677,060	47,677,060	0	
DSG top slice	Academy Schools Primary	0		0	0	0	
90025	Secondary Schools (excluding 6th form funding)	16,115,140		16,115,140	16,115,140	0	
DSG top slice	Academy Schools Secondary	0		0	0	0	
90230	DD - Schools in Financial Difficulty (primary schools)	19,000		19,000	19,000	0	
90113	DD - Trade Union Costs	47,090		47,090	47,090	0	
90255	DD - Support to Ethnic minority & bilingual Learners	224,660		224,660	224,660	0	
90349	DD - Behaviour Support Services	216,390		216,390	216,390	0	
90424	DD - CLEAPSS	3,070		3,070	3,070	0	
90470	DD - School Improvement	0		0	0	0	
90423	DD - Statutory & Regulatory Duties	172,930		172,930	172,930	0	
90235	School Contingency - Growth Fund/Falling Rolls Fund	756,100		756,100	756,100	0	
90054	Efficiency Target	-10,070		-10,070	-10,070	0	
	Schools Block Total	65,221,370	0	65,221,370	65,221,370	0	
90583	National Copyright Licences	140,190		140,190	140,190	0	
90019	Servicing of Schools Forum	43,940		43,940	43,940	0	
90743	School Admissions	176,270		176,270	176,270	0	
90354	ESG - Education Welfare	170,790		170,790	167,790	-3,000	
90460	ESG - Statutory & Regulatory Duties	351,590		351,590	351,590	0	
90054	Efficiency Target	-49,000		-49,000	0	49,000	
	Central School Services Block DSG	833,780	0	833,780	879,780	46,000	

Dedicated School's Grant (DSG) 2020/2021 Budget Monitoring Month 6

Cost Centre	Description	Original Budget 2020/21	Net Virements in year	Amended Budget 2020/21	Forecast	Variance	Comments
90010	Early Years Funding - Nursery Schools	938,110		938,110	938,110	0	
90037	Early Years Funding - Maintained Schools	1,650,420		1,650,420	1,650,420	0	
90036	Early Years Funding - PVI Sector	6,423,350		6,423,350	6,423,350	0	
90052	Early Years PPG & Deprivation Funding	188,380		188,380	188,380	0	
90053	Disability Access Fund	23,370		23,370	23,370	0	
90018	2 year old funding	756,830		756,830	756,830	0	
90017	Central Expenditure on Children under 5	258,450		258,450	258,450	0	
90287	Pre School Teacher Counselling	51,950		51,950	51,950	0	
90238	Early Years Inclusion Fund	90,000		90,000	90,000	0	
90054	Efficiency Target	-794,570		-794,570	0	794,570	
	Early Years Block Total	9,586,290	0	9,586,290	10,380,860	794,570	
90026	Academy Schools RU Top Ups	948,280		948,280	979,462	31,182	
90546	Special Schools - Place Funding Post 16	790,000		790,000	790,000	0	
90539	Special Schools - Top Up Funding	3,986,360		3,986,360	4,122,321	135,961	
90548	Non WBC Special Schools - Top Up Funding	1,194,300		1,194,300	952,080	-242,220	One tribunal saving; children placed in local special schools and local independent
90575	Non LEA Special School (OofA)	1,068,200		1,068,200	1,060,740	-7,460	
90579	Independent Special School Place & Top Up	2,797,000		2,797,000	2,947,560	150,560	
90580	Further Education Colleges Top Up	1,087,730		1,087,730	1,087,730	0	
90617	Resourced Units top up Funding maintained	313,650		313,650	291,223	-22,427	
90618	Non WBC Resourced Units - Top Up Funding	130,600		130,600	156,690	26,090	
90621	Mainstream - Top Up Funding maintained	779,450		779,450	796,684	17,234	

Dedicated School's Grant (DSG) 2020/2021 Budget Monitoring Month 6

Cost Centre	Description	Original Budget 2020/21	Net Virements in year	Amended Budget 2020/21	Forecast	Variance	Comments
90622	Mainstream - Top Up Funding Academies	389,600		389,600	398,336	8,736	
90624	Non WBC Mainstream - Top Up Funding	70,590		70,590	222,240	151,650	13 new placements
90625	Pupil Referral Units - Top Up Funding	818,400		818,400	818,400	0	
90627	Disproportionate No: of HN Pupils NEW	100,000		100,000	100,000	0	
90628	EHCP PRU Placement	557,520		557,520	557,520	0	
High Needs Block: Top Up Funding Total		15,031,680	0	15,031,680	15,280,986	249,306	
90320	Pupil Referral Units	660,000		660,000	660,000	0	
90540	Special Schools	2,860,000		2,860,000	2,860,000	0	
90584	Resourced Units - Place Funding (70)	230,000		230,000	230,000	0	
High Needs Block: Place Funding Total		3,750,000	0	3,750,000	3,750,000	0	
90240	Applied Behaviour Analysis	136,580		136,580	148,630	12,050	
90280	Special Needs Support Team	308,130		308,130	308,130	0	
90281	SEND Strategy (DSG)	61,060		61,060	61,060	0	
90282	Medical Home Tuition	205,000		205,000	159,000	-46,000	
90287	Pre School Teacher Counselling	51,950		51,950	51,950	0	
90288	Elective Home Education Monitoring	28,240		28,240	28,240	0	
90290	Sensory Impairment	227,590		227,590	227,590	0	
90295	Therapy Services	261,470		261,470	261,470	0	
90372	Therapeutic Thinking	58,000		58,000	58,000	0	
90555	LAL Funding	116,200		116,200	116,200	0	
90565	Equipment For SEN Pupils	15,000		15,000	18,220	3,220	
90577	SEN Commissioned Provision	567,650		567,650	580,130	12,480	
90582	PRU Outreach	61,200		61,200	61,200	0	
90585	HN Outreach Special Schools	50,000		50,000	50,000	0	
90610	Hospital Tuition	39,050		39,050	39,050	0	

Dedicated School's Grant (DSG) 2020/2021 Budget Monitoring Month 6

Cost Centre	Description	Original Budget 2020/21	Net Virements in year	Amended Budget 2020/21	Forecast	Variance	Comments
90830	ASD Teachers	208,390		208,390	157,240	-51,150	Saving £43,350 as a result of two HLTA ASD Support posts now running 1 Jan 21 - 31 Dec 21, so funds to be carried forward
90961	Vulnerable Children	179,400		179,400	179,400	0	
90581	Dingleys Promise	30,000		30,000	30,000	0	
High Needs Block: Non Top Up or Place Funding		2,604,910	0	2,604,910	2,535,510	-69,400	
90054	Efficiency Target	-1,184,910		-1,184,910	0	1,184,910	
High Needs Block Total		20,201,680	0	20,201,680	21,566,496	1,364,816	
Total Expenditure across funding blocks		95,843,120	0	95,843,120	98,048,506	2,205,386	
SUPPORT SERVICE RECHARGES		444,000	0	444,000	444,000	0	
TOTAL DSG EXPENDITURE		96,287,120	0	96,287,120	98,492,506	2,205,386	
90030	DSG Grant Account	-96,287,120		-96,287,120	-96,287,120	0	
NET DSG EXPENDITURE		0	0	0	2,205,386	2,205,386	

Deficit Schools

Report being considered by: Schools Forum on 19th October 2020

Report Author: Melanie Ellis

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

1. Purpose of the report

This report provides details of four schools which have submitted deficit budgets for 2020/21, one school that expects to recover its deficit position in 2020/21 and two schools which ended the 2019/20 financial year with unlicensed deficit balances.

2. Recommendation

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. Deficit schools

- 3.1 Four schools submitted a WBC Deficit Budget License Application for the financial year 2020/21. One of the four had a licensed deficit in the financial year 2019/20. Following a detailed review of each application and discussion, all four deficits have been licensed. The individual schools have been informed. The total value if the licensed deficits is £98,324.
- 3.2 As is normal practise, all four schools have been asked to submit additional reporting to WBC Schools Accountancy for review. (See Appendix A for submission deadline table). All four 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 two schools forecasting to come out of deficit in 2021/22 and the remaining two in 2022/23.

School	Budget Submission 2020/21		
	Budget Closing Balance		
	2020/21	2021/22	2022/23
Bradfield Primary School	(8,352)	8,000	18,922
Hampstead Norreys & The Ilsleys Federation	(18,845)	(13,729)	14,296
Mrs Blands Infant & Nursery School	(36,808)	(13,496)	5,942
St Finians Primary School	(34,319)	1,474	13,000
TOTAL DEFICITS	(98,324)	(27,225)	0

Figures in red brackets indicate a deficit

- 3.3 Historic information for each of the four schools is shown below.

School	2017/18		2018/19		2019/20	
	Budget Closing Balance	Actual Closing Balance	Budget Closing Balance	Actual Closing Balance	Budget Closing Balance	Actual Closing Balance
Bradfield Primary School	1,712	4,077	1,705	19,157	11,890	(1,779)
Hampstead Norreys & The Ilsleys Federation	15,784	729	12,999	42,026	3,020	(3,825)
Mrs Blands Infant & Nursery School	340	9,150	9,440	17,275	0	(32,526)
St Finians Primary School	0	(31,909)	(61,540)	(56,722)	(77,150)	(40,599)

Figures in red brackets indicate a deficit

4. Schools ending 2019/20 with an unlicensed deficits

- 4.1 Two schools ended the financial year 2019/20 with unlicensed deficits, with a total value of £47,026 deficit. Both schools have been asked to submit the same additional information (for one year) as those schools with a licensed deficit.
- 4.2 Both schools submitted their period three budget monitoring. The submissions have been reviewed by Schools Accountancy and feedback emailed to each school. The budget submissions are shown in the table below with both schools forecasting no deficit position going forward.

School	Budget Submission 2020/21		
	Budget Closing Balance		
	2020/21	2021/22	2022/23
Bucklebury Primary School	55	13,299	21,564
Compton Primary School	6,130	21,874	35,570
TOTAL DEFICITS	6,185	35,173	57,134

Figures in red brackets indicate a deficit

- 4.3 Historic information is shown below

School	2017/18		2018/19		2019/20	
	Budget Closing	Actual Closing	Budget Closing	Actual Closing	Budget Closing	Actual Closing
Bucklebury Primary School	13,140	25,631	7,710	6,565	210	(20,418)
Compton Primary School	24,822	34,629	16,346	37,270	1,144	(26,608)

Figures in red brackets indicate a deficit

5. Schools expecting to come out of a period of licensed deficit in 2020/21

- 5.1 One school expects to come out of a period of licensed deficit in 2020/21 with a surplus balance of £80. The school has been asked to submit the same additional information as those schools with a licensed deficit.
- 5.2 The school submitted their period three budget monitoring. The submission has been reviewed by Schools Accountancy and feedback emailed to the school. The budget submission is shown in the table below with the school forecasting no deficit position going forward.

School	Budget Submission 2020/21		
	Budget Closing Balance		
	2020/21	2021/22	2022/23
Beenham Primary School	109	22,220	34,970

Figures in red brackets indicate a deficit

- 5.3 Historic information is shown below

School	2017/18		2018/19		2019/20	
	Budget Closing	Actual Closing	Budget Closing	Actual Closing	Budget Closing	Actual Closing
Beenham Primary School	(61,870)	(64,783)	(36,100)	(40,676)	(24,060)	(33,847)

Figures in red brackets indicate a deficit

6. External support for schools in financial difficulty

- 6.1 West Berkshire Council (WBC) has been offered support from LA Analysis & Engagement Team Education and Skills Funding Agency Academies & Maintained Schools Directorate's Schools Resource Management Adviser scheme. School Resource Management Advisers (SRMA) are independent sector specialists, who have experience in the management of resources in the education sector. All SRMAs are accredited by the Institute of School Business Leadership.
- 6.2 The overall objective of the SRMA visit will be to work collaboratively with WBC and the two or three schools identified by WBC to receive the support, providing peer-to-peer support and tailored advice on how the schools may make best use of their revenue and capital resources to deliver the best possible educational outcomes for their pupils. Once the work is completed with the individual schools, the good practice identified will be shared with all WBC schools.
- 6.3 Possible schools have been identified and WBC Schools Accountancy is in the process of contacting them to discuss their involvement.

Appendix A: Submission deadlines

Submission deadlines for licensed deficit schools 2020/21, those that expect to come out of a period of licensed deficit in 2020/21 and those that ended 2019/20 with an unlicensed deficit.

SUBMISSION TIMETABLE					
All submissions should be emailed to sarah.reynard@westberks.gov.uk					
Period covered by Agresso Report	Budget Monitoring	Bank Statement, FMS Reconciliation and Historical Unreconciled BankTransactions reports	Forecast	FMS Outstanding Purchase Order report	Submission Deadline (midnight)
Period 3 / June	Yes	Yes	No	Yes	14/07/2020
Period 6 / September	Yes	Yes	Yes	Yes	14/10/2020
Period 7 / October	Yes	Yes	Yes	No	13/11/2020
Period 8 / November	Yes	Yes	Yes	No	14/12/2020
Period 9 / December	Yes	Yes	Yes	Yes	18/01/2021
Period 10 / January	Yes	Yes	Yes	No	12/02/2021
Period 11 / February	Yes	Yes	Yes	No	12/03/2021

Agenda Item 16

Schools Forum Work Programme 2020/21

	Item	HFG Deadline	Heads Funding Group	SF Deadline	Schools Forum	Action required	Author
Term 2	DSG Funding Settlement Budget Overview 2021/22	17/11/20	24/11/20	01/12/20	07/12/20	Discussion	Melanie Ellis
	Final School Funding Formula 2021/22	17/11/20	24/11/20	01/12/20	07/12/20	Decision	Melanie Ellis
	Final Additional Funding Criteria 2020/21	17/11/20	24/11/20	01/12/20	07/12/20	Decision	Melanie Ellis
	De-delegations 2021/22	17/11/20	24/11/20	01/12/20	07/12/20	Decision	Lisa Potts
	Draft Central Schools Block Budget 2021/22	17/11/20	24/11/20	01/12/20	07/12/20	Discussion	Melanie Ellis
	Draft High Needs Budget 2021/22	17/11/20	24/11/20	01/12/20	07/12/20	Discussion	Jane Seymour
	High Needs Places and Arrangements 2021/22	17/11/20	24/11/20	01/12/20	07/12/20	Discussion	Jane Seymour
	High Needs Block - Resourced Units	17/11/20	24/11/20	01/12/20	07/12/20	Discussion	Jane Seymour
	Outline Early Years Forecast 2020/21 and Budget 2021/22	17/11/20	24/11/20	01/12/20	07/12/20	Discussion	Avril Allenby
	Financial Impact of Covid19 on the Early Years and High Needs Block	17/11/20	24/11/20	01/12/20	07/12/20	Discussion	Jane Seymour / Avril Allenby
	Deficit Schools (<i>standing item</i>)	17/11/20	24/11/20	01/12/20	07/12/20	Information	Melanie Ellis
	DSG Monitoring 2020/21 Month 7			01/12/20	07/12/20	Information	Melanie Ellis
Schools in Financial Difficulty Bids (TBC)	17/11/20	24/11/20	01/12/20	07/12/20	Decision	Melanie Ellis	
Term 3	Dedicated Schools Grant (DSG) Funding Settlement and Budget Overview 2021/22	06/01/21	13/01/21	19/01/21	25/01/21	Discussion	Melanie Ellis
	Final Central School Block Budget Proposals 2021/22	06/01/21	13/01/21	19/01/21	25/01/21	Decision	Melanie Ellis
	High Needs Block Budget Proposals 2021/22	06/01/21	13/01/21	19/01/21	25/01/21	Discussion	Jane Seymour
	Growth Fund and Falling Rolls Fund 2020/21	06/01/21	13/01/21	19/01/21	25/01/21	Information	Melanie Ellis
	Deficit Schools (<i>standing item</i>)	06/01/21	13/01/21	19/01/21	25/01/21	Information	Melanie Ellis
	DSG Monitoring 2020/21 Month 9			19/01/21	25/01/21	Information	Melanie Ellis
	Schools in Financial Difficulty Bids (TBC)	06/01/21	13/01/21	19/01/21	25/01/21	Decision	Melanie Ellis
Term 4	Work Programme 2021/22	16/02/21	23/02/21	01/03/21	08/03/21	Decision	Jessica Bailiss
	Final DSG Budget 2021/22 - Overview	16/02/21	23/02/21	01/03/21	08/03/21	Decision	Melanie Ellis
	Final High Needs Block Budget 2021/22	16/02/21	23/02/21	01/03/21	08/03/21	Decision	Jane Seymour
	Final Early Years Block Budget 2021/22	16/02/21	23/02/21	01/03/21	08/03/21	Decision	Avril Allenby
	Deficit Schools (<i>standing item</i>)	16/02/21	23/02/21	01/03/21	08/03/21	Information	Melanie Ellis
	DSG Monitoring 2020/21 Month 10			01/03/21	08/03/21	Information	Melanie Ellis
	Schools in Financial Difficulty Bids (TBC)	16/02/21	23/02/21	01/03/21	08/03/21	Decision	Melanie Ellis

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