

Notice of Meeting

Schools Forum

Monday 24th January 2022 at 5.00pm
In Virtual Zoom Meeting

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

Date of despatch of Agenda: Tuesday, 18 January 2022

For further information about this Agenda, or to inspect any background documents referred to in Part I reports, please contact Jessica Bailiss on (01635) 503124
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Further information and Minutes are also available on the Council's website at www.westberks.gov.uk



Agenda - Schools Forum to be held on Monday, 24 January 2022 (continued)

Forum Members: Tim Barlow, Reverend Mark Bennet, Dominic Boeck, Jonathon Chishick, Melissa Cliffe, Catie Colston (Vice-Chair) Jon Hewitt, Caroline Johnson, Ross Mackinnon, Catherine McLeod, Maria Morgan, Julia Mortimore, Ian Nichol, Gemma Piper, Chris Prosser, David Ramsden, Campbell Smith, Graham Spellman (Chair), Richard Hand and Charlotte Wilson

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Sarah Clarke
Service Director: Strategy and Governance

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

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

SCHOOLS FORUM

MINUTES OF THE MEETING HELD ON MONDAY, 6 DECEMBER 2021

Present: Reverend Mark Bennet (Church of England Diocese), Jonathon Chishick (Maintained Primary School Governor), Emily Dawkins (Maintained Primary School Headteacher), Keith Harvey (Maintained Primary School Headteacher), Jon Hewitt (Maintained Special School Headteacher), Hilary Latimer (Maintained Primary School Headteacher), Maria Morgan (Maintained Nursery School Headteacher), Ian Nichol (Maintained Primary School Governor), Gemma Piper (Academy School Headteacher), Chris Prosser (Maintained Secondary School Headteacher), Graham Spellman (Roman Catholic Diocese) and Charlotte Wilson (Academy School Headteacher)

Also Present: Melanie Ellis (Chief Accountant), Ian Pearson (Head of Education Services) and Jane Seymour (Service Manager, SEN & Disabled Children's Team), Jessica Bailiss (Policy Officer (Executive Support)), Councillor Dominic Boeck (Portfolio Holder for Children, Young People and Education) and Michelle Sancho (Principal EP & Service Manager)

Apologies for inability to attend the meeting: Catie Colston, Jacquie Davies, Michelle Harrison, Councillor Ross Mackinnon, Catherine McLeod, Julia Mortimore, David Ramsden and Campbell Smith

PART I

55 Minutes of previous meeting dated 18th October 2021

The minutes of the meeting held on the 18th October 2021 were approved as a true and correct record and signed by the Chair.

56 Actions arising from previous meetings

All actions were in hand or completed.

57 Declarations of Interest

There were no declarations of interest received.

58 Membership

Jessica Bailiss confirmed that Charlotte Wilson and Jacquie Davies had recently reached the end of their terms of office and having consulted their relevant groups had confirmed that they would continue for a further term.

Other members of the Forum approaching the end of their terms of office would be contacted individually.

An election was currently taking place for the Academy Governor vacancy and the closing date for nominations was 6th December 2021.

59 School Funding Formula 2022/23 (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 6), which set out the results of the consultation with all schools on the proposed primary and secondary school funding formula for 2022/23 and sought a final decision from the Schools' Forum.

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Melanie Ellis added that the results of the consultation had been discussed at the Heads' Funding Group (HFG) and the recommendations from this group were set out under section 2.1 of the report.

Melanie Ellis reported that 28 schools had responded to the consultation and she highlighted the results for each of the seven questions. The questions and results for the proposals on the sparsity factor and transfer of funding required further discussion.

1. *Do you agree that, subject to final affordability, West Berkshire should mirror the DfE's 2022/23 NFF as closely as possible and that this formula should be used to calculate funding allocations?* All 28 schools had supported this proposal. This was also supported by the HFG.
2. *Do you support using a Sparsity Factor?* 14 schools had supported awarding reduced sparsity funding to eligible schools and 13 schools had supported the full sparsity amount being awarded. The option to award reduced sparsity funding had been supported by the HFG and a detailed discussion on what reduction option should be recommended took place. The overall support was for using the National Funding Formula rules but capping this at 80%.
3. *Do you agree that any shortfall or surplus in funding is addressed by adjusting the AWPU values?* This had been supported by the majority of schools. This had also been supported by the HFG.
4. *What percentage transfer of funding would you support from the Schools Block to the High Needs block (HNB)?* 13 schools had supported a 0.5% transfer and 12 schools had supported a 0.25% transfer. When taking in to account the number of schools that had supported a 0% transfer the HFG had decided to recommend that a 0.25% transfer should be supported.
5. *Would you support any of this transfer supporting any of the other funding blocks?* 14 schools had supported this and 12 schools had said that they would not support this. The HFG had recommended that a block transfer should be used to support the High Need Block including support for Early Years development and capacity.
6. *Do you agree with the criteria set to access additional funds outside the school formula?* This was supported by the majority of schools and was supported by the HFG.
7. *Do you agree with the proposed De-delegated Services, Education Functions and Health and Safety Service for all maintained schools?* This was supported by the majority of schools however, Melanie Ellis reported that this would not be voted on at the current Forum meeting and a full report on the de-delegation proposals would be brought for consideration in January 2022.

The Chair asked if there were any queries regarding any of the proposals set out within 2.1 of the report and no queries were raised. The relevant Forum representatives moved on to vote on each of the proposals.

Keith Harvey proposed that the DfEs 2022/23 NFF to calculate the funding allocations should be mirrored (2.1(1)). This was seconded by John Hewitt. At the vote the motion was carried.

Hilary Latimer proposed that a reduced sparsity factor, set at 80% of the NFF values should be applied (2.2(2)). This was seconded by Emily Dawkins. At the vote the motion was carried.

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Ian Nichol proposed that any surplus or shortfall in funding should be addressed through adjusting the AWPU rates (2.2(3)). This was seconded by Richard Hawthorne. At the vote the motion was carried.

Keith Harvey proposed that a 0.25% top slice should be applied to the school's funding (2.2(4)). This was seconded by Emily Dawkins. At the vote the motion was carried.

Ian Nichol proposed that a block transfer should be used to support the HNB including support for Early Years development and capacity (2.2(5)). This was seconded by Keith Harvey. At the vote the motion was carried.

Ian Nichol proposed that the criteria for allocating additional funds should be approved (2.2(6)). This was seconded by Emily Dawkins. At the vote the motion was carried.

RESOLVED that all recommendations set out under 2.1 of the report (apart from recommendation 7 regarding the proposed de-delegated serviced, which would be considered at the Forum in January 2022) were approved by the Schools' Forum.

60 Budgets for Additional Funds 2022/23 (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 7), which set out the proposed 2022/23 budgets for the Growth fund, Primary Schools in Financial Difficulty fund (SIFD) and Additional High Needs fund.

Melanie Ellis reported that a discussion was required on the Growth Fund. This funding would be awarded in December 2021 and it was anticipated that about £900k would be awarded to the Local Authority based on growth rate. The table under section 5.4 of the report detailed the estimated draw on the growth fund up to 31st March 2023. It showed that currently there was £1.5m in the fund and Highwood Copse would need to be supported from this as a new school. It was expected by March 2023 that there would still be £786k in the Growth Fund. The recommendation supported by the HFG was therefore that the current year estimated allocation of £900k should be distributed back out to schools via the schools formula. Melanie Ellis reported that this approach had also been agreed in 2020/21 however, the funding had been used to increase the HNB transfer.

Regarding the Schools in Financial Difficulty Fund (SIFDF) it had been agreed in previous years that the fund should be kept topped up to £200k. It was topped up through de-delegations when it fell below this amount. No bids had yet been approved in the current year however, there were several bids for consideration being presented to January HFG meeting. Agreement was being sought from the Forum to top the fund back up to £200k if required at the beginning of the next financial year.

Finally regarding additional funding for high needs, Melanie Ellis reported that the proposed spending for this area was set out in the table under 7.1. The proposal was to set aside £40k for this fund in 2022/23. Ian Pearson clarified that this was fund that provided financial support to schools that had reached the financial trigger point to make their own contribution to EHCPs. It had been queried at the HFG what would happen if requests from schools for this purpose reached over the allocated £40k. Ian Pearson reported that no school would be disadvantaged if this was to occur and if more than £40k was required then this would be spent to ensure the Local Authority's commitment to schools to provide the top up funding was met.

The Chair asked if there were any queries regarding any of the proposals set out within 2.1 of the report and no queries were raised. The relevant Forum representatives moved on to vote on each of the proposals.

Jon Hewitt proposed that the 2022/23 growth funding should be distributed to all schools (2.2). This was seconded by Richard Hawthorne. At the vote the motion was carried.

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Jonathan Chishick proposed that the SIFDF should be topped up to £200k (2.2). This was seconded by Hilary Latimer. At the vote the motions was carried.

Hilary Latimer proposed that the additional high needs fund should be set at £40k (2.3). This was seconded by Ian Nichol. At the vote the motion was carried.

RESOLVED that recommendations 2.1, 2.2 and 2.3 as set out in the report were approved by the Schools' Forum.

61 Draft Central Schools Block Budget 2022/23 (Lisa Potts)

Ian Pearson introduced the report (Agenda Item 8), which set out the budget proposal for services funded from the Central Schools' Services (CSSB) block of the Dedicated Schools Grant (DSG).

The purpose of the CSSB was to fund central services provided to schools. As detailed within the table on page 38 under section 4.4 the current year's budget was £1,017,756 and the budget required in 2022/23 was £984,055, so there was a reduction of about £34k. The budget had overspent in previous years because the Government had reduced it year on year however a balanced budget had been set for 2022/23.

Keith Harvey proposed that the Forum agreed the 2022/23 budget for the CSSB. This was seconded by Chris Prosser. At the vote the motion was carried.

RESOLVED that the Schools' Forum approved the CSSB budget as recommended in section 2.1 of the report.

62 Draft High Needs Budget 2022/23 (Jane Seymour)

Jane Seymour introduced the report (Agenda Item 9), which set out the current financial position of the high needs budget for 2021/22 and the position as far as it can be predicted for 2022/23, including the likely shortfall.

Jane Seymour introduced the report (Agenda Item 9), which set out the current financial position of the high needs budget for 2021/22 and the position as far as it can be predicted for 2022/23, including the likely shortfall. Key points of the report included:

- There was a forecast shortfall of £2,147,538 in the 2022/23 High Needs Block (HNB) budget and an estimated cumulative deficit of £5,835,939.
- Key areas of pressure were highlighted under Appendix A and Jane Seymour explained each of these in more detail.
- Place Funding was agreed by the ESFA. Place funding could only be changed for Academy and FE places. Slightly less budget was required as there had been a reduction by one planned place. No additional funding could however, be obtained for maintained schools and this created additional pressure on those budgets.
- The Top Up Funding table on page 49 of the agenda showed the difference between the 2021/22 budget and 2022/23 budget. There were some reductions in funding including for non-West Berkshire Special Schools placements and FE College high needs placements. There were however significant areas of pressure including independent special schools, maintained special schools, maintained and academy mainstream EHCPs and non-maintained special schools. Jane Seymour highlighted that the table on page 49 also showed the revenue cost of the new secondary SEMH provision in Theale.
- Detail on Pupil Referral Units was detailed under section three of Appendix A. It was expected that an extra £200k would be required for children with EHCPs.

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- Jane Seymour moved on to other statutory services under section four of Appendix A where the increases were generally not significant. There were however, spending increases related to the education of children with health needs and medical tuition for children with health needs. This related to children out of school with emotional health needs and increasing levels of children who were Emotionally Based School Avoiders (EBSA). There was a duty to provide tuition for these children.
- Table five under section five of Appendix A detailed non-statutory service budgets for 2020/21 and 2021/22 and estimates for 2022/23. Jane Seymour highlighted that there were no significant budget increases predicted in this area.
- Jane Seymour reported that the next section of the report looked at the two sets of Invest to Initiatives. The impact of the first set of initiatives had been reported to the last Forum meeting in October 2021 including placements that had been avoided and the savings from these projects were detailed in the report on page 58 and 59. It was proposed that the first set of projects were funded permanently based on evaluation data. It was proposed that funding for the second set of projects should be continued for a further year pending further evaluation data.

RESOLVED that the Schools' Forum noted the report, which would return to the Forum for consideration in January 2022.

63 High Needs Block - Deficit Recovery Plan (Jane Seymour)

Jane Seymour introduced the report (Agenda Item 10), which proposed a draft 6 year HNB deficit recovery strategy for consideration by the Schools Forum.

The HNB budget would be almost £6 million overspent by the end of 2022/23 and a large proportion of increasing costs could be attributed to increases in the number of children requiring Education, Health and Care Plans (EHCPs) across all settings and age groups from 0 to 25. The main areas of pressure were set out in section 3.3 of the report.

Jane Seymour stressed that there were robust systems in place in West Berkshire for managing demand however, there had been an overall increase in EHCPs in West Berkshire of 41% since the Children and Families Act came in in 2014, which had placed pressure on the HNB.

Jane Seymour reiterated that the budget required for 2022/23 would exceed the current budget by £2.14m. Jane Seymour reported that her report attempted to model the changes in placement patterns, which would be needed in order to achieve expenditure within budget. The focus of the recovery strategy was on reducing expenditure on independent, non-maintained and free special school placements and also on I-College placements, as these placements had the potential to be reduced through earlier intervention. Jane Seymour stressed that it was not about denying children placements who needed them but was about ensuring that the additional support put in place was enabling the Local Authority to cater for more children's needs in mainstream schools so that fewer requires specialist placements.

Jane Seymour highlighted that section four of the report set out the invest to save initiatives 2020-22 and the intentions of the SEND Strategy. It detailed that the aim was to create good quality provision for children locally, whilst looking at how to do this in a cost effective and sustainable way.

Jane Seymour explained that the report set out how placements patterns would need to change in order to meet the required savings. Table one on page four of the report showed savings required by cost centre if apportioned in line with 2022/23 estimated spend.

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Section six of the report detailed savings on independent, non-maintained and free special schools by 2028/29. Jane Seymour reported that in order to achieve the savings required in this budget, the total number of children placed would need to reduce as shown in Table three on page 65 of the report.

Section seven of the report detailed savings on I-College by 2028/29 and in order to achieve the savings required in the budget, the total number of children would need to reduce as shown in Table four on page 66 of the report.

Jane Seymour concluded by drawing attention to section eight of the report which detailed factors for consideration, this also included factors that were outside of the Local Authority's control. If other cost centres in the HNB increased in future years by more than inflation, additional savings would be needed to achieve expenditure in line with the budget. Jane Seymour reported that the strategy also only addressed in year costs and not cumulative overspends. The Local Authority needed to work closely with schools in the area to ensure that they were aware of and accessing the support available to help reduce exclusions and avoid external placements.

Keith Harvey noted that the overspend in the budget had started to occur when the age range for EHCPs was increased from 19 to 25 without any additional budget provided. Keith Harvey stated that he would be interested to know if there would still be an overspend if the age had remained at 19 years old. He asked if an answer on this could be brought to a future meeting. Secondly Keith Harvey stated that he felt that the deficit recovery strategy was very ambitious and although he understood the reason for this, he queried how likely it would be that the reduced suggested numbers could be achieved. He was concerned that realistically it might not be possible.

In response to Keith Harvey's first comment, Jane Seymour confirmed that she would look in to data regarding this. Regarding Keith Harvey's second question, Jane Seymour agreed that the deficit recovery strategy was ambitious. There were increasing numbers however, success was being seen through the different strategies set out in the SEND Strategy including through the invest to save initiatives. It was difficult to estimate to what extent the success would continue and the success of the strategy very much depended on the ongoing funding of the different initiatives. It might need to be considered if more investment was required for preventative work in order to achieve what had been set out.

Ian Pearson stated that he concurred with the comments by Jane Seymour that the deficit recovery strategy was ambitious. Ian Pearson drew attention to the detail on the invest to save initiatives under the previous agenda item (Item 9) and stated that the figures presented indicated that if these initiatives had not been put in place then spending would be £1m higher. It was therefore possible to invest in areas that would save money over time.

Ian Pearson referred to the large figures that had been discussed, which as reported by Jane Seymour depended on expenditure overtime, inflation and how many cases were coming forward for more expensive placements. Part of this would form an element of the current SEND Review being undertaken by the Government together with how it wished to utilise the additional money for schools that was voted for in the recent spending review. It was anticipated that the SEND Review would be completed by March 2022 and the Government were then proposing to prepare a Green Paper. Ian Pearson felt it would be interesting to see what part the Government were going to play in supporting local authorities more broadly in addressing the issue of provision for SEND children and the associated costs.

RESOLVED that:

- Jane Seymour would look in to whether there still would have been an overspend in the HNB if the age range for EHCPs had not been increased to 25.

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- The Schools' Forum noted the report.

64 **Final Scheme for Financing Schools 2021/22 (Melanie Ellis)**

Melanie Ellis introduced the report (Agenda Item 11), which advised the Schools' Forum of the consultation responses on the updated Scheme for Financing Schools. It was noted that no comments had been received and therefore the updated Scheme for Financing Schools would be adopted from 1st December 2021.

65 **Forward Plan**

The Schools Forum noted the forward plan.

66 **Date of the next meeting**

The next meeting of the Schools' Forum would take place on 24th January 2022 on Zoom.

The Chair gave his thanks and appreciation to all those present currently working on the front line and the amazing work carried out since the beginning of the Covid pandemic. He acknowledged that the situation was not getting any easier and thanked everyone for their hard work.

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

CHAIR

Date of Signature

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Primary Schools in Financial Difficulty: Bid for Funding 2021/22

Report being considered by: Schools Forum on 24th January 2022

Report Author: Ian Pearson, Melanie Ellis

Item for: Decision **By:** All Primary Maintained Schools Representatives

1. Purpose of the Report

- 1.1 To summarise the bid for £50,981 that has been received from Spurcroft Primary School to access funding from the 'Primary schools in financial difficulty' de-delegated fund, and recommended for approval by Heads Funding Group.
- 1.2 Other bids were received and reviewed by Heads Funding Group, but it was agreed that they did not meet the criteria for approval. The bids have subsequently been withdrawn.

2. Recommendation

- 2.1 To approve the Spurcroft bid, with payment being capped at £30,000.
- 2.2 That only bids recommended by Heads Funding Group come to Schools Forum for approval.

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 delegate to all schools the contingency previously held for schools in financial difficulty. Each phase in the maintained sector has the option to de-delegate and pool this funding, with allocations made to schools that need it. This decision is made on an annual basis.
- 3.2 Primary schools have opted to continue to de-delegate this funding in 2021/22. The Primary Schools in Financial Difficulty Fund has been capped at £200k. The balance at the end of 2020/21 was £172.5k so £27.5k has been de-delegated in 2021/22.
- 3.3 The criteria agreed by the Schools' Forum for allocating this funding to schools is as follows:

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. *Additional funding may be payable for one of the following exceptional unforeseen circumstances which has taken the school into deficit:*
 - a) **Short term downturn in pupil numbers** - *to maintain current staffing structure where evidence can be provided that the numbers are likely to recover within a 2 - 3 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.*
 - b) **Sudden permanent downturn in pupil numbers** *in a school causing concern (i.e. Ofsted category of notice to improve or worse – 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.*
 - c) **Unforeseen sudden permanent downturn in pupil numbers** –*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).*
 - d) **Redundancy payments**, *where the staffing reductions are required in order to balance the budget, but these costs will put the school further into a deficit position and taking the school longer to recover the deficit.*
 - e) **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).*
 - f) **Additional Circumstance (from April 2018):** *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.*
 - g) **Additional Circumstance (from April 2019):** *Schools not currently in deficit that incur unforeseen exceptional one off expenditure which will result in school ending the year with an unplanned deficit may also make a bid.*
 - h) **Additional Circumstance (2021/22 Only):** *Schools in deficit at the end of the 2020/21 financial year where the deficit is wholly or in part the result of the impact of Covid-19.*
 - i) **Additional Circumstance (2021/22 Only):** *Schools not currently in deficit but whose Main School Budget reserves were significantly negatively impacted by Covid-19 related costs and/or loss of income unique to the school*

In order to access this funding, a school will need to complete and submit an application to the WBC Schools' Finance Manager who will arrange a panel (usually the next Heads Funding Group) to assess the application. The school will be invited to present their case in person 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 recommend the amount and duration of the financial support to Schools' Forum for approval or not.

- 3.4 Note that the decision to be taken by Schools' Forum is by Primary maintained school representatives only.

4. Bid from Spurcroft Primary School

4.1 The school is requesting £51k funding to cover exceptional costs relating to the impact on the school's Main School Budget of the transfer of the school's Out of Hours Club deficit balance at the end of the financial year 2020/21, which was the result of the financial impact of Covid-19. This transfer took the school into deficit.

- The school reached a £41k deficit in April 2021.
- For 2021/22 the school set an £11k in-year surplus budget bringing the budgeted deficit to £30k.
- At Period 8 the school is reporting an in-year deficit of £9k bringing the overall forecast deficit to £50k.

4.2 The school is seeking £50,981 from the SIFD fund to assist them with their financial recovery as it is also managing a falling pupil roll.

4.3 The bid meets the criterion 3h set by the Schools' Forum.

4.4 The full contribution would enable the school to recover from deficit by 2021/22, based on the Period 8 forecast.

5. Recommendation and Conclusion

5.1 Costs and losses have already been incurred causing the school to move into a deficit financial position. The Heads Funding Group recommend that the bid be approved with payment capped at £30,000 (the level of the 2021/22 budgeted deficit). The school is managing the financial impact of a falling roll, and the 2022/23 budget has been set with an in-year surplus.

6. Appendices

6.1 Appendix A – Equalities Impact assessment.

Appendix A

Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

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

What is the proposed decision that you are asking the Schools' Forum to make:	Award of Schools in Financial Difficulty funding
Name of Service/Directorate:	Finance and Property/Resources
Name of assessor:	Melanie Ellis
Date of assessment:	18.1.22

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

(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?	
Aims:	To award funds to a school as a result of covid
Objectives:	To prevent schools going into deficit
Outcomes:	School would have adequate funding
Benefits:	School would have adequate funding

(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?			
<i>(Please demonstrate consideration of all strands – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation)</i>			
Group Affected	Potential Positive Impacts	Potential Negative Impacts	Evidence
Age	none	none	
Disability	none	none	
Gender Reassignment	none	none	
Marriage and Civil	none	none	

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

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

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

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

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

Name: Melanie Ellis

Date: 18.1.22

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

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

Report being considered by:	Schools Forum		
On:	24 th January 2022		
Report Author:	Lisa Potts, Ian Pearson		
Item for:	Decision	By:	All Maintained Schools Representatives

1. Purpose of the Report

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

2. Recommendation

- 2.1 That representatives of maintained primary schools should agree to de-delegate funds in the 2022/23 financial year for:

- Behaviour Support Services
- Ethnic Minority Support
- Trade Union Representation
- Schools in Financial Difficulty
- CLEAPSS
- School Improvement
- 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 Service to Schools

- 2.2 That representatives of maintained secondary schools should agree to de-delegate funds in the 2022/23 financial year for:

- Behaviour Support Services
- Ethnic Minority Support
- Trade Union Representation
- CLEAPSS
- School Improvement
- 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 Service to Schools

- 2.3 That representatives of maintained special, nursery and PRU heads should agree to de-delegate funds in the 2022/23 financial year for:

- Trade Union Representation

- CLEAPSS (Special schools and PRU only)
- 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 Service to Schools

Will the recommendation require the matter to be referred to the Council or the Executive for final determination?

Yes:

No:

3. Summary of proposals

TABLE 1	2022/23 Primary Budget £	Agreed by HFG	2022/23 Secondary Budget £	Agreed by HFG	2022/23 Early Years & High Needs Budgets £	Agreed by HFG
Therapeutic Thinking Support	173,230	Yes	50,628	Yes	n/a	n/a
Ethnic Minority Support	166,270	Yes	2,594	Yes	n/a	n/a
Trade Union Representation	45,158	Yes	13,198	Yes	1,831	Yes
Schools In Financial Difficulty	165,480	Yes	n/a	Yes	n/a	n/a
CLEAPSS	1,941	Yes	1,272	Yes	66*	Yes
School Improvement and Governor Support	119,612	Yes	34,957	Yes	n/a	n/a
Education Functions	103,433	Yes	30,229	Yes	4,194	Yes
Health & Safety services to schools	As per banding	Yes	As per banding	Yes	As per banding	Yes

*special schools only

4. Introduction

- 4.1 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).
- 4.2 De-delegated services consist of Behaviour Support, Ethnic Minority Support, Trade Union Local Representation, Schools in Financial Difficulty fund (primary), Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS) and School Improvement
- 4.3 Education functions consist of the statutory and regulatory duties held by the local authority in respect of maintained schools.
- 4.4 The Health and Safety service provides a compliance, advice and training role for schools.

5. De-delegated Services

- 5.1 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.
- 5.2 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.

- 5.3 The schools funding regulations for 2022/23 have now been published and these confirm that similar arrangements for de-delegation of the cost of these services will apply for 2022/23. Funding arrangements are expected to change in 2023/24, but details of the changes have not yet been announced.
- 5.4 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 proposed to be de-delegated in 2022/23:

Primary and Secondary only:

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

6. Therapeutic Thinking Service (previously Behaviour Intervention)

- 6.1 The Therapeutic Thinking Service proposal for 2022/23 is set out in Appendix B.
- 6.2 Table 2 shows the budget and unit charge for 2022/23 compared to 2021/22. The total cost will be divided by the total numbers of pupils in the October 2021 census to determine a unit charge per pupil on which the de-delegated amount per school will be based. As all schools will have access to all aspects of the service, the same unit charge will apply to both primary and secondary schools. Based on the October 2021 census the charge will be £15.17 per pupil.

TABLE 2	2021/22			2022/23		
	Number of pupils	Unit Charge per pupil	Budget	Number of pupils	Unit Charge per pupil	Budget
Maintained Primary Schools	11,603	£15.20	£176,317	11,418	£15.17	£173,230
Maintained Secondary Schools	3,189	£15.20	£48,459	3,337	£15.17	£50,628
Total			£224,776			£223,858

7. Ethnic Minority and Traveller Achievement Service

- 7.1 The detail of the Ethnic Minority and Traveller Achievement Service (EMTAS) is set out in Appendix C.
- 7.2 Table 3 shows the budget and the unit charge for the service for 2022/23 compared to 2021/22. The total cost in respect of Primary and Secondary schools will be divided by the total number of pupils recorded as having English as an additional language (EAL) in the October 2021 census to determine a unit charge per EAL pupil on which the de-delegated amount per school will be based. As all schools will have access to all aspects of the service, the same unit charge will apply to both primary and secondary schools. Based on the October 2021 census the charge will be £233.70 per pupil.

TABLE 3	2021/22			2022/23		
	Number of pupils	Unit Charge per pupil with EAL	Budget	Number of pupils	Unit Charge per pupil with EAL	Budget
Maintained Primary Schools	731	£249.17	£182,156	712	£233.70	£166,270
Maintained Secondary Schools	14	£249.17	£3,571	11	£233.70	£2,594
			£185,727			£168,864

8. Trade Union Representation

- 8.1 The detail of the service provided by Trade Union representatives to schools is set out in Appendix D.
- 8.2 Table 4 shows the budget and unit charge for the service for 2022/23 compared to 2021/22. The proposal for 2022/23 is based on the cost of 1FTE supply teacher on UPS3. It is assumed there will also be some buy in from academy schools. The total net cost in respect of primary and secondary schools will be divided by the total number of pupils in the October 2021 census to determine a unit charge per pupil on which the de-delegated amount per school will be based on. As all schools have access to all representatives (regardless of which school they are based in), the same unit charge will apply to both primary and secondary schools. Based on the October 2021 census the charge will be £3.95 per pupil.

TABLE 4	2021/22			2022/23		
	Number of pupils	Unit Charge per pupil	Budget	Number of pupils	Unit Charge per pupil	Budget
Maintained Primary Schools	11,603	£3.70	£42,929	11,418	£3.95	£45,158
Maintained Secondary Schools	3,189	£3.70	£11,799	3,337	£3.95	£13,198
			£54,728			£58,356

9. Schools in Financial Difficulty

- 9.1 The Schools in Financial Difficulty fund was topped up to £200k as part of the 2021/22 budget process. This fund is largely used for one off exceptional costs such as those in relation to staffing restructures.
- 9.2 There have been £30k worth of bids considered so far this year, therefore £30k of funding would be required to top up the fund to the original £200k.

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

- 10.1 The detail of the service provided by this subscription is set out in Appendix E.
- 10.2 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 2022/23 fee. Any over or under spend will be recovered the following year, as in all de-delegated services. Table 5 shows the budget and unit charge for the service for 2022/23 compared to 2021/22. The unit charge includes the administration fee. Note that secondary schools will need to pay the fee relating to sixth form pupils separately as de-delegation is based on pre 16 pupils only.

TABLE 5	2021/22				2022/23			
	Number of pupils	Unit Charge per pupil	Charge per school	Budget	Number of pupils	Est Unit Charge per pupil	Est Charge per school	Estimated Budget
Maintained Primary Schools	11,603	£0.16		£1,856	11,418	£0.17		£1,941
Maintained Secondary Schools	3,189	£0.16	£235	£1,215	3,337	£0.17	£235	£1,272
				£3,072				£3,213

10.3 The total cost of each de-delegated service and an initial estimate of the amount to be de-delegated from each school is shown within Appendix A.

11. School Improvement Team

11.1 The detail of the service provided by the School Improvement Team is set out in Appendix F.

11.2 Since 2017, the School Improvement Team has been funded by a grant. A recent consultation on proposed changes from the DFE has set out a proposed plan for future funding. This is expected to comprise of a grant, based on 50% of the 2021/22 allocation, with the remaining 50% to be funded via a dedelegation. From 2023/24 onwards this is expected to be fully funded via dedelegation.

11.3 In addition to the 50% grant allocation for 2022/23, there is £41k funding in reserves from when School Improvement was a dedelegation prior to 2017.

11.4 Table 6 shows the budget and unit charge for 2022/23. The total cost will be divided by the total numbers of pupils in the October 2021 census to determine a unit charge per pupil on which the de-delegated amount per school will be based. As all schools will have access to all aspects of the service, the same unit charge will apply to both primary and secondary schools. Based on the October 2021 census the charge will be £10.48 per pupil.

TABLE 6	2022/23		
	Number of pupils	Unit Charge per pupil	Budget
Maintained Primary Schools	11,418	£10.48	£119,612
Maintained Secondary Schools	3,337	£10.48	£34,957
			£154,569

12. Education Functions for Maintained Schools

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

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

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

All Maintained Schools:

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

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

12.5 Table 7 shows the budget and estimated unit charges for these services in 2022/23 compared to 2021/22. The total cost will be divided by the total numbers of pupils in the October 2021 census to determine a unit charge per pupil on which the de-delegated amount per school will be based. The same unit charges will apply to both primary and secondary schools. Based on the October 2021 census the charge will be £9.06 per pupil.

TABLE 7	2021/22		2022/23				
	Charge per Pupil	Budget	Unit Charge per pupil	Total Budget	Primary Budget	Secondary Budget	Budget for Nursery, Special Schools and PRUs
Accountancy	£3.18	£48,491	£3.40	£51,756	£38,832	£11,349	£1,575
Audit	£3.09	£47,081	£3.29	£50,075	£37,571	£10,980	£1,523
Pension Scheme Administration	£2.41	£36,729	£2.37	£36,025	£27,029	£7,900	£1,096
Total Education Functions	£8.68	£132,301	£9.06	£137,856	£103,433	£30,229	£4,194

13. Health and Safety Service to Schools

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

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

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

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

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

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

Table 8

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

14. Consultation and Engagement

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

15. Appendices

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

Appendix B – Therapeutic Thinking Support Service

Appendix C – Ethnic Minority & Traveller Achievement Service

Appendix D – Trade Union Representation Service

Appendix E – CLEAPSS Service

Appendix F – School Improvement Team

Appendix G – Accountancy, Audit and Pension Administration (Education Functions)

Appendix H – Health and Safety service to schools

Appendix I – Equalities Impact Assessment

Final De-Delegations for 2022/23 - Based on October 2021 Census Data														
De-delegations										Education functions for maintained schools				
	Behaviour Intervention	Ethnic Minority Support	Trade Union Representation	Schools in Financial Difficulty	CLEAPSS	School Improvement & Governor Support	Total De-delegations	Statutory Accounting Functions	Internal Audit of Schools	Pension Scheme Administration	Total Education Functions	Total De-delegations and Education Functions		
Proposed Primary Delegation	£173,230	£166,270	£45,158	£30,000	£1,941	£119,612	£536,211	£38,832	£37,571	£27,029	£103,433	£639,644		
Proposed Secondary Delegation	£50,628	£2,594	£13,198	£0	£1,272	£34,957	£102,649	£11,349	£10,980	£7,900	£30,229	£132,879		
Total Proposed Delegation	£223,858	£168,864	£58,356	£30,000	£3,213	£154,569	£638,860	£50,181	£48,552	£34,929	£133,662	£772,522		
Estimated income from other maintained schools	£0	£0	£1,831	£0	£66	£0	£1,898	£1,575	£1,523	£1,096	£4,194	£6,092		
Total Cost of Service	£223,858	£168,864	£60,187	£30,000	£3,280	£154,569	£640,758	£51,756	£50,075	£36,025	£137,856	£778,614		
Cost per primary pupil	£15.17	£233.70	£3.95	£2.63	£0.17	£10.48	£266	£3.40	£3.29	£2.37	£9.06	£275		
Cost per secondary pupil	£15.17	£233.70	£3.95	n/a	£0.17	£10.48	£263	£3.40	£3.29	£2.37	£9.06	£273		
Cost per other maintained school pupil	n/a	£233.70	£3.95	n/a	£0.17	£10.48	£248	£3.40	£3.29	£2.37	£9.06	£257		
Fixed cost per secondary school	n/a	n/a	n/a	n/a	£235.00	n/a	£235	n/a	n/a	n/a	n/a	£235		
School	Pupil No's	EAL No's												
Aldermaston Church of England Primary School	131	4.5	1,987	1,047	518	344	22	1,372	5,291	446	431	310	1,187	6,478
Basildon Church of England Primary School	159	3.6	2,412	839	629	418	27	1,666	5,991	541	523	376	1,440	7,431
Beedon Church of England Controlled Primary School	47	0.0	713	0	186	123	8	492	1,523	160	155	111	426	1,949
Beenhams Primary School	50	0.0	759	0	198	131	9	524	1,620	170	165	118	453	2,073
Birch Copse Primary School	425	14.1	6,448	3,293	1,681	1,117	72	4,452	17,063	1,445	1,398	1,006	3,850	20,913
Bradfield Church of England Primary School	156	0.0	2,367	0	617	410	27	1,634	5,054	531	513	369	1,413	6,466
Brightwalton Church of England Aided Primary School	99	3.6	1,502	846	392	260	17	1,037	4,054	337	326	234	897	4,950
Brimpton Church of England Primary School	54	0.0	819	0	214	142	9	566	1,750	184	178	128	489	2,239
Bucklebury Church of England Primary School	114	0.0	1,730	0	451	300	19	1,194	3,694	388	375	270	1,033	4,726
Burgfield St. Mary's Church of England Primary School	204	0.0	3,095	0	807	536	35	2,137	6,610	694	671	483	1,848	8,458
Calcot Infant School & Nursery	201	31.6	3,050	7,383	795	528	34	2,106	13,895	684	661	476	1,821	15,716
Calcot Junior School	272	13.0	4,127	3,038	1,076	715	46	2,849	11,851	925	895	644	2,464	14,315
Chaddeworth St. Andrew's Church of England Primary School	30	0.0	455	0	119	79	5	314	972	102	99	71	272	1,244
Chieveley Primary School	198	7.1	3,004	1,652	783	520	34	2,074	8,067	673	652	469	1,794	9,861
Cold Ash St. Mark's Church of England Primary School	178	0.0	2,701	0	704	468	30	1,865	5,767	605	586	421	1,612	7,380
Compton Church of England Primary School	188	4.7	2,852	1,091	744	494	32	1,969	7,183	639	619	445	1,703	8,886
Currage Primary School	92	2.3	1,396	530	364	242	16	964	3,511	313	303	218	833	4,345
Downsway Primary School	214	8.1	3,247	1,902	846	562	36	2,242	8,836	728	704	507	1,939	10,774
Enborne Church of England Primary School	75	1.2	1,138	273	297	197	13	786	2,703	255	247	178	679	3,383
Englefield Church of England Primary School	105	1.2	1,593	285	415	276	18	1,100	3,687	357	346	249	951	4,638
Falkland Primary School	420	22.1	6,372	5,167	1,661	1,104	71	4,400	18,775	1,428	1,382	994	3,805	22,580
Garland Junior School	230	9.1	3,489	2,131	910	604	39	2,409	9,583	782	757	544	2,084	11,667
Hampstead Norreys Church of England Primary School	89	0.0	1,350	0	352	234	15	932	2,884	303	293	211	806	3,690
Hermitage Primary School	195	4.7	2,958	1,105	771	512	33	2,043	7,423	663	642	462	1,766	9,190
Hungerford Primary School	348	17.2	5,280	4,027	1,376	914	59	3,646	15,302	1,184	1,145	824	3,152	18,454
The Isleys' Primary School	61	1.1	925	250	241	160	10	639	2,226	207	201	144	553	2,779
Inkpen Primary School	64	2.4	971	566	253	168	11	670	2,639	218	211	152	590	3,219
John Rankin Infant & Nursery School	251	21.6	3,808	5,057	993	659	43	2,629	13,190	854	826	594	2,274	15,463
John Rankin Junior School	358	15.1	5,431	3,524	1,416	941	61	3,750	15,123	1,218	1,178	847	3,243	18,366
Kennet Valley Primary School	204	22.7	3,095	5,298	807	536	35	2,137	11,908	694	671	483	1,848	13,756
Kinbury St. Mary's Church of England Primary School	145	3.4	2,200	788	573	381	25	1,519	5,486	493	477	343	1,314	6,799
Long Lane Primary School	210	12.8	3,186	2,998	831	552	36	2,200	9,802	714	691	497	1,902	11,705
Morimer St. Johns Church of England Infant School	172	13.8	2,610	3,230	680	452	29	1,802	8,802	585	566	407	1,558	10,361
Morimer St. Mary's Church of England Junior School	237	2.0	3,596	467	937	623	40	2,483	8,146	806	780	561	2,147	10,293
Mrs. Bland's Infant & Nursery School	155	13.5	2,352	3,150	613	407	26	1,624	8,172	527	510	367	1,404	9,576
Pangbourne Primary School	191	13.6	2,898	3,169	755	502	32	2,001	9,357	650	628	452	1,730	11,088
Parsons Down Infant School	107	15.3	1,623	3,573	423	281	18	1,121	7,040	364	352	253	969	8,009
Parsons Down Junior School	233	6.1	3,535	1,421	922	612	40	2,441	8,970	792	767	552	2,111	11,081
Purley Church of England Infants School	104	5.8	1,578	1,365	411	273	18	1,089	4,734	354	342	246	942	5,676
Robert Sandilands Primary School & Nursery	232	20.7	3,520	4,831	918	610	39	2,430	12,347	789	763	549	2,102	14,449
Shaw-cum-Dorington Church of England Primary School	90	8.0	1,365	1,863	356	236	15	943	4,779	306	296	213	815	5,594
Shefford Church of England Primary School	60	1.2	910	276	237	158	10	629	2,220	204	197	142	544	2,763
Springfield Primary School	304	15.4	4,612	3,608	1,202	799	52	3,185	13,458	1,034	1,000	720	2,754	16,212
Spurcroft Primary School	417	37.3	6,327	8,710	1,649	1,096	71	4,368	22,221	1,418	1,372	987	3,778	25,998
St. Finian's Catholic Primary School	193	8.3	2,928	1,949	763	507	33	2,022	8,202	656	635	457	1,748	9,951
St. John the Evangelist Infant & Nursery School	178	40.1	2,701	9,360	704	468	30	1,865	15,127	605	586	421	1,612	16,739
St. Joseph's Catholic Primary School	203	71.7	3,080	16,745	803	533	35	2,127	23,322	690	668	481	1,839	25,161
St. Nicolas Church of England Junior School	247	24.0	3,747	5,609	977	649	42	2,587	13,612	840	813	585	2,238	15,849
St. Pauls Catholic Primary School	319	41.9	4,840	9,794	1,262	838	54	3,342	20,130	1,085	1,050	755	2,890	23,020
Stockcross Church of England Primary School	100	0.0	1,517	0	395	263	17	1,048	3,240	340	329	237	906	4,146
Streatley Church of England Voluntary Controlled Primary School	103	1.1	1,563	259	407	271	18	1,079	3,597	350	339	244	933	4,530
Sulhamstead and Upton Naveet Church of England Voluntary Aided Primary School	95	1.1	1,441	266	376	250	16	995	3,344	323	313	225	861	4,205
Thatcham Park Church of England Primary School	325	12.4	4,931	2,891	1,285	854	55	3,405	13,421	1,105	1,069	769	2,944	16,365
Theale Church of England Primary School	311	10.5	4,718	2,459	1,230	817	53	3,258	12,535	1,058	1,023	736	2,817	15,352
Welford and Wickham Church of England Primary School	80	0.0	1,214	0	316	210	14	838	2,592	272	263	189	725	3,317
Westwood Farm Infant School	180	25.7	2,731	6,008	712	473	31	1,886	11,840	612	592	426	1,631	13,471
Westwood Farm Junior School	239	13.0	3,626	3,038	945	628	41	2,504	10,782	813	786	566	2,165	12,947
The Willows Primary School	336	15.2	5,098	3,557	1,329	883	57	3,520	14,443	1,143	1,106	795	3,044	17,487
The Winchcombe School	448	65.5	6,797	15,307	1,772	1,177	76	4,693	29,822	1,524	1,474	1,061	4,058	33,881
Woolhampton Church of England Primary School	102	1.2	1,548	273	403	268	17	1,069	3,578	347	336	241	924	4,502
Yattendon Church of England Primary School	90	0.0	1,365	0	356	236	15	943	2,916	306	296	213	815	3,731
The Downs School	1,016	2.0	15,414	474	4,018	408	10,643	30,958	3,455	3,343	2,405	9,204	40,162	
Little Heath School	1,314	4.1	19,936	949	5,197	458	13,765	40,305	4,469	4,324	3,111	11,903	52,208	
The Willink School	1,007	5.0	15,278	1,171	3,983	406	10,549	31,387	3,425	3,314	2,384	9,122	40,509	
PRIMARY TOTAL	11,418	711.47	173,230	166,270	45,158	30,000	1,941	119,612	536,211	38,832	37,571	27,029	103,433	639,644
SECONDARY TOTAL	3,337	11.10	50,628	2,594	13,198	0	1,272	34,957	102,649</					

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2022/23

Therapeutic Thinking Support Team

Outline of Proposed Service 2022/23

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

Key Features

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

1. The Team –

Beth Cartwright (TTST Manager & Senior EP)
 Robyn Stevens (Assistant EP)
 Gerry Heaton (Primary TTST Adviser)
 Melissa West (Secondary TTST Adviser)
 Kayleigh Chocian (SEMH Practitioner)
 Jessica Durham (SEMH Practitioner)
 Madeleine Williams (SEMH Practitioner)
 Roslyn Arthur (Exclusions Officer)

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

issues. This will include consideration of EHA, iCollege, EPS, EWS, and ASD support teachers.

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

What would schools get?

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

Circle of Adults meeting is led by 2 trained workers and involves key staff and professionals from the school. It lasts 90 minutes and provides a structured approach to problem-solving and identifying agreed strategies.

Feedback from 2021/2022 delivery

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

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

'Support totally tailored to our needs'

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

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

'Children were successful in class after small garden work'

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

'Less physical outbursts that impact themselves and others.'

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

Additional testimonials:

'I would be lost without this service'

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

Proposed Cost of Delivery in 2022/23

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

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

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

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

Method of charging in 2022/23

The total net cost of the service will be divided by the total number of pupils recorded in the October 2021 census to arrive at a per pupil amount for charging purposes. Using October 2021 census data, this would equate to £15.17 per pupil. Appendix A of the main report shows the 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 2022/23

Ethnic Minority & Traveller Achievement Service (EMTAS)

Context

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

Current Structure

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

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

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

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

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

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

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

- Bilingual support is provided for Polish, Portuguese, Spanish, Italian and Romanian pupils.
- Support is focused on helping pupils to access the curriculum and English acquisition which can include pre-teaching of concepts; support for written work; translations; support for external examinations.

- PSOs support schools with parent meetings/ FSM letters/interpreting for parents at SEND reviews/EHC planning/CP and CIN cases.
- The Pupil Support Officer for GRT pupils has a wider brief involving intensive liaison between families and staff as well as supporting pupils in schools. GRT families are supported with attendance, admissions, transition, access to extra-curricular activities and engagement with learning.

Benefits of Service

EAL assessments

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

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

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

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

Pupil Support Officer (Romanian)

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

Aldermaston	The Willows
Robert Sandilands	The Winchcombe

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

Pupil Support Officer (Polish)

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

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

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

Pupil Support Officer (Portuguese/Italian/Spanish)

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

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

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

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

Pupil Support Officer (Urdu)

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

Pupil Support Officer (UASC)

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

GCSEs

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

Teaching Assistant funding

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

Number of TA funded hours given to schools:

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

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

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

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

Number of families supported by Pupil Support Officer (GRT)

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

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

Number of schools supported with GRT pupils

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

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

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

Michaelmas Fair 'School' 2020

The Michaelmas Fair 'school' did not take place due to Covid it was cancelled by WBC. Also, a decision was made in the prior year that due to staffing and funding; in future Learning Packs will

be distributed to the visiting children in addition to online learning provided by the schools they are enrolled at.

Afghan refugees

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

Number of outreach sessions on Traveller Site

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

Proposed Cost of Delivery in 2022/23

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

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

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

Method of charging in 2022/23

The total cost of the service will be divided by the total number of pupils recorded as having English as an additional language (for up to 3 years after they enter the statutory school system) in the October 2021 census to arrive at a per pupil amount for charging purposes. Based on October 2021 census data, this equates to £233.70 per pupil. Appendix A of the main report shows the total amount per school.

Other Options which may be considered

Schools receive a high quality level of support in West Berkshire which has been highly valued by those that have used the service. The centrally funded service has allowed all schools to receive

the level of support that they need which has not been directly linked to the number of pupils in schools.

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

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

West Berkshire Council Maintained Schools**Proposal to De-Delegate Formula Funding 2022-23****Trade Union Representation Service****Outline of Proposed Service 2022/23**

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

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

What union officers do

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

Individual casework issues

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

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

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

Collective Issues

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

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

officers is to reassure and support employees as well as ensuring that correct procedures are followed.

Proposed Cost of Delivery in 2022/23

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

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

The proposed budget for 2022/23 is based on:

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

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

Method of charging in 2022/23

The total cost of the service will be divided by the total number of pupils recorded in the October 2021 census to arrive at a per pupil amount for charging purposes. Using October 2021 census data, this would equate to £3.95 per primary and secondary pupil. Appendix A of the main report shows the indicative total amount per school. Academies and other schools may choose to buy into the service at the same per pupil rate (this would provide funding for additional hours).

Other Options which *may* be considered

It should be noted that once a decision has been made to discontinue pooling arrangements, it would be almost impossible to reverse that decision at a later date.

Therefore the HFG and SF need to be aware that a decision to cease pooling arrangements for this budget would be permanent.

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

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2022-23

CLEAPSS Service

Outline of Proposed Service 2022/23

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

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

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

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

Benefits of Service

CLEAPSS covers:

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

CLEAPSS provides:

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

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

Costs and Method of charging for 2022/23

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

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

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

Other Options which *may* be considered

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

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

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

West Berkshire Council Maintained Schools
Proposal to De-Delegate Formula Funding 2022-23
School Improvement Team

Outline of Proposed Service 2022/23

1. Statutory Functions

1.1 From section 13A of Education Act 1996:

“Duty to promote high standards and the fulfilment of potential”

When delivering school improvement functions, LAs must also have regard to the Schools Causing Concern statutory guidance. The guidance covers “Schools Causing Concern” but also other maintained schools which the LA has serious concerns about and needs to be addressed.

To fulfil these requirements, the LA is required to have the expenditure to:

- Monitor all maintained schools (visit to schools at risk, data monitoring; categorisation of support)
- Have the resources to be able to take action where necessary to support the improvement of standards in particular, This includes issuing Warning Notices where there are concerns about standards, leadership, governance , finance or the safety of pupils.

1.2 Monitoring National Curriculum Assessment Arrangements

Expenditure on monitoring NC assessment arrangements required by orders made under section 87 of the 2002 Education Act.

Under the Education (NC) (KS1 Assessment Arrangements) Order 2004, a local authority must:

- Moderate teacher assessments carried out at the end of KS1 by schools in at least 25% of maintained schools each year and ensure that every school will be subject to moderation at least once every 4 years.
- Appoint a person who has recent experience of provision of the NC in primary schools.
- LAs have equivalent duties in KS2

(Currently costed at £25k per annum)

1.3 Religious Education

A local authority must:

- Set up a standing advisory council on religious education (section 390 Education Act 1996); and
- Prepare an agreed syllabus of religious education in accordance with Schedule 31, Education Act 1996. (currently costed at £4K per annum)

2. Other services provided free of charge

2.1 The School Improvement Team is currently funded by the School Improvement Grant and also the traded side of the service. There is however a significant part of the service that is provided free for all maintained schools, regardless of whether they buy into the Traded service or not.

This includes:

1. An annual **Footprint visit** – that not only bring the successes of the school together but also ensures that we are able to plan bespoke training or training that multiple schools are asking for. The information gives us an accurate picture and helps put schools in touch with each other, where particularly strong practice is happening.
2. **Ofsted** support – 24/7 support from an experienced adviser from the first phone call from Ofsted to the feedback at the end of the inspection. Support for staff as and when needed and rapid support when issues need to be closed down, school end.
3. **KIT emails** – to ensure that links and resources are sent in a timely manner, so that Head Teachers have current DFE and Ofsted updates and are not missing deadlines for statutory compliance.
4. **Primary Heads Forum** – Focused presentations that share information to upskill and support Head teachers 5x across the year.
5. **Head teacher recruitment** – a School Improvement Adviser to support, sit on the Headteacher Appointment Panel, advise the panel on the process of recruitment, support with panel questions and presentations and both the adviser and Director Of Education attends the final panel.
6. **Heads Together** – 6 sessions per annum to support Head Teachers through the year.
7. **Documentation** – Any documents we produce are sent out to all schools e.g
 - (i) Recovery curriculum resources
 - (ii) Bitesize Learning in first lockdown – daily from March to July 2020
 - (iii) Templates for Deep Dives
 - (iv) Questions for middle leaders
 - (v) Expertise knowledge and signposting in any area
 - (vi) Remote education plans checked for compliancy in January & February 2021

8. **Re categorisation** – Outcome 3 for Section 8 Inspections – up to 3 days further support for maintained schools
9. **Email queries** from all school staff and leaders about all areas of school improvement.
10. **Pupil Premium Grant/Diminishing the Difference training** and bespoke support for every school in the county. 2 advisers have been contracted to work on school's behalf.
 - Pupil Premium Grant queries – eg contacting the DFE on schools behalf.
 - Shape and support the Pupil Premium Grant template writing, which includes a 2 hour meeting that is completely free and checking the Pupil Premium Statement templates if needed for all schools and give feedback.
11. **Free and subsidised courses.** This year there have been the following courses provided:
 - Amjad Ali - 4 ½ hours of a national speaker – as many of the staff team in every school requested
 - Gareth Metcalfe – 2 years of subsidised courses that have had great impact in the classroom and for co-ordinators in many schools.
12. **New to Headship** – 3 days of free support from an experienced School Improvement Adviser and a mentor provided by the LA.
13. **The Key documents** - due to a new relationship with The Key in 2021/2022, documents are send out, saving schools the cost.
14. **Early Reading – Phonics Training.** All schools are invited to attend four strategic sessions. The training will enable school leaders to ensure early reading is supported with a high quality whole school approach towards phonics. Phonics Satellite group meetings for specific schools will take place each term. Themes regarding good practice in phonics will be explored.

3. Proposed Cost of Delivery in 2022/23

3.1 The School Improvement service has been funded by a grant since 2017.

3.2 In October 2021, the DFE consulted on the future funding of the service with the proposal to:

- (i) Phase out the current grant funding by the start of 2023/24
- (ii) Reduce the grant in 2022/23 to 50% of the current amount on a per school basis
- (iii) The remaining 50% funding to be de-delegated to schools in 2022/23

3.3 The following table summarises the proposed cost of the service for 2022/23.

	2022/23 Proposed £
Staffing Costs	289,356
Other Costs	11,860
Support Service Recharges	30,122
Total Cost	331,338
Forecast grant funding	-135,769
De-delegation underspend from 2017/18	-41,000
Amount to be De-Delegated	154,569

The overall cost of delivering the service is based on the grant level being the same as October 2021. An underspend from the 2017/18 de-delegation has been used to off-set the cost of service for 22/23.

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

Method of charging in 2022/23

The total net cost of the service will be divided by the total number of pupils recorded in the October 2021 census to arrive at a per pupil amount for charging purposes. Using October 2021 census data, this would equate to £0.69 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 2022-23

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

Accountancy (Statutory Functions)

Description of Duties:

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

Overview of school budget submissions & budget monitoring reports.

Monitoring of schools in financial difficulty/deficit.

Monitoring adherence to Scheme for Financing Schools.

Returns to Central Government – CFR, CFO grants return.

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

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

Cost: £51,756

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

Total FTE 0.93

Pension Scheme Administration

Description of Duties:

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

Amending and updating employee records in relation to pensions

Responding to queries from employees in relation to pensions

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

Cost: £36,025

1.0 FTE Pensions Assistant

Internal Audit of Schools – Statutory Requirements

Description of Duties:

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

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

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

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

Cost: £50,075

0.65 FTE Senior Auditor; 0.09 FTE Audit Manager

Proposed Cost of Delivery in 2022/23

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

	2021/22 £	2022/23 Proposed £
Accountancy	48,491	51,756
Audit	47,081	50,075
Pension Scheme Admin	36,729	36,025
Total Cost	132,301	137,856
Less income from Special and Nursery Schools and PRUs	4,800	4,194
Amount to be De-Delegated	127,501	133,662

Method of charging in 2022/23

The total net cost of the service will be divided by the total number of pupils recorded in the October 2021 census to arrive at a per pupil amount for charging purposes. Using October 2021 census data, this would equate to £9.06 per pupil. Appendix A of the main report shows the indicative total amount per school.

Other Options which *may* be considered

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

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

West Berkshire Council Maintained Schools

Health & Safety Service to Schools Proposal 2022-23

1. Introduction

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

4. Background and Legislative Context

- 4.1 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.
- 4.2 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.
- 4.3 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.
- 4.4 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.
- 4.5 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.
- 4.6 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.
- 4.7 The Council also has the general "duty to educate", even where the Governors or an Academy Trust are the employer, there could be some limited involvement for the Council if a serious incident were to occur. See Appendix B for further information on the legal duty holders.

5. The Councils Health & Safety Support Service to Schools

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

6. Update on position since last year

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

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

7. Proposals

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

Table 1

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

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

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

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

8. Recommendation

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

9. Conclusion

- 9.1 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.
- 9.2 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.
- 9.3 The pandemic has brought health and safety front and centre in the minds of everyone in 2020/2021 and schools continue to be under significant pressure and scrutiny around their covid arrangements.

9.4 The Schools Health and Safety Team continue to be significantly involved in helping schools to develop and review their covid secure plans, risk assessments and arrangements.

10. Annex A

Health and Safety Service 2022/23

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

Overview of Service

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

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

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

Schools Health & Safety Needs Assessment

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

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

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

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

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

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

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

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

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

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

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

Table 1

Benchmark	Overall Score	Description	Score Range Achieved	Frequency between needs assessments
Outstanding	91%+	Schools judged as 'outstanding' on the previous needs assessment will require a new needs assessment completed in up to 5 years. Support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed for all maintained schools and those schools purchasing the service.	91% and above	Up to 5 years
Good	80% to 90%	10.1.1 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	80% to 90%	Up to 4 years

			schools and those schools purchasing the service.		
Requires Improvement	55% to 79%	10.1.2	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%	10.1.3	Schools judged as 'inadequate' on the previous needs assessment	59% and below	Up to 1 year

		<p>ment 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.</p>		
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West Berkshire Council Health and Safety

Table 2

Health and Safety Enhanced Service
<p>Summary 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>

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.

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.

Service Provided	Service Standard
1) Advice	Advice and support will be provided to the school on specific questions/issues. If required the schools dedicated Health and Safety Adviser will arrange to visit the school and meet with relevant persons to ensure the enquiry is resolved.
2) Covid Secure Arrangements	<p>Schools will receive dedicated support and advice to develop and implement covid secure plans, risk assessments and arrangements.</p> <p>Your Health and Safety Adviser can arrange to visit site and help review and update your covid secure plans, risk assessments and arrangements.</p>
3) Health and Safety Needs Assessment	<p>Schools will receive a health and safety needs assessment designed to assess and measure levels of compliance with health and safety legislation and best practice. The associated action plan will help you prioritise your improvement plan.</p> <p>Your dedicated Health and Safety Adviser will then arrange to assist and support the school in progressing the recommendations to ensure continual improvement.</p> <p>Health and Safety Needs Assessments will be completed for all maintained schools and those schools purchasing the service on a cycle subject to the outcome of the previous needs assessment as per Table 1 above.</p> <p>Schools will be able to request a new needs assessment at any time, which will be booked at the earliest mutually convenient opportunity at no additional cost to the school.</p>
4) School Safety Policy:	<p>Review existing against a model H&S Policy that is school specific, in line with the LA Safety Policy, and conforms to appropriate local and legislative requirements.</p> <p>Ensure the Policy identifies key commitments with current signature.</p> <p>Ensure that the Policy, Organisation and arrangements are carried out and accurately reflect practice.</p>
5) Safety Organisation:	Review and provide documentation that identifies how health and safety is/shall become 'embedded' in daily operations at the school. Identify and/or nominate key staff tasked with health and safety responsibilities.
6) Planning and implementing:	<p>Review the existing arrangements; ensure the school adequately documents the standards and procedures required for a safe place of work.</p> <p>Following written review and prioritisation of issues, help the school to progress the areas for improvement by providing support and guidance. Improvement will be achieved with the schools full commitment and involvement.</p>
7) Health and Safety Risk Assessment:	<p>Provide the school with initial or refresher training to nominated persons regarding completion of <i>local</i> Risk Assessments.</p> <p>Provide on-site review of the schools risk assessments, to support</p>

	<p>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 via zoom/teams meaning costs in terms of staff availability and downtime for training are reduced.</p>
10) Fire Management	<p>Schools can request a regular site visit to complete a review of the schools Fire Risk Assessment (FRA) with their Health and Safety Advisor.</p> <p>Your advisor can also: Complete a site inspection to verify recommendations have been implemented. Discuss any issues outstanding and how to address these. Your advisor will help schools to complete an assessment to ensure you have adequate numbers of appropriately trained staff to deal with fire safety issues.</p> <p>Your advisor can also provide Fire Awareness training to school staff at an agreed time and date on site.</p>
11) Asbestos Management	<p>Schools can request a regular site visit to complete a condition check of ACM (asbestos containing materials) with their Health and Safety Advisor.</p> <p>Your advisor can also review: The Asbestos Management Plan The Asbestos Register The Asbestos Survey</p> <p>Additionally any asbestos related risk assessment you may have in place will be reviewed to ensure it is correct and relevant.</p> <p>Your advisor can also provide tool box talks to your staff to allay any fears they may have regarding retained ACMs and also to</p>

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

etc. Access to SSIP is included for Level 2 schools.
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School responsibilities

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

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

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

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

West Berkshire Council Schools Health and Safety Team

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

Mike Lindburn - Health & Safety Manager

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

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


Alice Pye - Senior Health & Safety Advisor (Schools)



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

Julian Routledge - Senior Health & Safety Advisor (Schools)

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

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

Key Contacts			
Name	Contact Number	Email Address	
Team Email	schoolshealthandsafety@westberks.gov.uk		
Alice Pye	07775 013072	alice.pye1@westberks.gov.uk	

Julian Routledge		Julian.Routledge1@westberks.gov.uk	
Mike Lindenburn	07901 114627	mike.lindenburn@westberks.gov.uk	

11. Annex B

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

Appendix I

Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

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

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

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

(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?			
<i>(Please demonstrate consideration of all strands – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation)</i>			
Group Affected	Potential Positive Impacts	Potential Negative Impacts	Evidence
Age	None	None	
Disability	None	None	
Gender Reassignment	None	None	
Marriage and Civil Partnership	None	None	

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

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

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

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

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

Name: Lisa Potts Date: 05/01/2022

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

High Needs Block Budget 2022/23		
Report being considered by:	Schools Forum 24 th January 2022	
Report Author:	Ian Pearson, Jane Seymour, Michelle Sancho, Linda Curtis	
Item for:	Discussion	By: All Forum Members

1. Purpose of the Report

1.1 This report sets out the current financial position of the high needs budget for 2021/22 and the position as far as it can be predicted for 2022/23, including the likely shortfall.

2. Recommendation

2.1 To agree the overall HNB budget for 2022-23.

2.2 To agree that the agreed transferred funds from the Schools Block to the HNB should be used for invest to save purposes, subject to a further detailed report on the usage of the funds being brought to the next round of meetings in March 2022.

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 Setting a balanced budget for the High Needs Block continues to be a significant challenge. The numbers of high needs pupils and unit costs of provision has continued to rise, place funding has remained static in spite of increasing numbers, and local authorities have taken on responsibility for students up to the age of 25 with SEND in FE colleges without the appropriate funding to cover the actual cost. The number of children with EHCPs is increasing, in spite of the threshold for an EHCP remaining the same and being applied robustly.

3.2 Up until 2016-17, West Berkshire was setting a balanced high needs budget. Since then, the budget has been under pressure on an annual basis. A decision was made to set a deficit budget for the first time in 2016/17.

3.3 The pressure on the high needs block is a national issue, and many local authorities have significant over spends and have also set deficit budgets. South East regional benchmarking data shows that in West Berkshire overspending on the HNB as a % of the total HNB budget is one of the lowest in the region, but nevertheless it is an issue of ongoing concern.

3.4 The Local Authority's statutory duties for children with SEND are effectively open ended in that if a child requires an EHC Plan it must be provided regardless of budgetary constraints. Criteria for initiating an Education, Health and Care assessment are robustly

applied by the SEN Panel (which has Headteacher representation on it). However, in spite of robust management of demand, the number of children with EHCPs continues to rise. The total number of EHCPs has increased by 41% since the Children and Families Act came in in 2014. Most of this increase is in EHCPs in specialist placements rather than mainstream schools, which is primarily what is driving the HNB budget pressure

3.5 The creation of more local provision for children with SEMH and autism, through the SEND Strategy, will alleviate these pressures to some extent, as local maintained provision will be more cost effective than independent and non maintained provision. However, it is also critical that mainstream schools are supported to maintain more children with SEND in mainstream settings if the HNB overspend is to be effectively addressed. This includes in particular children with SEMH and autism. The invest to save projects agreed in 2020-21 and 2021-22 aim to reduce exclusions and demand from schools for children to be placed in alternative specialist placements.

3.6 Tables 2, 3, 4 and 5 in Appendix A show where the predicted 2022-23 costs exceed 2021-22 budgets.

3.7 The net shortfall in the 2022-23 HNB budget, is **£5,196,855**. This includes a predicted 21/22 overspend of £1,389,577 and carried forward overspends of £2,327,100 from previous years. Without the carried forward overspends, the shortfall in 22-23 would be **£1,480,178**. The predicted spend for 2022-23 is approximately £244K higher than estimated in November 2021, mainly due to some additional independent special school placements.

3.8 Details of the services paid for from the high needs budget and the corresponding budget information are set out in Appendix A, together with an explanation of the reasons for budget increases.

4. Summary Financial Position

4.1 The latest estimate of expenditure in the High Needs Block budget for both 2021/22 and 2022/23 is set out in Table 1. The figures are based on current and anticipated numbers of high needs pupils. They assume no change in top up funding rates for EHCPs in West Berkshire schools.

4.2 Most of the DSG allocation for the high needs block is now confirmed. Part of it is estimated and will be based on the actual number of pupils in special schools in the October 2021 census, and import/export adjustments based on the January 2021 census and February 2021 ILR.

TABLE 1	2021/22 Budget £	2021/22 Forecast £	2022/23 Estimate £
Place Funding	6,141,000	6,180,000	6,256,000
Top Up Funding	14,749,150	14,593,491	16,497,950
PRU Funding (top ups only)	1,393,370	1,574,552	1,597,160
Other Statutory Services	1,621,260	1,639,005	1,851,200
Non Statutory Services	1,385,814	1,387,625	1,321,055
Additional Invest to Save projects	0	0	300,200
Support Service Recharges	188,790	188,790	191,506
Total Expenditure	25,479,384	25,563,463	28,015,071

HNB DSG Allocation	-23,625,318	-23,625,318	-26,234,693
0.25% Schools Block Transfer Existing Invest to save projects	-274,284	-274,284	-300,200
0.25% Schools Block Transfer New Invest to save projects	-274,284	-274,284	
In year overspend	1,305,498	1,389,577	1,480,178
HNB DSG Overspend from previous years	2,780,880	2,327,100	3,716,677
Total cumulative deficit	4,086,306	3,716,677	5,196,855

4.3 There is a forecast shortfall of **£1,480,178** in the 2022/23 HNB.

Appendix A sets out the detail of the budgets included within the High Needs Block, and the reasons for the pressure on the 2022-23 HNB budget.

5. Appendices

Appendix A – High Needs Budget detail

Appendix B – Equalities Impact Assessment

High Needs Budget Detail

1. PLACE FUNDING – STATUTORY

- 1.1 Place funding is agreed by the Education and Skills Funding Agency (ESFA) and has to be passed on to the institution, forming their base budget. Academy and FE places are included in the initial HNB allocation but the agreed place numbers are then deducted and paid to the institution direct (DSG top slice). In 2018/19 pre 16 resource unit place funding was reduced from £10,000 to £6,000 per place, and each pupil within the unit was included in the main school formula funding allocation.
- 1.2 The ESFA will not fund any overall increases to places. If additional places are needed in academies or FE colleges, a request can be made to the ESFA. However, any additional places agreed would be top sliced from West Berkshire's HNB allocation in 2022-23; no additional funding is made available.
- 1.3 In total the allocated planned places in 2020-21 are 734 and for 2022-23 they will be 747. At the time of the previous HNB report, there had been some increases and decreases to place funding which can be changed (academies and FE colleges) with an overall net reduction of 1 place and therefore a slight decrease in expenditure. However, since then it has come to light that there a post 16 training provider has relocated to West Berkshire which means that place funding is the legal responsibility of the Council as the "host" Local Authority, under ESFA rules. This has resulted in a net increase of 13 planned places which will need to be funded from this budget.
- 1.4 As it is not possible to request increased planned place funding for maintained schools, any increase in place funding needed which is over and above the number of places set out below has been allowed for in the relevant top up budgets, creating additional pressure on those budgets.
- 1.5 The budget needed for planned places in 2022-23 is £6,256,000 which is £84,000 more than predicted in November 2021 due to the additional training provider. It should be possible to recoup this additional cost through the import / export adjustment. This is currently under discussion with the ESFA.

TABLE 1 - Place Funding Budget	2021/22 Budget			2022/23 Estimated Budget		
	No. of Places	£	Current No. of Pupils	Proposed No. of Places	£	Difference in number
Special Schools pre 16 (90540) –	286	2,860,000	440	286	2,860,000	0
Special Schools post 16 (90546) –	79	790,000		79	790,000	0
Resource Units Maintained pre 16 (90584) –	35	226,000	31	35	226,000	0

Resource Units Academies – pre 16 (DSG top slice)	99	622,000	111	102	638,000	3
Mainstream Maintained – post 16 (90551)	5	38,000	11	6	44,000	1
Mainstream Academies – post 16 (DSG top slice)	31	186,000	35	30	180,000	-1
Further Education	133	798,000		143	858,000	10
PRU Place Funding (90320)	66	660,000	84	66	660,000	0
TOTAL	734	6,180,000		747	£6,256,000	13

2. TOP UP FUNDING – STATUTORY

2.1 Top up funding is paid to the institutions where we are placing pupils who live in West Berkshire (we do not pay our institutions top up funding for pupils who live outside West Berkshire). **Table 2** shows the budget and forecast for 2021/22 and the estimate for 2022/23.

TABLE 2 Top Up Budgets	2020/21 Budget		2021/22 Budget			2022/23	Difference 21/22 budget & 22/23 prediction
	Budget £	Outturn £	Budget £	Forecast £ (Month 9)	Over/ (under) £	Estimate £	
Special Schools Maintained (90539)	3,986,360	4,014,247	4,403,120	4,782,500	379,380	4,924,490	+521,370
Non WBC special schools (90548)	1,194,300	862,361	1,324,500	1,079,300	-245,200	620,810	-703,690
Non WBC free schools (90554)	-	-	-			331,700	+331,700
Resource Units Maintained (90617)	313,650	285,803	314,000	304,532	-9,468	314,000	0
Resource Units Academies (90026)	948,280	1,016,637	1,113,300	1,001,064	-112,236	1,000,000	-113,300
Resource Units Non WBC (90618)	130,600	191,997	170,540	198,643	28,103	180,640	+10,100
Mainstream Maintained (90621)	779,450	790,047	818,660	917,901	99,241	850,000	+31,340
Mainstream Academies (90622)	389,600	412,090	423,560	490,807	67,247	510,000	+86,440
Mainstream Non WBC (90624)	70,590	138,703	160,510	209,025	48,515	161,780	+1,270
Non Maintained Special Schools (90575)	1,068,200	986,016	1,007,880	943,266	-64,614	1,114,000	+106,120
Independent Special Schools (90579)	2,797,000	2,636,088	3,535,280	3,389,062	-146,218	4,656,200	+1,120,920
Further Education (90580)	1,087,730	993,861	1,437,800	1,236,299	-201,501	1,016,940	-420,860

Disproportionate HN Pupils (90627)	100,000	33,550	40,000	41,092	1,092	42,000	+2,000
New SEMH Provision at Theale	-	-	-	-	-	775,390	+767,020
TOTAL	12,865,760	12,361,399	14,749,150	14,593,491	-155,659	16,497,950	+1,748,800

2.2 There have been savings on Non West Berkshire special schools (placements in other Local Authorities' maintained special schools), and also on placements in FE Colleges, amounting to over £1M.

2.3 However, a number of other top up budgets are under pressure resulting in a budget requirement in 2022-23 in excess of this year's budget allocation by £1,748,800.

2.4 It should be noted that £775,390 of this is accounted for by the new secondary SEMH provision in Theale opening in September 2022 (see para 2.11 below).

2.5 The top up budgets under most pressure are as follows:

- Independent special schools
- Maintained special schools
- Maintained and academy mainstream EHCPs
- Free special schools
- Non maintained special schools

2.6 The predictions of cost for 2022-23 take in to account known pupils whose needs can no longer be met in local schools, together with some cases which are due to go to the SEND Tribunal. It is not possible to predict all pupils who may need placements in 2022-23. The figures assume a middle ground between the best case scenario and the worst case scenario (financially) in terms of Tribunal outcomes.

2.7 The estimated budget requirement for top up costs for 2022-23 is £16,497,950 which exceeds the figure reported in November by £277,800. This is mainly due to some additional non maintained / independent school placements.

2.8 Independent special schools

This is by far the greatest pressure in the top up budgets. The pressure reflects a number of factors including the fact that some highly complex children have needed to be placed in very expensive placements in 21-22 and so have only incurred part year costs this year, but will incur full year costs in 22-23. In addition there are a number of anticipated new placements for children with a variety of needs including SEMH and Autism, but also some very high cost children whose needs can no longer be met in local or other LA maintained special schools or at home. (Some of these will be joint funded placements with Social Care or Health).

2.9 West Berkshire maintained special schools

This pressure reflects increasing numbers in our special schools, the need to compensate for inadequate planned place funding through the top up budget and some very high needs pupils needing additional support to maintain their placements. As there is no additional planned place funding for special schools, the extra planned place funding has been allowed for in this budget.

2.10 Mainstream top ups (maintained and academies)

This increase reflects an increasing number of EHCPs in mainstream schools. It should be noted that EHCP top up values for mainstream schools (including resourced schools) have not been increased since 2013. The budget proposed for 2022-23 does not allow for any increase in EHCP bandings, but the HFG may wish to consider whether it would like to increase these values.

2.11 Free special schools

The free special schools used by West Berkshire Council are schools for children with autism. These schools tend to be used for children whose needs cannot be met by our own resourced ASD provision in mainstream schools. Fees are generally lower than those of independent special schools.

2.12 Non maintained special schools

The increase is accounted for by children moving in to the area already placed in non maintained special schools and a pending Tribunal case for a specialist placement.

2.13 New Secondary SEMH Provision in Theale

The Forum will be aware from previous reports that planning has been taking place since 2019 for a new 42 place provision for young people with complex emotional needs who may have a diagnosis of autism. This provision will be managed by The Castle School and will be based on the site of the old Theale Primary School. The provision is on target to open in September 2022 with 12 pupils initially. A revenue budget for the provision has been developed by the Local Authority in partnership with The Castle School and based on an agreed staffing model. Unit costs will inevitably be disproportionately high in the early years of opening due to low numbers, but will reduce over time to a level which is significantly lower than the average cost of an equivalent external placement. (approximately £44K compared to £62K). The case for and savings associated with this provision have been set out in previous reports to the Forum. All 12 of the students who will transfer to the new provision in September 2022 are likely otherwise to have been placed in external placements.

3. PUPIL REFERRAL UNITS (PRU) – STATUTORY

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

TABLE 3	2020/21 Budget		2021/22 Budget			2022/23	Difference 21/22 budget & 22/23 prediction
	Budget £	Outturn £	Budget £	Forecast £ (Month 9)	Over/ (under) £	Estimate £	
PRU Budgets							
PRU Top Up Funding (90625)	818,400	807,074	821,920	821,920	0	830,140	+8,220

PRU EHCP SEMH Placements (90628)	557,520	581,965	571,450	725,632	181,182	767,020	+195,570
Non WBC PRU Top Up Funding (90626)	0	0	0	0	0	0	0
TOTAL	1,375,920	1,389,039	1,393,370	1,574,552	181,182	1,597,160	+203,790

3.2 The current year budget was based on the previous year's forecast. Schools Forum agreed to pilot a 50% contribution from schools for pupils that they placed. Heads have requested that this contribution remains until a review in March 2022. Permanent exclusions and sixth form are funded 100% by the High Needs Block less the average pupil led funding contribution recovered from schools. The estimate for 22/23 PRU Top Up Funding is based on the profile of pupils at I-College in the summer term and shows a slight increase in budget by £8,220.

3.3 The number of pupils with EHCPs being placed in PRUs is increasing as this can be an appropriate and cost effective provision for some young people if they are not able to remain in their mainstream schools. A new provision for pupils with EHCPs was set up in autumn 2019, The Pod, and a further Pod Plus provision was set up in September 2021. These placements are usually more cost effective than independent and non-maintained special school placements. The budget increase includes provision for additional planned places not funded by the ESFA.

3.4 The budget estimate for 2022-23 has not changed since the November 2021 HNB report.

4. OTHER STATUTORY SERVICES

4.1 **Table 4** details the budgets for other statutory services.

TABLE 4 Other Statutory Services	2020/21 Budget		2021/22 Budget			2022/23	Difference 21/22 budget & 22/23 prediction
	Budget £	Outturn £	Budget £	Forecast £ (Month 9)	Over/ (under) £	Estimate £	
Applied Behaviour Analysis (90240)	136,580	146,790	150,470	201,995	51,525	167,910	+17,440
Sensory Impairment (90290)	227,590	250,944	247,860	244,750	-3,110	243,900	-3,960
SEN Commissioned Provision (90577) Engaging Potential	567,650	558,395	584,480	583,050	-1,430	584,480	0
Equipment for SEN Pupils (90565)	15,000	25,972	15,000	15,000	0	15,000	0
Therapy Services (90295)	261,470	259,327	314,500	314,500	0	323,820	+9,320

Elective home Education Monitoring (90288)	28,240	20,291	28,240	28,240	0	29,310	+1,070
Medical Home Tuition (90282)	205,000	138,626	172,730	136,730	-36,000	178,160	+5,430
Hospital Tuition (90610)	39,050	19,850	39,280	62,940	23,660	39,950	+670
SEND Strategy (DSG) (90281)	61,060	40,137	68,700	51,800	-16,900	60,740	-7,960
Education of children with Health Needs	0	0	0	0	0	71,930	+71,930
Medical tuition for Children with Health Needs	0	0	0	0	0	136,000	+136,000
TOTAL	1,541,640	1,460,332	1,621,260	1,639,005	17,745	1,851,200	+229,940

4.2 Applied Behaviour Analysis (ABA)

4.2.1 This budget supports a small number of children with EHC Plans for whom the Authority has agreed an ABA programme. ABA is an intensive intervention programme for children with autism which aims to modify behaviours which are typical of ASD in order to allow children to function more successfully in school and in society. The budget also covers the cost of children with EHC Plans accessing other bespoke packages where this is the most appropriate and cost effective way of meeting their needs, including SEN Personal Budgets. This budget needs to increase slightly due to increasing numbers of children with SEN Personal Budgets. However, it should be noted that SEN Personal Budgets can be a very cost effective alternative to non-maintained and independent special schools.

4.3 Sensory Impairment

4.3.1 Support for children with hearing, visual and multi-sensory impairments is purchased from the Berkshire Sensory Consortium Service. This includes support from qualified teachers of HI and VI, audiology and mobility support. There will be a small reduction in budget needed next year due to a slight drop in numbers.

4.4 Engaging Potential

4.4.1 Engaging Potential is an independent special school commissioned to provide alternative educational packages for 14 young people in Key Stage 4. Students placed at Engaging Potential are those who have EHC Plans for social, emotional and mental health difficulties and whose needs cannot be met in any other provision. This can include young people who have been excluded from specialist SEMH schools. The unit cost of a place represents good value for money compared to other independent schools for SEMH. No increase in cost is anticipated for 2022-23.

4.5 Equipment for SEN Pupils

4.5.1 This budget is used to fund large items of equipment such as specialist chairs and communication aids for pupils with EHC Plans. The budget has been reduced a number of times in previous HNB savings programmes and was removed entirely in 2018-19 on the basis that schools would meet these costs. However, this created a pressure for nurseries as they do not have delegated SEN budgets, and for resourced schools which have a disproportionate number of children with specialist equipment needs. It was agreed in 2018-19 that a budget of £10,000 would be made available to meet these needs. In 2019-20 it was agreed that the budget should be

increased again to £15,000 as demand for equipment for children in nurseries and resourced schools was increasing. It is recommended that the budget stays the same for 2022-3, as although this is a budget which does come under pressure, we have successfully negotiated with Health to fund 50% of specialist seating in schools which is starting to reduce pressure on this budget.

4.6 Therapy Services (Contract with Berkshire Healthcare Foundation Trust)

4.6.1 The therapy services budget covers the costs for children with SEN who have speech and language therapy or occupational therapy in their EHC Plans.

4.6.2 Therapy services are provided by the Authority solely to children who have the need for a service stipulated and quantified in their EHC Plan. It is a statutory duty for the Local Authority to provide these therapies in these circumstances. The service is commissioned from the Berkshire Healthcare Foundation Trust. There will be a slight rise in the cost of the contract in 2022-23 due to inflation.

4.6.3 It should be noted that this contract ends in August 2022 and is currently being retendered. Retendering could result in an increase or decrease in cost, but as the outcome of the process is not yet known, costs have been assumed at current levels.

4.7 Elective Home Education (EHE) Monitoring

4.7.1 There is a statutory duty for Local Authorities to monitor arrangements for EHE made by parents. The EHE monitoring sits within the Education Welfare and Safeguarding Service. The Elective Home Education Officer is 0.6fte and was a new post for September 2019. EHE numbers have been growing, both locally and nationally over recent years but since September 2020 there has been a steep rise in numbers due to COVID-19. The number of new EHE pupils continue to be a concern; there were 16 pupils deregistered from schools in September 2021, a fall from the previous September which was 34, but still much higher than pre-pandemic numbers.

4.8 Medical Tuition Service

4.8.1 The Medical Tuition Service (previously Home Tuition Service) is a statutory service providing home tuition to children with medical conditions and illness that prevent them accessing full-time school. This service was moved from i-College to the Local Authority with effect from September 2019. Since transferring from i-college, savings of £67k have been achieved in the service.

4.9 Hospital Tuition

4.9.1 The Local Authority is obliged to pay the educational element of specialist hospital placements, usually for severe mental health issues. These placements are decided by NHS colleagues and we have no influence over the placement or duration of stay. As numbers and costs are impossible to predict, it is proposed that the 2022-23 budget remains the same as 2021-22. There is a small increase due to inflation increases in salaries for the proportion of staff time administering this service

4.10 SEND Strategy Officer

4.10.1 In 2019-20 the Schools Forum agreed to fund a SEND Strategy Officer for three years initially to support implementation of the SEND Strategy 2018-23. Agreement was given by the Schools Forum in October 2020 that this post could be made permanent in order to attract and retain candidates of a suitable calibre. The slight reduction is due to an appointment on a lower scale point than was budgeted for.

4.11 Education of children with health needs

4.11.1 Local Authorities are under a duty to provide full time education for children with certified health needs after 15 days of absence. This service is provided for children with physical health needs where required, but the legislation also applies to children with mental health needs/anxiety who are emotionally based school avoiders. The number of local presenting cases has increased and it is important not to find ourselves in the position of other authorities who have been fined for not meeting this duty. The budget allocated for this includes capacity to oversee and monitor these cases, as well as funding for medical tuition or other appropriate educational support.

4.12 The total estimated budget requirement for other statutory services in 2022-23 is £1,851,200. This exceeds the estimate in the November 2021 HNB report by £26,760 due to a combination of additional SEN Personal Budgets and the inflationary cost increase in the therapies contract.

5 NON STATUTORY Services

5.1 Table 5 details the non-statutory service budgets for 2020-21, 2021-22, and estimates for 2022-23.

5.2 The table shows the budget for these services in 2022/23 assuming that the services continue and there are no changes to staffing levels.

5.3 Table 5 also includes ongoing funding for the “invest to save” initiatives agreed in 2020-21 and 2021-22. The continuation of these services is critical to the deficit recovery strategy set out in a separate report.

TABLE 5	2020/21 Budget		2021/22 Budget			2022/23	Difference 21/22 budget & 22/23 prediction
	Budget £	Outturn £	Budget £	Forecast £ (Month 9)	Over/ (under) £	Estimate £	
Non Statutory Services							
Language and Literacy Centres LALs (90555)	116,200	114,900	122,000	122,000	0	135,740	+13,740
Specialist Inclusion Support Service (90585)	50,000	50,000	50,000	50,000	0	50,000	0
PRU Outreach Service (90582)	61,200	61,200	61,200	61,200	0	61,200	0
Early Years Inclusion Fund (90238) moved to EY Block	0	0	0	0	0	0	0
Cognition and Learning Team(90280)	308,130	306,671	328,100	328,100	0	334,140	+6,040
ASD Advisory Service (90830)	150,390	129,415	170,430	170,430	0	174,080	+3,650
Vulnerable Children (90961)	50,000	45,804	50,000	50,000	0	50,000	0

Early Development and Inclusion Team (90287)	51,950	48,965	58,375	58,375	0	62,505	+4,130
Dingley's Promise (90581)	30,000	30,000	30,000	30,000	0	30,000	0
Invest to save projects							
Therapeutic Thinking post (90372)	58,000	51,214	54,300	54,300	0	55,900	+1,600
Additional Vulnerable Children Grant (90961)	129,400	129,400	129,400	129,400	0	129,400	0
ASD Team - Additional High Level TA Support (90830)	58,000	12,320	59,540	59,540	0	61,560	+2,020
ASD Fund - Additional support (90830)	0	0	52,690	52,690	0	52,690	0
Emotionally Based School Avoidance (EBSA) – WBC managed	0	0	121,730	121,730	0	123,840	+2,110
Emotionally Based School Avoidance (EBSA) – secondary school managed	0	0	99,860	99,860	0	0	-99,860
Additional invest to save projects (SB Transfer)	0	0	0	0	0	300,200	+300,200
TOTAL	1,063,270	979,888	1,387,625	1,387,625	0	1,621,255	+233,630

5.4 Language and Literacy Centres (LALs)

5.4.1 The LALs provide 48 places per year for Year 5 students who have persistent difficulties with literacy and need an intensive programme delivered by a teacher qualified in specific literacy difficulties.

5.4.2 The increase proposed to the LAL budgets relates to the budgets not currently meeting costs of the host schools including the salary costs of the teachers.. In previous years this has been covered off by carried forward amounts but these funds have now been exhausted.

5.5 Specialist Inclusion Support Service

5.5.1 This service provides outreach support from West Berkshire's special schools to mainstream schools to support the inclusion of children with learning and complex needs in their local mainstream schools.

5.5.2 This budget has been subject to reductions in the previous financial years with the special schools providing the service absorbing the cost.

5.6 PRU Outreach

5.6.1 The PRU Outreach Service offers consultancy / outreach support mainly to students who have been attending the iCollege and are starting to attend a mainstream school. Schools may request Outreach for any pupil causing concern but it is dependent on capacity.

5.7 Cognition and Learning Team

5.7.1 The Cognition and Learning Team (CALT) provides advice, support and training to mainstream schools to help them to meet the needs of children with SEN. Staff are experienced SENCOs with higher level SEN qualifications.

5.7.2 Many primary schools are reliant on this service to supplement their own SEN provision and expertise, especially schools where the Head has to act as SENCO or where there is an inexperienced SENCO.

5.7.3 This is a partially traded service. All schools receive a small amount of free core service, but the majority of support now has to be purchased by schools.

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

5.8 ASD Advisory Service

5.8.1 The ASD Advisory Service provides advice, support and training for mainstream schools on meeting the needs of children with Autistic Spectrum Disorder. The purpose of the service is to enable children with ASD to be successfully included in mainstream schools wherever possible.

5.8.2 The context for this service is vastly increasing numbers of children with ASD diagnoses and mainstream schools having more and more difficulty meeting the needs of these children. The majority of our placements in non-West Berkshire special schools, independent special schools and non-maintained special schools are for children with ASD.

5.8.3 The increase in cost represents teachers' salary increases, pension and NI.

5.9 Vulnerable Children

5.9.1 The Vulnerable Children Fund is a budget used to help schools support their most vulnerable pupils on an emergency, unpredicted or short term basis.

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

5.9.3 It was agreed in 2020-21 that this budget would be increased, as an invest to save initiative, in order to support the roll out of Therapeutic Thinking in West Berkshire schools. This was further extended in 2021-22. The increase of £129,000 is shown separately in Table 5 under Invest to Save initiatives.

5.10 Early Development and Inclusion Team

5.10.1 The service comprises of 1.7 teachers who are specialists in early years and SEND. Children under 5 who are identified by Health professionals as having significant SEND are referred to this service. Staff initially visit children in their homes (if they

are not yet in an early years setting) in order to promote their educational development and model strategies and resources for parents to use to support their child's progress.

5.10.2 EDIT teachers also assist with the transition to early years settings and schools, providing support and training for staff to help them to meet the child's needs, and continuing to visit for a period of time to provide ongoing support and advice. They also help to coordinate support which the family is receiving from other professionals.

5.10.3 The service is currently supporting over 100 children. It has been reduced in size in recent years from 3.4 to 1.7 staff. The service has a waiting list due to increased demand and reduced capacity.

5.11 Dingley's Promise

5.11.1 Dingley's Promise is a charitable organisation which provides pre-school provision for children under 5 with SEND in West Berkshire, Reading and Wokingham. It is the only specialist early years SEND setting in the private, voluntary and independent early years sector in West Berkshire. It provides an alternative to mainstream early years settings, where experience and expertise in SEND can vary greatly. Parents are able to take up their early years entitlement at Dingley's Promise, rather than at a mainstream early years setting, if they wish. However, Dingley's Promise are only able to claim the standard hourly rate for providing the early years entitlement as mainstream settings, in spite of offering specialist provision, higher ratios and more one to one support.

5.11.2 In 2017-18, the service was running at a loss and there was a risk it would cease to be viable in this area without some Council funding. It was agreed in 2018-19 that a grant of £30,000 would be made to Dingley's Promise in order to maintain the service in this area.

5.12 Invest to Save projects

5.12.1 A report was brought to the HFG on 6th October concerning the Invest to Save projects funded in 2020-21 and 2021-22.

5.12.2 The report outlined the impact of the 2021 Invest to Save projects including savings achieved.

5.12.3 The report gave brief details on the 2021-22 Invest to Save projects which were put in place in September 2021.

5.12.4 Savings from the therapeutic thinking initiative and increased vulnerable children grant, against cost of the initiative, are shown in Tables 6(a), 6(b) and Table 7 below.

Table 6(a)

Savings in core group of 13 primary schools who have fully adopted therapeutic thinking

Strategy	Number avoided	Average cost	Saving
Permanent exclusion	3	£20,000	£60,000

Alternative placement	3	£20,000	£60,000
Specialist SEND placement	2	£62,000	£124,000
Total	8		£244,000

Table 6(b)

Savings in a wider group of schools as a result of “small gardens”

Strategy	Number avoided	Average cost	Saving
Permanent exclusion	4	£20,000	£80,000
Alternative placement	6	£20,000	£120,000
Specialist SEND placement	7	£62,000	£434,000
Total	17		£634,000

Table 7

Total estimated savings compared to invest to save budget for therapeutic thinking and increased VCG.

Invest to Save cost		Saving	Difference
Therapeutic thinking post	£54,300		
Increased VCG	£129,400		
Total	£183,700	£878,000	£695,000

5.12.5 Savings from the Autism TA project are set out in Tables 8 and 9 below.

Table 8

Savings resulting from intensive intervention from Autism HLTAs

Impact of not intervening	Number avoided	Average cost	Saving
Child becoming L4 EBSA	3	£62,000	£186,000
Specialist SEND placement	3	£62,000	£186,000
Total			£372,000

Table 9

Total estimated savings compared to invest to save budget for Autism TAs

Invest to Save cost		Saving	Difference
Autism TAs	£59,540		
Total	£59,540	£372,000	£312,460

5.12.6 It is proposed that the projects initially agreed in 2020-21, ie, therapeutic thinking, increased VCG and Autism TAs are now funded permanently through the HNB given the impact and savings which have been demonstrated.

5.12.7 Invest to save projects agreed in 2021-22 included

- An Autism Fund of £52,690 for allocation to schools to support children at risk of exclusion / requiring alternative placement
- £121,730 to support children who are emotionally based school avoiders in order to avoid specialist placements. This was for primary age children only (and one secondary school which bought in to the scheme). The funding pays for a 0.25 EP, A 0.5 EWO/Coordinator and a 0.5 EHA worker, all appointed in September 2021, in addition to creating a fund of £56,157 for allocation to schools via the EBSA Forum.

5.12.8 It is proposed that the invest to save projects agreed in 2021-22 are funded initially for one further year in 2022-23, pending a full evaluation in autumn 2022. If the Forum agrees to delegate funding to secondary schools in 2022-23 to support young people who are emotionally based school avoiders, the schools in receipt of funding will be asked to report on impact at the same time as the Local Authority reports on impact of centrally funded initiatives.

5.13 Schools Block Transfer 2022-23

5.13.1 Following consultation with schools, it has been agreed that a transfer of 0.25% of the Schools Block will be made to the High Needs Block in 2022-23. This amounts to £300,200.

5.13.2 The consultation document gave an outline of how these funds would be used if approved.

5.13.3 Table 10 below sets out proposed use of these funds for discussion by the HFG.

Table 10

Proposed use of Schools Block Transfer in 2022-23

ITEM	COST	Success Criteria
1. EDIT 0.4 post to reduce waiting times and give more support to children with SEND transitioning in to school. (Additional capacity could be absorbed by existing staff on a temporary basis for 12 months).	£26,387	Of 126 children known/referred only 107 are allocated (85%). The 19 unallocated to be taken on to caseload. Waiting time for new children referred in the year before starting school to reduce from 1 to 3 months to 1 month maximum. Waiting time for younger children to be reduced from 3 to 6 months to 3 months maximum.

		All children referred in the year before transition to have at least 2 terms of intervention prior to transition.
2. Funding for SEN in early years in order to prevent escalation of needs – use of funding to be discussed at HFG	£31,323	To be discussed
3. SEMH Practitioner to provide a rapid response to children at risk of exclusion in order to avoid exclusions and associated costs. (Temporary 12 month contract).	£41,490	Reduction in fixed term exclusions/suspensions Prevention of suspensions and permanent exclusions in the two terms following involvement.
4. Three I-College places funded by the LA for young people at risk of exclusion who meet certain criteria (to be developed)	£90,000	Prevention of 3 permanent exclusions and associated costs
5. Funding for delegation to secondary schools to support young people with EBSA (which they could use to buy in to the central service if they wish) @ £11,100 per school	£111,000	Reduction in EBSA / reduction in specialist placements for children with EBSA of secondary age
Total	£300,200	

Appendix B

Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

What is the proposed decision that you are asking the Schools' Forum to make:	To agree the HNB budget for 2022-23, including Schools Block transfer
Name of Service/Directorate:	Education Service People Directorate
Name of assessor:	Jane Seymour
Date of assessment:	18/1/22

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

(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?	
Aims:	To ensure adequate funding in the High Needs Block in 2022-23 to meet the predicted needs of children and young people with SEND and to ensure that the Local Authority is fulfilling its statutory duties
Objectives:	
Outcomes:	Children and young people with SEND will have their needs met and the Local Authority will be compliant with its statutory duties
Benefits:	Optimal life outcomes for children and young people with SEND

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

Disability	The HNB budget will be set in such a way as to ensure that children and young people with SEND have access to the support and services they require. This will include support aimed at prevention and escalation of needs.	None	
Gender Reassignment			
Marriage and Civil Partnership			
Pregnancy and Maternity			
Race			
Religion or Belief			
Sex			
Sexual Orientation			
Further Comments:			

(3) Result	
Are there any aspects of the proposed decision, including how it is delivered or accessed, that could contribute to inequality?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Please provide an explanation for your answer:	
Support for children with SEND through the HNB aims to give young people equal access to opportunities by removing barriers to learning and participation.	
Will the proposed decision have an adverse impact upon the lives of people, including employees and service users?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Please provide an explanation for your answer:	
See above	

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

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

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

Name: Jane Seymour

Date: 18/1/22

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

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Dedicated Schools Grant 2022/23: Confirmed Allocations

Report being considered by: Schools Forum
On: 24th January 2022
Report Author: Melanie Ellis
Item for: Discussion **By:** All Forum Members

1. Purpose of the Report

1.1 To set out the confirmed Dedicated Schools Grant (DSG) allocation for 2022/23.

2. Recommendation

2.1 To note the funding allocation for 2022/23.

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 The National Funding Formula (NFF) is used by the Department for Education (DfE) to calculate the blocks within the Dedicated Schools Grant (DSG) that have been allocated to local authorities in December 2021. The DSG consists of four blocks: Schools, High needs, Central School Services and Early Years.

4. Overall position

4.1 The following table shows the 2022/23 DSG allocation based on the October 2021 census pupil numbers.

DSG Allocation	Schools Block (incl. growth)	High Needs Block	Central Schools Services Block	Early Years Block	Total
	£m	£m	£m	£m	£m
2021/22 before deductions	114.83	23.63	1.01	10.36	149.83
2022/23 before deductions	120.07	25.32	0.99	10.02	156.40
<i>Change from last year</i>	5.24	1.69	-0.02	-0.34	6.57
<i>Percentage change</i>	4.6%	7.2%	-2.0%	-3.3%	4.4%
Additional High Needs funding		0.91			0.91
2022/23 total funding	120.07	26.23	0.99	10.02	157.31
Deductions	-1.57	-1.59	0	0	-3.16
2022/23 after deductions	118.50	24.64	0.99	10.02	154.15

5. Schools Block

5.1 The allocation for 2022/23 is shown below:

		2022/23		
Schools Block	2021/22 Total funding	Unit of funding	Number of pupils	2022/23 Total funding
Primary	58,296,060	4,592.13	12,996.00	59,679,321
Secondary	54,436,540	5,713.25	10,142.50	57,946,639
Growth	603,831			874,544
DfE allocation	113,336,431			118,500,505
NNDR allocation 2022/23	1,495,197			1,566,240
Total allocation	114,831,628			120,066,745
Block transfer	- 548,568			- 300,166
Total formula funding	114,283,060			119,766,579
NNDR direct allocation 2022/23	-			- 1,566,240
Total formula funding after NNDR allocation	114,283,060			118,200,339

5.2 This will be allocated to schools according to the agreed funding formula.

6. High Needs Block (HNB)

6.1 The national increase in high needs funding from 2021/22 to 2022/23 is 9.6%. This includes a funding floor of 8% and a gains cap of 11%.

6.2 The 2022/23 allocation for West Berkshire is £25.32 (2021/22 £23.63m), an increase of £1.59m from last year. West Berkshire is on the funding floor.

6.3 Following the spending review in autumn 2021, an additional £325m was allocated nationally for high needs in 2022/23, to recognise the additional costs that local authorities and schools will face in the coming year, which were not foreseen when the original block allocations were calculated, including the health and social care levy. The additional funding also takes into account that colleges and other providers offering extra hours of study to students with high needs may require extra high needs top-up funding to support those students.

6.4 The allocations have been distributed as a percentage uplift to the original amount calculated. For West Berkshire this is an additional £910k. The additional funding is subject to the same DSG conditions.

7. Central Schools Services Block (CSSB)

7.1 The CSSB within the DSG provides funding for local authorities to carry out central functions on behalf of maintained schools and academies. This covers Statutory and Regulatory duties, Education Welfare, asset management and other duties such as licences, admissions and servicing of Schools' Forum.

7.2 The maximum year-on-year reduction in per pupil funding for ongoing responsibilities in this block is 2.5%, while the year-on-year gains cap is 5.6%.

Confirmed Allocations

7.3 The CSSB DSG funding for 2022/23 is £992k, a reduction of £17k from last year (1.7%). The CSSB block expenditure requirement is matched to the funding available, with £7k available to go towards reducing the cumulative deficit of £70k.

8. Early Years Block

8.1 The new Early Years formula was introduced in 2017/18 with new funding rates to local authorities, and a revised simplified formula for allocating funding to providers was also brought in. All providers are now on the same rates.

8.2 Funding for 2022/23 is £10m, a £340k (3.3%) reduction from 2021/22.

9. Deficit Forecast

9.1 The table below shows the actual deficit at 1.4.2021, the forecast position in 2021/22, and the forecast for 2022/23 based on these levels of funding.

Reserve Balances (surplus)/deficit	1.4.2021 Actual	31.3.2022 Forecast	31.3.23 Forecast
	£k	£k	£k
Schools Block De-delegated	(331)	(271)	(200)
Schools Block - growth fund	(1,501)	(1,174)	(788)
Schools Block - other	(80)	(80)	0
Early Years Block	970	970	970
Central School Services Block	72	68	61
High Needs Block	2,327	3,558	5,039
Grant changes	3	30	0
Total Deficit Balance	1,461	3,101	5,082

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Schools Funding Formula 2022/23

Report being considered by: Schools Forum on 24th January 2022

Report Author: Melanie Ellis

Item for: Discussion **By:** All School representatives

1. Purpose of the Report

1.1 To set out the final school funding formula allocations for 2022/23.

2. Recommendation

2.1 To note the final formula rates and allocations to schools, subject to political ratification and allocation to schools by 28th February 2022. The allocations have been made according to the principles agreed by Schools' Forum in December and in relation to the total funding available from the Schools Block DSG allocation.

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

3.1 2022/23 is the fifth year of the National Funding Formula (NFF). As in previous years, the Local Authority (LA) continues 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 is required for the LA to be able to issue budgets to maintained schools before the 28th February 2022.

3.2 A consultation was held between 20.10.21 and 10.11.21. The responses were considered by the Schools Forum in December 2021, and the following agreed:

- (1) To mirror the Department for Education's (DfE) 2022/23 National Funding Formula (NFF) to calculate the funding allocations.
- (2) To use a reduced sparsity factor, set at 80% of the NFF values.
- (3) To address any surplus or shortfall in funding by adjusting the AWPU values.
- (4) To apply a 0.25% top slice to the schools' funding.
- (5) To use the block transfer to support the High Needs Block including support for Early Years development and capacity.
- (6) To adopt the criteria to be used to allocate additional funds.
- (7) To distribute the 2022/23 growth allocation as part of the funding formula.

4. Final School Funding

4.1 The DfE funding allocation for 2022/23 is £118.5m, and after the 0.25% HNB transfer and NNDR allocations, there is £119.8m available for the schools formula distribution.

Schools Block	2021/22 Total funding	2022/23		
		Unit of funding	Number of pupils	2022/23 Total funding
Primary	58,296,060	4,592.13	12,996.00	59,679,321
Secondary	54,436,540	5,713.25	10,142.50	57,946,639
Growth	603,831			874,544
DfE allocation	113,336,431			118,500,505
NNDR allocation 2022/23	1,495,197			1,566,240
Total allocation	114,831,628			120,066,745
Block transfer	- 548,568			- 300,166
Total formula funding	114,283,060			119,766,579
NNDR direct allocation 2022/23	-			- 1,566,240
Total formula funding after NNDR allocation	114,283,060			118,200,339

5. Final Formula

Factor	National Rate	WBC National Rate (with ACA)	Final rate on APT	National Rate	WBC National Rate (with ACA)	Rate with 0.25% transfer & growth funding	Total Funding after 0.5% transfer & growth funding	Total Funding after 0.25% transfer & growth funding
	2021/22			2022/23			2021/22	2022/23
Basic per pupil funding								
Primary AWPU	£3,123	£3,231	£3,230	£3,217	£3,329	£3,343	£42,437,881	£43,509,329
KS3 AWPU	£4,404	£4,557	£4,547	£4,536	£4,694	£4,714	£28,149,921	£29,826,898
KS4 AWPU	£4,963	£5,135	£5,124	£5,112	£5,290	£5,313	£18,672,063	£20,289,797
Minimum per pupil								
Primary	£4,180	£4,180	£4,180	£4,265	£4,265	£4,265		
Secondary	£5,415	£5,415	£5,415	£5,525	£5,525	£5,525		
Additional needs funding								
Deprivation								
Primary FSM	£460	£476	£476	£470	£486	£486	£4,459,755	£5,065,044
Secondary FSM	£460	£476	£476	£470	£486	£486		
Primary FSM6	£575	£595	£595	£590	£611	£611		
Secondary FSM6	£840	£869	£869	£865	£895	£895		
Primary IDACI A	£620	£642	£642	£640	£662	£662		
Primary IDACI B	£475	£491	£491	£490	£507	£507		
Primary IDACI C	£445	£460	£460	£460	£476	£476		
Primary IDACI D	£410	£424	£424	£420	£435	£435		
Primary IDACI E	£260	£269	£269	£270	£279	£279		
Primary IDACI F	£215	£222	£222	£220	£228	£228		
Secondary IDACI A	£865	£895	£895	£890	£921	£921		
Secondary IDACI B	£680	£704	£704	£700	£724	£724		
Secondary IDACI C	£630	£652	£652	£650	£673	£673		
Secondary IDACI D	£580	£600	£600	£595	£616	£616		
Secondary IDACI E	£415	£429	£429	£425	£440	£440		
Secondary IDACI F	£310	£321	£321	£320	£331	£331		
Low Prior Attainment								
Primary LPA	£1,095	£1,133	£1,133	£1,130	£1,169	£1,169	£3,754,603	£3,780,358
Secondary LPA	£1,660	£1,718	£1,718	£1,710	£1,769	£1,769	£3,693,631	£3,961,148
English as an Additional Language								
Primary EAL	£550	£569	£569	£565	£585	£585	£458,637	£492,907
Secondary EAL	£1,485	£1,537	£1,537	£1,530	£1,583	£1,583	£125,342	£166,597
Mobility								
Primary Mobility	£900	£931	£931	£925	£957	£957	£19,555	£54,461
Secondary Mobility	£1,290	£1,335	£1,335	£1,330	£1,376	£1,376	£0	£0
School led funding								
Lump Sum								
Primary	£117,800	£121,885	£121,885	£121,300	£125,515	£125,515	£9,334,360	£9,664,655
Secondary	£117,800	£121,885	£121,885	£121,300	£125,515	£125,515		
Sparsity								
Primary	£45,000	£46,562	£35,000	£55,000	£56,911	£45,529	£257,078	£687,071
Secondary	£70,000	£72,428	£72,428	£80,000	£82,780	£66,224		
Premises								
Primary							£1,566,240	£1,558,549
Secondary								
Total Allocation (excluding minimum per pupil funding level and MFG funding total)							£112,929,067	£119,056,814
Additional funding to meet the minimum funding level							£1,202,627	£637,221
Total Allocation including minimum funding adj							£114,131,694	£119,694,036
MFG adjustment							£151,366	£72,543
Post MFG budget							£114,283,060	£119,766,579
Growth fund							£0	£0
Total funding for Schools Block Formula							£114,283,060	£119,766,579
NNDR allocation 2022/23								£-1,566,240
Total funding for Schools Block Formula after NNDR allocation							£114,283,060	£118,200,339
Amount of block transfer							£548,568	£300,166
DSG Schools Block DfE allocation							£114,831,628	£118,500,505

5.1 The table below shows the funding 2022/23 allocations per school. Year on year changes arise from changes to pupil numbers or a change of pupil characteristics.

FINAL ALLOCATIONS 2022/23		2021/22 FINAL ALLOCATION (after 0.5% HNB transfer)			2022/23 FINAL ALLOCATION (after 0.25% HNB transfer)			YEAR ON YEAR CHANGE		
School Name	Phase	Pupil count Oct 2020	Formula allocated	Per pupil funding	Pupil count Oct 2021	Formula allocated	Per pupil funding	2022/23 increase in total cash	2022/23 increase in per pupil total funding	% change
Aldermaston C.E. Primary School	Primary	142	£687,609	£4,842	131	£676,338	£5,163	-£11,271	£321	-2%
Basilidon C.E. Primary School	Primary	151	£678,560	£4,494	159	£721,532	£4,538	£42,972	£44	6%
Beedon C.E. (Controlled) Primary School	Primary	50	£350,969	£7,019	47	£363,710	£7,739	£12,741	£719	4%
Beenham Primary School	Primary	54	£337,155	£6,244	50	£377,963	£7,559	£40,808	£1,316	12%
Birch Copse Primary School	Primary	425	£1,801,600	£4,239	425	£1,837,575	£4,324	£35,975	£85	2%
Bradfield C.E. Primary School	Primary	158	£700,702	£4,435	156	£709,555	£4,548	£8,853	£114	1%
Brightwalton C.E. Aided Primary School	Primary	103	£528,432	£5,127	99	£520,871	£5,261	-£7,261	£134	-1%
Brimpton C.E. Primary School	Primary	58	£361,866	£6,239	54	£384,277	£7,116	£22,410	£877	6%
Bucklebury C.E. Primary School	Primary	111	£541,093	£4,875	114	£574,625	£5,041	£33,532	£166	6%
Burghfield St Mary's C.E. Primary School	Primary	213	£905,902	£4,253	204	£916,205	£4,491	£10,303	£238	1%
Calcot Infant School and Nursery	Primary	180	£874,205	£4,857	201	£998,552	£4,968	£124,346	£111	14%
Calcot Junior School	Primary	277	£1,217,080	£4,394	272	£1,266,995	£4,658	£49,914	£264	4%
Chaddleworth St Andrew's C.E. Primary School	Primary	30	£255,084	£8,503	30	£295,409	£9,847	£40,325	£1,344	16%
Chieveley Primary School	Primary	203	£878,609	£4,328	198	£880,549	£4,447	£1,940	£119	0%
Cold Ash St Mary's CE Primary School	Primary	177	£756,087	£4,276	178	£776,115	£4,360	£19,312	£84	3%
Compton C.E. Primary School	Primary	187	£834,260	£4,461	188	£873,912	£4,648	£39,652	£187	5%
Curridge Primary School	Primary	99	£472,742	£4,772	92	£477,390	£5,189	£4,954	£417	1%
Denefield School	Secondary	960	£5,275,077	£5,495	958	£5,478,345	£5,719	£203,268	£224	4%
Downsway Primary School	Primary	213	£914,436	£4,293	214	£940,323	£4,394	£25,887	£101	3%
Enborne C.E. Primary School	Primary	73	£905,087	£5,330	75	£432,624	£5,768	£43,537	£438	11%
Englefield C.E. Primary School	Primary	99	£472,093	£4,769	105	£509,464	£4,852	£37,371	£83	8%
Falkland Primary School	Primary	424	£1,800,333	£4,246	420	£1,819,150	£4,331	£18,817	£85	1%
Fir Tree Primary School and Nursery	Primary	180	£860,002	£4,778	183	£905,073	£4,946	£45,071	£168	5%
Francis Baily Primary School	Primary	586	£2,457,411	£4,194	557	£2,386,582	£4,285	-£70,829	£91	-3%
Garland Junior School	Primary	206	£931,227	£4,521	230	£1,078,574	£4,689	£147,346	£169	16%
Hampstead Norreys C.E. Primary School	Primary	88	£455,254	£5,173	89	£526,053	£5,911	£70,800	£737	16%
Hermitage Primary School	Primary	183	£796,300	£4,351	195	£865,645	£4,439	£69,345	£88	9%
Highwood Copse Primary School	Primary	17.5	£135,694	£7,754	41.5	£269,377	£6,491	£133,683	-£1,263	99%
Hungerford Primary School	Primary	359	£1,542,768	£4,297	348	£1,544,664	£4,439	£1,896	£141	0%
Inkpen Primary School	Primary	60	£932,759	£5,879	64	£436,733	£6,824	£83,973	£945	24%
John O'gaunt School	Secondary	405	£2,499,111	£6,171	405	£2,586,919	£6,387	£87,808	£217	4%
John Rankin Infant and Nursery School	Primary	268	£1,139,614	£4,252	251	£1,095,149	£4,363	-£44,466	£111	-4%
John Rankin Junior School	Primary	351	£1,491,753	£4,250	358	£1,551,186	£4,333	£59,434	£83	4%
Kennet School	Secondary	1490	£8,220,960	£5,517	1512	£8,702,248	£5,755	£481,287	£238	6%
Kennet Valley Primary School	Primary	193	£903,115	£4,679	204	£981,989	£4,814	£78,874	£134	9%
Kintbury St Mary's C.E. Primary School	Primary	145	£682,534	£4,707	145	£705,837	£4,868	£23,303	£161	3%
Lambourn CofE Primary School	Primary	166	£792,018	£4,771	169	£834,783	£4,940	£42,764	£168	5%
Little Heath School	Secondary	1290	£7,239,682	£5,612	1314	£7,636,913	£5,812	£397,231	£200	5%
Long Lane Primary School	Primary	214	£932,011	£4,355	210	£952,491	£4,536	£20,480	£180	2%
Mortimer St John's C.E. Infant School	Primary	172	£757,147	£4,402	172	£786,682	£4,574	£29,535	£172	4%
Mortimer St Mary's C.E. Junior School	Primary	232	£973,795	£4,197	237	£1,016,095	£4,287	£42,300	£90	4%
Mrs Bland's Infant School	Primary	176	£833,421	£4,735	155	£785,053	£5,065	-£48,367	£330	-6%
Pangbourne Primary School	Primary	200	£878,435	£4,392	191	£870,610	£4,558	-£7,824	£166	-1%
Park House School	Secondary	969	£5,380,069	£5,552	1037	£6,013,904	£5,799	£633,835	£247	12%
Parsons Down Infant School	Primary	129	£637,530	£4,942	107	£573,032	£5,355	-£64,499	£413	-10%
Parsons Down Junior School	Primary	232	£1,003,609	£4,326	233	£1,059,760	£4,548	£56,151	£222	6%
Purley CofE Primary School	Primary	104	£518,903	£4,989	104	£537,596	£5,169	£18,693	£180	4%
Robert Sandilands Primary School and Nursery	Primary	233	£1,053,050	£4,520	232	£1,084,868	£4,676	£31,818	£157	3%
Shaw-cum-Donnington C.E. Primary School	Primary	86	£480,348	£5,585	90	£503,662	£5,596	£23,314	£11	5%
Sheffield C.E. Primary School	Primary	53	£366,233	£6,910	60	£412,259	£6,871	£46,026	-£39	13%
Speenhamland School	Primary	298	£1,303,777	£4,375	278	£1,253,033	£4,507	-£50,744	£132	-4%
Springfield Primary School	Primary	302	£1,287,460	£4,263	304	£1,321,510	£4,347	£34,050	£84	3%
Spurcroft Primary School	Primary	450	£1,944,213	£4,320	417	£1,847,643	£4,431	-£96,570	£110	-5%
St Bartholomew's School	Secondary	1341	£7,340,521	£5,474	1350	£7,537,756	£5,584	£197,235	£110	3%
St Finian's Catholic Primary School	Primary	194	£829,284	£4,275	193	£847,232	£4,390	£17,948	£115	2%
St John the Evangelist C.E. Nursery and Infant Sch	Primary	178	£781,741	£4,392	178	£833,279	£4,681	£51,539	£290	7%
St Joseph's Catholic Primary School	Primary	200	£909,200	£4,546	203	£939,971	£4,630	£30,770	£84	3%
St Nicolas C.E. Junior School	Primary	256	£1,076,916	£4,207	247	£1,061,896	£4,299	-£15,020	£92	-1%
St Paul's Catholic Primary School	Primary	315	£1,321,480	£4,195	319	£1,365,893	£4,282	£44,413	£87	3%
Stockcross C.E. School	Primary	103	£492,076	£4,777	100	£529,528	£5,295	£37,452	£518	8%
Streatley C.E. Voluntary Controlled School	Primary	102	£488,000	£4,784	103	£508,161	£4,934	£20,161	£149	4%
Sulhamstead and Upton Nerve School	Primary	100	£490,631	£4,906	95	£501,767	£5,282	£11,137	£375	2%
Thatcham Park CofE Primary	Primary	340	£1,475,210	£4,339	325	£1,466,096	£4,511	-£9,114	£172	-1%
The Downs School	Secondary	988	£5,377,573	£5,443	1016	£5,657,639	£5,569	£280,067	£126	5%
The IIsleys Primary School	Primary	63	£376,083	£5,970	61	£396,896	£6,506	£20,813	£537	6%
The Willink School	Secondary	970	£5,373,259	£5,539	1007	£5,837,873	£5,797	£464,614	£258	9%
The Willows Primary School	Primary	370	£1,738,607	£4,699	336	£1,644,272	£4,894	-£94,335	£195	-5%
The Winchcombe School	Primary	441	£1,933,530	£4,384	448	£1,997,332	£4,458	£63,802	£74	3%
Theale C.E. Primary School	Primary	310	£1,375,725	£4,438	311	£1,406,001	£4,521	£30,276	£83	2%
Theale Green School	Secondary	469	£2,762,691	£5,891	546	£3,316,666	£6,074	£553,974	£184	20%
Trinity School	Secondary	953	£5,460,807	£5,730	1001	£5,966,687	£5,961	£505,880	£231	9%
Welford and Wickham C.E. Primary School	Primary	88	£487,162	£5,536	80	£482,218	£6,028	-£4,943	£492	-1%
Westwood Farm Infant School	Primary	177	£798,233	£4,510	180	£835,309	£4,641	£37,076	£131	5%
Westwood Farm Junior School	Primary	237	£1,029,586	£4,344	239	£1,078,954	£4,514	£49,368	£170	5%
Whitelands Park Primary School	Primary	358	£1,502,363	£4,197	367	£1,577,829	£4,299	£75,467	£103	5%
Woolhampton C.E. Primary School	Primary	106	£502,427	£4,740	102	£535,872	£5,254	£33,445	£514	7%
Yattendon C.E. Primary School	Primary	92	£476,661	£5,181	90	£484,050	£5,378	£7,389	£197	2%
Total formula funding			£114,283,060			£119,766,579				
Block Transfer										
Total allocation		22976	£114,831,628		23160	£120,066,745				
Primary Total			£59,353,309			£61,031,629		£1,678,320		
Secondary Total			£54,929,751			£58,734,950		£3,805,199		

Early Years Deficit update 2021/22

Report being considered by: Schools' Forum on 24th January 2022

Report Author: Avril Allenby and Lisa Potts

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

1. Purpose of the Report

1.1 To set out how the Early Years deficit is progressing.

2. Recommendation

2.1 For the Heads Funding Group to note the report.

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

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

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

3.2 From 1st April 2021, the deficit recovery plan took effect and reduced the rates to providers. This was put into place to try and recover £1m over 5 years.

	Rate from April 2020	Rate from April 2021
3 & 4 year olds	£4.40	£4.37
quality rate	£0.66	£0.63
2 year olds	£5.65	£5.55
deprivation	£1.47	£1.22

3.3 The table below shows how much has been achieved to date, based on actual hours for the Summer and Autumn 2021 terms, together with an estimate for Spring 2022 hours.

	Summer term 2021 actual hours	Autumn term 2021 actual hours	Spring term 2022 est hours	rate reduction	deficit recovery based on actual hours	deficit recovery based on estimated hours	provisional value towards deficit
2 Year olds	36290	49104	27696	10p	£8,539	£2,770	£11,309
3-4 year olds standard rate	317402	290278	301857	3p	£18,230	£9,056	£27,286
3-4 year olds - quality rate deprivation	378799	216941	247646	3p	£17,872	£7,429	£25,302
	61050	42782.6	34574	25p	£25,958	£8,644	£34,602
	793541	599105	611773		£70,600	£27,898	£98,498

3.4 The estimate for spring 2022 is based on the hours from spring 2021. We felt that with the new Covid variant being prevalent, these hours were more likely, even though some providers are forecasting higher numbers from January.

3.5 When the deficit recovery was set, the target to achieve in year 1 was £123,202. Consideration may be needed for the on-going impact of Covid-19 on the uptake of early year's entitlements due to work style changes, provider viability and parental confidence.

4. Funding for 2022/23

4.1 On 27th October, at the Spending Review, the chancellor announced increases in the funding for early years entitlements. £160 million in 2022-23, £180 million in 2023-24 and £170 million in 2024-25.

4.2 This is for local authorities to increase the hourly rates paid to childcare providers by 21 pence for 2 year olds and 17 pence for 3 and 4 year olds. These rate increases reflect cost pressures, as well as anticipated changes in the numbers of eligible children.

4.3 It was also announced that pupil premium will be increased by 7 pence to 60 pence per hour, the equivalent of £342 per eligible child to support better outcomes for disadvantaged three and four year olds.

4.4 Disability Access Fund (DAF) is also increasing to £800 per year. DAF is paid to childcare providers to support eligible 3 and 4 year olds. Children should be in receipt of disability living allowance and receiving the universal 15 hours offer.

4.5 The supplementary funding rate for Maintained Nursery Schools has also been increased by 3.5%, this is equivalent to the increase in the three and four year old rate in 2022-23 and secured for the three year period. The indicative allocation for the Maintained Nursery Schools is £218,225.

5. Conclusion

5.1 The DFE have confirmed the rates WBC will receive from April 2022 for 2 year olds and 3-4 year olds. We are now working to model how best to recognise these changes in rates while addressing the necessary deficit recovery.

5.2 It will be necessary for rates to providers to be set at a level which recognises the additional costs for providers, whilst still recovering the total deficit on the block.

Work will be taking place with the Early Years Funding Group to ensure a fair and transparent allocation of the additional funding.

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Central Schools' Services Block Budget 2022/23

Report being considered by: Schools' Forum on 24th January 2022

Report Author: Melanie Ellis/Ian Pearson/Lisa Potts

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

1. Purpose of the Report

- 1.1 To set out the budget for services funded from the Central Schools' Services (CSSB) block of the DSG.

2. Recommendation

- 2.1 To note the 2022/23 budget for the Central Schools Services Block.

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 The CSSB covers funding allocated to Local Authorities (LAs) to carry out central functions on behalf of pupils in state-funded maintained schools and academies in England. All the services funded by this block are statutory and have to be carried out.

The final allocation of funding for the Central Schools Services Block for 2022/23 is £991,948, which is a £17k or 1.75% reduction on the previous year.

4. Budget Requirement for the Central Schools Services Block

- 4.1 The following table shows the budget requirement for the services that fall within the Central Schools Services Block for 2022/23 compared to 2021/22.
- 4.2 To balance the block, we reviewed the staff percentages in comparison with the work being carried out and have adjusted the charges accordingly.
- 4.3 The final allocation has been notified and it's £7k higher than the initial allocation. As the block was previously already balanced, this £7k will go towards reducing the prior year deficit of £70k.

Central Schools Services Block (CSSB)		2021/22 Budget	2022/23 Budget Requirement	Increase/Decrease	Change
		£	£	£	%
Budget Requirement:					
1	School Admissions	216,663	215,312	-1,351	-1%
2	National Copyright Licences	150,494	153,504	3,010	2%
3	Servicing of Schools Forum	52,640	53,081	440	1%
4	Education Welfare	203,900	208,098	4,198	2%
5	Statutory & Regulatory Duties:				
a	Provision of Education Data	213,089	190,709	-22,380	-11%
b	Finance Support for the Education Service	81,071	78,902	-2,169	-3%
c	Strategic Planning of the Education Service	99,900	84,450	-15,450	-15%
Total Budget Requirement		1,017,756	984,055	-33,701	-3.3%

4.4 The cost of copyright licence for schools is determined by the relevant national agencies. Details of all the other services included in the Central Schools Services Block (including a breakdown of costs) is given in Appendix A.

4.5 The table below shows how the block has been balanced.

Central Schools Services Block (CSSB)	2021/22 Budget	2022/23 Budget Requirement	Increase/Decrease from 21/22	Change
	£	£	£	%
Total Budget Requirement	1,017,756	984,055	- 33,701	-3.3%
Funding:				
Central Schools Services Block DSG	-1,009,288	-991,948	- 17,340	-1.7%
Underspends from CSSB 20/21	-8,468			
Grant funding towards reducing block deficit		7,893		
Total Funding	-1,017,756	-0		
Balance	0	-0		

Details and Costs of Central Schools' Services

	Number of Posts	% Charged to CSSB	2022/23 £
School Admissions			
<u>Description of Statutory Duties covered</u>			
Administration of admissions process for maintained schools and academies			
<u>Staffing Structure</u>			
Admissions and Transport Manager	1.00	80%	
Admissions Officers	2.50	80%	
<u>Breakdown of Costs</u>			
Staff salary costs			135,750
Employee Expenses			18,700
Supplies and Services			1,320
Capita One recharge			23,238
Support Service Recharges			36,303
TOTAL ELIGIBLE EXPENDITURE FOR ADMISSIONS			215,312
Servicing the Schools Forum			
<u>Description of Statutory Duties covered</u>			
Setting agendas, minute taking, co-ordination and distribution of papers for Schools Forum and its sub groups			
<u>Staffing Structure</u>			
Head of Education	1.00	10.00%	
Schools Finance Team	2.46	5% to 10%	
Schools Forum Clerk			
<u>Breakdown of Costs</u>			
Staff salary costs			44,870
Room hire, consumables and members expenses			1,610
Support Service Recharges			6,601
TOTAL ELIGIBLE EXPENDITURE FOR SERVICING THE SCHOOLS FORUM			53,081

	Number of Posts	% Charged to CSSB	2022/23 £
Education Welfare			
<u>Description of Statutory Duties covered</u>			
Tracking of children who can be legally removed from the school roll.			
Monitoring of elective home education.			
Issuing and monitoring of child work permits and performance licences.			
Attendance at core group meetings for specific pupils			
Advice on keeping registers			
Progress cases to court where appropriate. Maintain up to date knowledge of legal processes and			
<u>Staffing Structure</u>			
Principal Education Welfare and Safeguarding Officer	1.00	40%	
Senior Education Welfare Officer	0.40	90%	
Education Welfare Officers	3.54	35%	
Assistant Education Welfare Officer	1.00	100%	
Administrative Assistant	0.40	100%	
<u>Breakdown of Costs</u>			
Staff salary costs			153,385
Employee expenses/car allowances			6,500
Other non staffing costs			3,030
Income from fines			-11,350
Capita One Recharges			10,329
Support Service Recharges			46,204
TOTAL ELIGIBLE EXPENDITURE FOR EDUCATION WELFARE			208,098
	Number of Posts	% Charged to CSSB	2022/23 £
Provision of Education Data			
<u>Description of Statutory Duties covered</u>			
Statutory returns to DfE			
Data analysis and reporting e.g. Exam results, performance			
School census administration and reports			
<u>Staffing Structure</u>			
Staffing	2.00	75%	
<u>Breakdown of Costs</u>			
Staff salary costs			70,960
Capita One recharge			106,079
Support Service Recharges			13,201
TOTAL ELIGIBLE EXPENDITURE FOR PROVISION OF EDUCATION DATA			190,241

	Number of Posts	% Charged to CSSB	2022/23 £
Finance Support for the Education Service			
<u>Description of Statutory Duties covered</u>			
DSG services budget preparation, monitoring, and year end			
Education services budget preparation, monitoring, and year end			
School funding formula and early years funding formula			
Administration of funding allocations to all schools for early years and high needs			
Statutory returns e.g. APT, S251, CFO deployment of DSG			
<u>Staffing Structure</u>			
Chief Mgt Accountant	1.00	5%	
Education Finance Manager	0.81	15%	
Education Senior Accountant	0.61	50%	
Education Accountant	0.50	65%	
Accountant	1.00	50%	
<u>Breakdown of Costs</u>			
Staff salary costs			59,100
Support Service Recharges			19,802
TOTAL ELIGIBLE EXPENDITURE FOR FINANCE SUPPORT			78,902
	Number of Posts	% Charged to CSSB	2022/23 £
Strategic Planning of the Education Service			
<u>Description of Statutory Duties covered</u>			
Strategic planning and management of the Education service as a whole			
<u>Staffing Structure</u>			
Head of Education	1.00	55%	
Other staffing	1.00	42%	
<u>Breakdown of Costs</u>			
Staff salary costs			81,650
Other staff costs			2,800
Support Service Recharges			0
TOTAL ELIGIBLE EXPENDITURE FOR PLANNING OF EDUCATION SERVICE			84,450

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Growth Fund 2021/22 Payments

Report being considered by: Schools' Forum on 24th January 2022

Report Author: Melanie Ellis

Item for: Information **By:** All School representatives

1. Purpose of the Report

1.1 To inform Forum members of payments made to schools from the Growth Fund budget in 2021/22.

2. Recommendation

2.1 To note the payment of £38.5k to The Calcots.

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

- 3.1 Growth funding is allocated by the Department for Education (DfE) by formula and forms part of the Schools Block DSG allocation. The funding can either be used to form a growth fund, or it can be added into the school formula. The Schools Forum must be consulted on the total size of the growth fund and criteria for use.
- 3.2 The purpose of the growth fund is to support maintained schools and academies which are required to provide extra places in order to meet basic need within the authority, and to meet the cost of new and reorganised schools including pre-opening and diseconomy costs. It can also fund schools where very limited pupil number growth requires an additional class as set out by infant class size regulations. It cannot be used for general growth in pupil numbers.
- 3.3 The growth fund is also to support new schools with pre-opening costs and diseconomies of scale.
- 3.4 Following the receipt of the final October 2021 Census data, all schools were invited to make a funding request if they felt that their circumstances met the growth fund criteria. To support their applications, schools were asked to submit information regarding increases in class and teacher numbers between the two academic years. Only growth in relation to basic need requirements in the area (and thus increases in

Growth Fund 2021/22

PAN or bulge years approved by the local authority for this purpose) qualifies for this funding.

4. Applications Made 2021/22

- 4.1 Only one school applied for growth funding: The Calcots.
- 4.2 The Calcots had submitted an application earlier this year for an exceptional payment from the growth fund due to the increase in pupil numbers in the spring term, who were not funded from April 2021 onwards. The increase to 187 pupils necessitated an additional class as required by the infant class size regulations. A payment of £27,500 for the period April – August 2021 was agreed by the Schools Forum.
- 4.3 The basis of The Calcots application is ‘infant class size regulations’. The pupil numbers have increased to 201 (Oct 2021), therefore the need to maintain the 8 class structure is still required and the criteria for awarding growth funding has been met.

5. Payments 2021/22

- 5.1 Payment of £38,500 has been approved by the Head of Education. This covers the period Sept 2021 – March 2022.
- 5.2 In 2021/22 and 2022/23, it was agreed that the projected balance of the growth fund was sufficient and the allocations for both years have been added into the school formula. It has been agreed by Schools’ Forum that any unspent balance on the growth fund will be carried forward.
- 5.3 The table below shows the forecast balance on the growth fund.

	Pre Opening		Diseconomies of Scale	Growth	Balance
	Staff	Equipment			
Balance 31.03.21					-1,500,000
Highwood Copse	14,934				-1,485,067
The Calcots				27,500	-1,457,567
Highwood Copse	65,000	6,300			-1,386,267
Highwood Underwriting			175,000		-1,211,267
The Calcots				38,500	-1,172,767
Contingency				115,500	-1,057,267
Est Balance 31.03.22					-1,057,267
Highwood Underwriting			155,000		-902,267
Contingency				115,500	-786,767
Est Balance 31.03.23					-786,767

6. Appendices

Appendix A- Growth Fund Calculation 2021/22

Calcot Infant School																																																																				
Please tick the box that forms the basis of your application																																																																				
a) Extra class in September to meet basic need																																																																				
b) Increase in Admission number in September by 5 or more to meet basic need																																																																				
c) Infant Class size - Additional class required as total number of R, yr 1 and yr 2 pupils has now exceeded a multiple of 30																																																																				
<table border="1" style="margin-left: auto; margin-right: 0;"> <tr><td style="width: 40px; height: 20px;"></td></tr> <tr><td style="width: 40px; height: 20px;"></td></tr> <tr><td style="width: 40px; height: 20px; text-align: center;">x</td></tr> </table>												x																																																								
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<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: left; vertical-align: bottom;">Year Group:</th> <th colspan="3" style="text-align: center;">Pupil Numbers</th> <th colspan="3" style="text-align: center;">No. of Classes</th> <th colspan="3" style="text-align: center;">No. of Teachers FTE</th> </tr> <tr> <th style="text-align: center;">Oct-21</th> <th style="text-align: center;">Oct-20</th> <th style="text-align: center;">Change</th> <th style="text-align: center;">Oct-21</th> <th style="text-align: center;">Oct-20</th> <th style="text-align: center;">Change</th> <th style="text-align: center;">Oct-21</th> <th style="text-align: center;">Oct-20</th> <th style="text-align: center;">Change</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td style="text-align: center;">61</td> <td style="text-align: center;">59</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Year 1</td> <td style="text-align: center;">67</td> <td style="text-align: center;">69</td> <td style="text-align: center;">-2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">73</td> <td style="text-align: center;">52</td> <td style="text-align: center;">21</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> </tr> <tr style="border-top: 1px solid black; border-bottom: 1px solid black;"> <td>SUB TOTAL Infant Classes</td> <td style="text-align: center;">201</td> <td style="text-align: center;">180</td> <td style="text-align: center;">21</td> <td style="text-align: center;">8</td> <td style="text-align: center;">7</td> <td style="text-align: center;">1</td> <td style="text-align: center;">8</td> <td style="text-align: center;">7</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>										Year Group:	Pupil Numbers			No. of Classes			No. of Teachers FTE			Oct-21	Oct-20	Change	Oct-21	Oct-20	Change	Oct-21	Oct-20	Change	Reception	61	59	2	2	2	0	2	2	0	Year 1	67	69	-2	3	3	0	3	3	0	Year 2	73	52	21	3	2	1	3	2	0	SUB TOTAL Infant Classes	201	180	21	8	7	1	8	7	0
Year Group:	Pupil Numbers			No. of Classes			No. of Teachers FTE																																																													
	Oct-21	Oct-20	Change	Oct-21	Oct-20	Change	Oct-21	Oct-20	Change																																																											
Reception	61	59	2	2	2	0	2	2	0																																																											
Year 1	67	69	-2	3	3	0	3	3	0																																																											
Year 2	73	52	21	3	2	1	3	2	0																																																											
SUB TOTAL Infant Classes	201	180	21	8	7	1	8	7	0																																																											

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Dedicated Schools Grant Monitoring Report 2021/22 – Quarter Three

Report being considered by: Schools' Forum on 24th January 2022

Report Author: Ian Pearson

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

1. Purpose of the Report

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

2. Recommendation

- 2.1 That the report be noted.

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

- 3.1 The Dedicated Schools Grant (DSG) is a ring fenced specific grant which can only be spent on school/pupil activity as set out in The School and Early Years Finance (England) Regulations 2018. The Local Authority and Schools' Forum are responsible for ensuring that the DSG is deployed correctly according to the Regulations. Monitoring of spend against the grant needs to take place regularly to enable decision making on over spends/under spends and to inform future year budget requirements.
- 3.2 There are four DSG funding blocks: Schools Block, High Needs Block, Early Years Block and Central Schools Services Block. The funding for each of the four blocks is determined by a national funding formula.

4. 2021/22 Budget Setting

- 4.1 The 2021/22 Dedicated Schools Grant allocation is £149.8m. This includes £45.4m which funds Academies and post-16 high needs places which is paid direct by the Education and Skills Funding Agency (ESFA) to schools. The DSG budget for 2021/22 has been built utilising the remaining grant of £104.4m.
- 4.2 The schools block is ring fenced but the Local Authority can transfer up to 0.5% of the funding out of the schools block with Schools Forum agreement. The other blocks are not subject to this limitation on transfers. For the 2021/22 budget, Schools Forum agreed to transfer 0.25% of the Schools Block funding to the High Needs Block amounting to £274k for existing invest to save projects. A further 0.25% was agreed to be transferred for new invest to save projects.

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

4.4 There is a brought forward deficit on the DSG of £1.461m.

5. Quarter Three Forecast (30 December 2021)

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

Table 1 - DSG Block forecast	2019/20 Outturn £'000	2020/21 Outturn £'000	2021/22						
			Original Budget £'000	Budget Changes £'000	Amended Budget £'000	Quarter 1 Forecast £'000	Quarter 2 Forecast £'000	Quarter 3 Forecast £'000	Deficit/ (surplus) £'000
Schools Block (inc ISB)	63,241	64,491	70,229	3	70,232	70,229	70,232	70,235	3
Early Years Block	9,983	10,346	10,290		10,290	10,290	10,290	10,290	0
Central School Services Block	918	856	886		886	886	890	882	(4)
High Needs Block	19,793	20,753	23,703		23,703	23,703	23,594	23,672	(31)
High Needs Block In-Year deficit recovery	(341)	0	(1,263)		(1,263)	0	0	0	1,263
Total Block Expenditure	93,594	96,446	103,846	3	103,849	105,109	105,006	105,079	1,230
Support Service Recharges	444	444	444	0	444	444	444	444	0
Total Expenditure	94,038	96,890	104,290	3	104,293	105,553	105,450	105,523	1,230
Funded by:									
DSG Grant	(92,447)	(97,120)	(104,290)	0	(104,290)	(104,290)	(104,290)	(104,263)	27
Net In-year Deficit	1,591	(230)	0	3	3	1,263	1,160	1,259	1,257
Deficit Balance in reserves	100	1,691	1,461		1,461	1,461	1,461	1,844	1,844
Cumulative Deficit	1,691	1,461	1,461	3	1,464	2,723	2,621	3,104	3,101

5.2 The Quarter Three forecast shows an in-year forecast deficit of £1.26m, against the in-year efficiency target in the High Needs Block. When added to the cumulative deficit of £1.84m, the forecast year end deficit on the DSG is £3.1m.

5.3 The High Needs Block is currently showing a £31k saving against the current year budget which has reduced the in-year deficit total.

5.4 The table below shows the forecast position for the end of 2021/22 by block. The surplus balance on the Schools Block of £1.5m is supporting the forecast overspend position on the other blocks.

5.5 The change in reserves is shown below:

Reserve Balances (surplus)/deficit	1.4.2021	change in reserves	Quarter 3 Forecast	31.3.2022 Est
	£k	£k	£k	£k
Schools Block De-delegated	(331)	57	3	(271)
Schools Block - growth fund	(1,501)	327	0	(1,174)
Schools Block - other	(80)	0	0	(80)
Early Years Block	970	0	0	970
Central School Services Block	72	0	(4)	68
High Needs Block	2,327	0	1,231	3,558
Grant changes	3	0	27	30
Total Deficit Balance	1,461	384	1,257	3,101

6. Conclusion

- 6.1 The total forecast deficit on the DSG amounts to £3.1m, comprising £1.84m from previous years and a further £1.26m forecast overspend in year. The forecast position will be kept under review and updates provided to Schools' Forum

Appendix A – DSG 2021-22 Budget Monitoring Report Month 9

Dedicated School's Grant (DSG) 2021/2022 Budget Monitoring Month Nine

Cost Centre	Description	Original Budget 2021/22	Net Virements in year	Amended Budget 2021/22	Month 9 Forecast	Variance	Comments
90020	Primary Schools (excluding nursery funding)	51,721,830		51,721,830	51,721,830	0	
DSG top slice	Academy Schools Primary	0		0		0	
90025	Secondary Schools (excluding 6th form funding)	17,880,470		17,880,470	17,880,470	0	
DSG top slice	Academy Schools Secondary	0		0		0	
90230	DD - Schools in Financial Difficulty (primary schools)	27,500		27,500	30,000	2,500	Balance to be funded from reserves
90113	DD - Trade Union Costs	49,480		49,480	49,480	0	
90255	DD - Support to Ethnic minority & bilingual Learners	197,500		197,500	197,500	0	
90349	DD - Behaviour Support Services	204,340	2,880	207,220	207,220	0	
90424	DD - CLEAPSS	3,070		3,070	3,070	0	
90470	DD - School Improvement	0		0	0	0	
90423	DD - Statutory & Regulatory Duties	176,180		176,180	176,180	0	
90235	School Contingency - Growth Fund/Falling Rolls Fund	0		0	0	0	Spend of £327,000 will be funded by reserves
90054	Efficiency Target	-31,200		-31,200	-31,200	0	
Schools Block Total		70,229,170	2,880	70,232,050	70,234,550	2,500	
90583	National Copyright Licences	150,490		150,490	150,490	0	
90019	Servicing of Schools Forum	45,290		45,290	41,710	-3,580	
90743	School Admissions	179,920		179,920	175,920	-4,000	
90354	ESG - Education Welfare	159,820		159,820	153,410	-6,410	
90460	ESG - Statutory & Regulatory Duties	357,310		357,310	360,700	3,390	
90054	Efficiency Target	-6,860		-6,860	0	6,860	
Central School Services Block DSG		885,970	0	885,970	882,230	-3,740	
90010	Early Years Funding - Nursery Schools	854,520		854,520	854,520	0	
90037	Early Years Funding - Maintained Schools	1,561,780		1,561,780	1,561,780	0	
90036	Early Years Funding - PVI Sector	6,251,270		6,251,270	6,251,270	0	
90052	Early Years PPG & Deprivation Funding	200,350		200,350	200,350	0	
90053	Disability Access Fund	23,370		23,370	23,370	0	
90018	2 year old funding	635,550		635,550	635,550	0	
90017	Central Expenditure on Children under 5	270,770		270,770	270,770	0	
90287	Pre School Teacher Counselling	58,375		58,375	58,375	0	
90238	Early Years Inclusion Fund	90,000		90,000	90,000	0	
90054	Surplus budget re 20/21 clawback	344,120		344,120	344,120	0	
Early Years Block Total		10,290,105	0	10,290,105	10,290,105	0	

Dedicated School's Grant (DSG) 2021/2022 Budget Monitoring Month Nine

Cost Centre	Description	Original Budget 2021/22	Net Virements in year	Amended Budget 2021/22	Month 9 Forecast	Variance	Comments
90026	Academy Schools RU Top Ups	1,113,300		1,113,300	1,001,060	-112,240	
90539	Special Schools - Top Up Funding	4,403,120		4,403,120	4,782,500	379,380	
90548	Non WBC Special Schools - Top Up Funding	1,324,500		1,324,500	1,040,240	-284,260	
90551	Mainstream Maintained - post 16 SEN places	0		0	0	0	
90575	Non LEA Special School (OofA)	1,007,880		1,007,880	943,270	-64,610	
90579	Independent Special School Place & Top Up	3,535,280		3,535,280	3,352,730	-182,550	
90580	Further Education Colleges Top Up	1,437,800		1,437,800	1,236,300	-201,500	
90617	Resourced Units top up Funding maintained	314,000		314,000	304,530	-9,470	
90618	Non WBC Resourced Units - Top Up Funding	170,540		170,540	198,640	28,100	
90621	Mainstream - Top Up Funding maintained	818,660		818,660	970,880	152,220	
90622	Mainstream - Top Up Funding Academies	423,560		423,560	490,810	67,250	
90624	Non WBC Mainstream - Top Up Funding	160,510		160,510	209,030	48,520	
90625	Pupil Referral Units - Top Up Funding	821,920		821,920	821,920	0	
90627	Disproportionate No: of HN Pupils NEW	40,000		40,000	41,090	1,090	
90628	EHCP PRU Placement	571,450		571,450	707,130	135,680	
	High Needs Block: Top Up Funding Total	16,142,520	0	16,142,520	16,100,130	-42,390	
90320	Pupil Referral Units	660,000		660,000	660,000	0	
90540	Special Schools	2,860,000		2,860,000	2,860,000	0	
90546	Special Schools - Place Funding Post 16	790,000		790,000	790,000	0	
90584	Resourced Units - Place Funding (70)	242,000		242,000	226,000	-16,000	
	High Needs Block: Place Funding Total	4,552,000	0	4,552,000	4,536,000	-16,000	
90240	Applied Behaviour Analysis	150,470		150,470	201,990	51,520	
90280	Special Needs Support Team	328,100		328,100	328,100	0	
90281	SEND Strategy (DSG)	68,700		68,700	51,700	-17,000	
90282	Medical Home Tuition	172,730		172,730	136,730	-36,000	
90237	High Needs Contingency	110,930	-11,070	99,860	99,860	0	
90287	Pre School Teacher Counselling	58,375		58,375	58,375	0	
90288	Elective Home Education Monitoring	28,240		28,240	28,240	0	
90290	Sensory Impairment	247,860		247,860	244,750	-3,110	
90295	Therapy Services	314,500		314,500	314,500	0	
90372	Therapeutic Thinking	54,300		54,300	54,300	0	
90373	Emotional Based School Avoiders (EBSA)	110,660	11,070	121,730	121,730	0	
90552	Special Schools and PRU Teachers Pay and Pension	0		0	5,390	5,390	
90555	LAL Funding	122,000		122,000	122,000	0	
90565	Equipment For SEN Pupils	15,000		15,000	15,000	0	
90577	SEN Commissioned Provision	584,480		584,480	586,980	2,500	
90582	PRU Outreach	61,200		61,200	61,200	0	
90585	HN Outreach Special Schools	50,000		50,000	50,000	0	
90610	Hospital Tuition	39,280		39,280	62,940	23,660	

Dedicated School's Grant (DSG) 2021/2022 Budget Monitoring Month Nine

Cost Centre	Description	Original Budget 2021/22	Net Virements in year	Amended Budget 2021/22	Month 9 Forecast	Variance	Comments
90830	ASD Teachers	282,660		282,660	282,660	0	
90961	Vulnerable Children	179,400		179,400	179,400	0	
90581	Dingleys Promise	30,000		30,000	30,000	0	
	High Needs Block: Non Top Up or Place Funding	3,008,885	0	3,008,885	3,035,845	26,960	
90054	Efficiency Target	-1,262,500		-1,262,500		1,262,500	
	High Needs Block Total	22,440,905	0	22,440,905	23,671,975	1,231,070	
	Total Expenditure across funding bocks	103,846,150	2,880	103,849,030	105,078,860	1,229,830	
	SUPPORT SERVICE RECHARGES	444,000	0	444,000	444,000	0	
	TOTAL DSG EXPENDITURE	104,290,150	2,880	104,293,030	105,522,860	1,229,830	
90030	DSG Grant Account	-104,290,150		-104,290,150	-104,263,480	26,670	
	NET DSG EXPENDITURE	0	2,880	2,880	1,259,380	1,256,500	

Agenda Item 15

Schools Forum Work Programme 2021/22

	Item	HFG Deadline	Heads Funding Group	SF Deadline	Schools Forum	Action required	Author
Term 4	Work Programme 2022/23			08/03/2022	14/03/2022	Decision	Jessica Bailiss
	Final DSG Budget 2022/23 - Overview	22/02/2022	01/03/2022	08/03/2022	14/03/2022	Decision	Melanie Ellis
	Update on HNB Invest to Save Projects	22/02/2022	01/03/2022	08/03/2022	14/03/2022	Discussion	Jane Seymour
	Final High Needs Block Budget 2022/23	22/02/2022	01/03/2022	08/03/2022	14/03/2022	Decision	Jane Seymour
	Final Early Years Block Budget 2022/23	22/02/2022	01/03/2022	08/03/2022	14/03/2022	Decision	Avril Allenby
	Early Years Block Budget - update on Deficit Recovery Plan	22/02/2022	01/03/2022	08/03/2022	14/03/2022	Discussion	Avril Allenby
	Deficit Schools (<i>standing item</i>)	22/02/2022	01/03/2022	08/03/2022	14/03/2022	Information	Melanie Ellis
	DSG Monitoring 2021/22 Month 10			08/03/2022	14/03/2022	Information	Melanie Ellis
	iCollege Review	22/02/2022	01/03/2022	08/03/2022	14/03/2022	Decision	Michelle Sancho/Jacque Davies
	Schools in Financial Difficulty Bid - St Finian's Primary School	22/02/2022	01/03/2022	08/03/2022	14/03/2022	Decision	Melanie Ellis
	Schools in Financial Difficulty Bid - Kintbury Primary School	22/02/2022	01/03/2022	08/03/2022	14/03/2022	Decision	Melanie Ellis

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