

Notice of Meeting

Schools Forum

Monday 17th October 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, 11 October 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, 17 October 2022 (continued)

Forum Members: Didem Allen, Reverend Mark Bennet, Clare Beswick, Dominic Boeck, Melissa Cliffe, Catie Colston (Vice-Chair), Paul Davey, Jacquie Davies, Gemma Duff, Sarah East, Hand, Keith Harvey, Richard Hawthorne, Jon Hewitt, Ross Mackinnon, Catherine McLeod, Maria Morgan, Gemma Piper, Chris Prosser, David Ramsden, Ant Sizer, Campbell Smith, Graham Spellman (Chair), Phil Spray and Charlotte Wilson

Agenda

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Agenda - Schools Forum to be held on Monday, 17 October 2022 (continued)

Exclusion of the Press and Public

RECOMMENDATION: That members of the press and public be excluded from the meeting during consideration of the following items as it is likely that there would be disclosure of exempt information of the description contained in the paragraphs of Schedule 12A of the Local Government Act 1972 specified in brackets in the heading of each item. [Rule 8.10.4 of the Constitution refers.](#)

- 14 **PART II - Therapies Potential Contract - Update (Jane Seymour)** 167 - 176
(Paragraph 3 – information relating to financial/business affairs of particular person)
(Paragraph 6 – information relating to proposed action to be taken by the Local Authority)

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, 18 JULY 2022

Present: Didem Allen (Post 16 Provider Representative), Reverend Mark Bennet (Church of England Diocese), Councillor Dominic Boeck, Jonathon Chishick (Maintained Primary School Governor), Melissa Cliffe (Maintained Primary School Headteacher), Catie Colston (Academy School Governor), Paul Davey (Maintained Primary School Governor), Jackie Davies (Pupil Referral Unit Headteacher), Emily Dawkins (Maintained Primary School Headteacher), Richard Hand (Trade Union), Catherine McLeod (Early Years Private, Voluntary and Independent Provider Representative), Maria Morgan (Maintained Nursery School Headteacher), Gemma Piper (Academy School Headteacher), Chris Prosser (Maintained Secondary School Headteacher), David Ramsden (Maintained Secondary School Headteacher) and Phil Spray (Maintained Primary School Governor)

Also Present: Karen Felgate (Contracts and Commissioning Manager), Kate Pearson (Service Manager Commissioning & Procurement) (Ian Pearson (Head of Education Services), Jessica Bailiss (Policy Officer (Executive Support))

Apologies for inability to attend the meeting: Avril Allenby, Melanie Ellis, Michelle Harrison, Keith Harvey, Jon Hewitt, Councillor Ross Mackinnon, Campbell Smith, Graham Spellman and Charlotte Wilson

(Vice Chair, Catie Colston in the Chair)

Catie Colston opened the meeting and announced that it would be Jonathan Chishick's last meeting as he was standing down as a governor (after 28 years) and from the Forum. Jonathan Chishick was elected to the Forum in 2016 and he was thanked on behalf of the Forum for his commitment and contribution over the years.

Didem Allen had joined the Forum as the new post 16 representative from Newbury College and was welcomed to the meeting.

PART I

113 Minutes of previous meeting dated 20th June 2022

The minutes of the meeting held on 20th June 2022 were approved as a true and correct record and signed by the Chair.

114 Actions arising from previous meetings

It was noted that actions Jun22-Ac1 and June22-Ac3 were in-hand.

June22-Ac2, Trade Union Facilities Time, figures on grievances: Richard Hand reported that he had obtained figures on grievances for West Berkshire. There were currently five live grievance cases. One grievance case had resulted in a settlement and therefore not progressed. Another case involved a staff member who had left and therefore the process had not progressed. One of the cases had involved the Trade Union defending a member of staff against a grievance and this highlighted that it was not just members

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lodging grievances that was dealt with, although the majority of cases were. There had been several cases of informal grievances that had not been escalated.

Richard Hand explained that the escalation of grievances was not encouraged due to the process being very time consuming. Richard Hand explained that he had attended a national conference and anecdotally there seemed to be a growing number of grievances nationally. Grievance cases did seem to be rising and it was thought that this might be due to resilience post covid and staff members feeling overlooked, when workload and expectations had risen.

Richard Hand reported that there had also been a rise in grievances being lodged without the Trade Union being consulted. The guidance was always for advice to be sought from the Trade Union in the first instance to see if a matter could be resolved informally.

115 **Declarations of Interest**

There were no declarations of interest received.

116 **Schools' Forum Membership and Constitution from September 2022 (Jess Bailiss)**

Jess Bailiss introduced the report (Agenda Item 5), which aimed to review and where necessary update the membership and Constitution of the School's forum for 2022/23.

It was reported that there had not been any changes to legislation requiring a change to the Forum's current practise. Table 1 showed that the number of pupils in each sector had remained broadly the same and therefore no changes were proposed to the structure of the membership at that time.

Section 4.2 of the report detailed Forum members approaching the end of their term of office. Jess Bailiss reported that Jon Hewitt had confirmed that he had consulted his special school colleagues and would continue for the further term as the special school representative. David Ramsden had been approached about consulting other secondary heads to establish whether they wished to appoint him for a further term. Jess Bailiss also added that an election would be held in September 2022 to elect a new primary maintained governor representative to take over from Jonathan Chishick, whose term was also due to end in September.

Finally it was concluded that some of the wording under the membership section was amended following the last time the constitution came to the Forum in 2021, to clarify and make the section clear.

It was proposed that the Forum approved the membership and the Constitution from September 2022. The Chair invited the Forum to vote on the proposal and at the vote the motion was approved.

RESOLVED that the Forum's membership and Constitution from September 2022 was approved.

117 **Schools' Waste Contract (Kate Pearson)**

Kate Pearson introduced the report (Agenda Item 6), which aimed to inform schools on the options available for future provision for the Waste Recycling Collection and Disposal Service in light of the expiry of the current contract on 31st March 2023.

Kate Pearson reported that current contract served 85 school sites throughout the West Berkshire District Council area. The Council had been responsible for the procurement of the contract and was the contract manager. The report detailed the reasons as to why this approach was being moved away from moving forward, including issues with the contract management and the amount of time it consumed. The proposed options would

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bring management of the waste contract in line with the catering and cleaning contracts, which schools' managed directly.

Going forward schools could go out to procure independently or opt to be part of the Council led procurement process. Schools would however, need to take on the contract management in house rather than this responsibility sitting with the Council as it did currently. A decision on this was being sought from schools by 30th September 2022 to allow time for re-procurement by 31st March 2023 when the current contract was due to expire. Kate Pearson highlighted that a draft timetable for the procurement process was included under section 6.5 of the report.

RESOLVED that the Schools' Forum noted the report.

118 **Early Years Block Budget - Update on deficit recovery plan (Avril Allenby)**

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

Lisa Potts reported that they now had the outturn figures for 2021/22. This was also the first year that a deficit recovery plan had been in place for the block. The deficit had reduced by about £56k which was lower than the target of £130k. The plan had been to make lower savings in the first two years of the five deficit recovery plan but there was concern that achieved savings in the first year had been lower than planned. The overall deficit in the block had reduced from £970k to £914k.

Lisa Potts reported that the deficit recovery plan would be reviewed along with the rates for 2023/24. If changes were required to the original deficit recovery plan then the Early Years Funding Group would need to be consulted.

Ian Pearson thanked Lisa Potts for her update and was aware that she and Avril Allenby were having regular conversations with the Early Years Funding Group on the matter. It was important to be aware that it was a very difficult budget to manage and it was important to be realistic about expectations and what could be delivered. The aim was to balance the budget in the block by the end of the five year deficit recovery plan period and due to planned savings not being achieved in the first year, those involved in the budget would need to look at remodelling the deficit recovery plan. Any remodelling would have to take in to account the impact on the different provider groups. Once the plan had been looked at again it would need to be brought back to the Forum for consideration. It was suggested that a report be brought back to the October round of meetings that provided a direction of travel and views from the Early Years Funding Group as part of the planning process. A more detailed plan would then need to be brought back for sign off at a later meeting. Paul Davey supported the proposal that further information on the direction of travel should be brought back to the next meeting of the Forum in October.

Reverend Mark Bennett stated that it was being heard that developmental losses as a result of covid had been substantial particularly in the lower years of primary school. Part of the challenge was getting children well educated at an early age whilst managing the funding model. If further detail was to be brought to a future meeting it would be helpful to know the impact operationally and whether the group of children that needed increased support were being reached. Ian Pearson commented that a much more enlightened approach had been adopted in forming the current year's budget because there had been recognition that children in early year's settings had a range of needs that were not being addressed as effectively due to insufficient resources. There had been difficulties accessing speech and language services due to waiting times, so the Forum had transferred funding from the High Needs Block to put some additional resource into this

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area to address the issues. It was important that early years settings were supported, potentially through the High Needs Block or through the development of a prevention strategy, which the Council was currently working on. Children and families needed to be supported however, there was no easy solution and issues could not be solved solely by the Early Years Funding block.

Catherine McLeod commented that the sector was extremely stressed and was facing a recruitment crises. It was understood that the block needed to achieve savings however Catherine McLeod stressed that it needed to be kept in mind how hard it was for the sector at the moment.

Cate Colston agreed that the plan should be re-visited along with the forecast, whilst considering what the possible ramifications were of any plans to save money. The Forum would need to take a view on how realistic and feasible any plans were.

Maria Morgan referred to the comments made by Ian Pearson and reported that the Department for Education was also funding support for settings over the next two years as part of the covid recovery process. This would involve the three maintained nurseries supporting private, voluntary and independent settings in the district. The work was funded by the DfE so would be of no cost to the settings.

Ian Pearson referred to Catie Colston's comments regarding the impact of achieving possible savings and highlighted that as part of the reporting and decision making process a full Equality Impact Assessment would have to be completed.

RESOLVED that:

- The Forum noted the report;
- A further report would be added to the work programme for October 2022 that provided a direction of travel regarding the deficit recovery plan for the Early Years Block including views from Early Years Funding Group.

119 DSG Monitoring 2022/23 Month 3 (Ian Pearson)

Ian Pearson introduced the report (Agenda Item 8), which reported on the forecast financial position of the services funded by the Dedicated Schools' Grant (DSG), highlighting and under or overspends, and to highlight the cumulative deficit on the DSG.

The report provided an overview of the DSG, which was then made up of four budgets including the Schools Block, the Early Years Block, the High Needs Block and Central School Services Block. It provided an indication regarding whether each block was on track.

Ian Pearson drew attention to section 4.3 of the report, which detailed that for 2022/23 the budget had needed to be set at £1.7m above the allocation. There was good news as highlighted in section 5.2, that the quarter one forecast showed an in-year deficit of on £1.6m against the in-year efficiency target in the HNB, which was an improvement of £100k.

The report went on to detail the cumulative deficit, which was £2.96 against the HNB and the forecast year-end deficit on the DSG was £4.6m. It was possible that this figure could change as it was still early in the financial year. David Ramsden echoed Ian Pearson's comments because they were often looking at overspends early in the year, so for there to be a £100k improvement was very positive.

RESOLVED that the Schools' Forum noted the report.

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120 Forward Plan

RESOLVED that the Schools' Forum noted the forward plan and that an additional item would be added to the meeting in October 2022 regarding the Early Years Block deficit recovery plan.

121 Date and format of the next meeting

RESOLVED that the next meeting on Monday 17th October 2022 would take place virtually.

(The meeting commenced at 5.00 pm and closed at 5.40 pm)

CHAIR

Date of Signature

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Actions from previous meetings

Ref No.	Date of meeting(s) raised	Item	Action	Responsible Officer	Comment / Update
Jun22-Ac1	20th June 2022	School Energy Bills	Melanie Ellis would ask Adrian Slaughter for an answer to the question regarding whether if and how the October increases would impact schools in light of the cap being increased at this time.	Melanie Ellis / Adrian Slaughter	Written response from Adrian Slaughter attached.
Jul22-Ac1	18th July 2022	Early Years Block Budget - Update on deficit recovery plan	A further report would be added to the work programme for October 2022 that provided a direction of travel regarding the deficit recovery plan for the Early Years Block including views from Early Years Funding Group.	Lisa Potts/Avril Allenby	A report is on the agenda for 17th October Schools' Forum meeting.

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Response from Adrian Slaughter (Energy and Carbon Manager at West Berkshire Council) - Jun22-Ac1 – Energy Bills

The changes to the Energy Cap in October 2022 will not impact what schools in the Council's Central Energy Contract are paying for their energy (p/kWh) as this currently fixes the individual energy unit rates and standing charges at the start of each financial year and these then remain the same for the entire year. Any schools outside of the Central Energy Contract need to be aware that, depending on their type of supply contract ('Fixed' or 'Variable'), the changes to the Cap could potentially impact them. Those on 'Fixed' contracts, should be protected from any rises in unit rates (p/kWh) until their contract term ends. Those on 'Variable' contracts will likely see an increase in their unit rates (p/kWh).

The Government have also recently announced the Energy Bill Relief Scheme for businesses, and our understanding is that public authorities are potentially eligible for this scheme. Exact details are still unclear as to how this would work and the Bill still has to formally be passed by Government, but we do know that this is a temporary 5 month scheme that could potentially reduce the energy unit rates for eligible 'business' customers. The Council is liaising with Crown Commercial Services and its energy suppliers to clarify matters as soon as possible.

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Schools Funding Formula Consultation 2023/24

Report being considered by: Schools Forum on 17th October 2022

Report Author: Melanie Ellis

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

1. Purpose of the Report

- 1.1 To set out the requirements and changes for setting the primary and secondary school funding formula for 2023/24 and to approve West Berkshire Council's funding proposals to go out to consultation with all schools.

2. Recommendation(s)

- 2.1 Recommend to Schools Forum the consultation to be undertaken with all schools on:
- (1) West Berkshire Council's proposed school funding formula for 2023/24
 - (2) An up to 0.5% transfer from the Schools Block to other funding blocks
 - (3) The criteria to be used to allocate additional funds
 - (4) The proposed services to be de-delegated.

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

- 3.1 2023/24 is the first year of transition to the direct schools National Funding Formula (NFF). Each Local Authority (LA) will continue to have some discretion over their schools funding formulae, in consultation with local schools. The LA is responsible for making the final decisions on the formula. Political ratification must be obtained before the 20 January 2023 deadline.
- 3.2 The Government has produced a number of policy and operational documents relating to the funding. These documents can be found on this webpages:

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

4. National Funding Formula

- 4.1 2023/24 is the first year of transition to the direct schools NFF. Local authorities:

- (1) Must use all NFF factors.
- (2) Will only be allowed to use NFF factors in their local formulae.
- (3) Must move their local formula factor values at least 10% closer to the NFF, except where local formulae are already 'mirroring' the NFF. (local factors within 2.5% of the respective NFF values are deemed to be mirroring the NFF).
- (4) Will continue to set a minimum funding guarantee in local formulae, which in 2023/24 must be between +0.0% and +0.5%.
- (5) Will again be able to transfer up to 0.5% of their total schools block allocations to other blocks of the DSG, with schools forum approval. A disapplication will continue to be required for transfers above 0.5%, or for any amount without schools forum approval.

4.2 The main features for 2023/24 are:

- (1) School funding through the NFF is increasing by 1.9% overall in 2023/24 and by 1.9% per pupil.
- (2) The core factors in the NFF (such as basic entitlement and the lump sum that all schools attract) are increasing by 2.4%.
- (3) Additional support is being directed to disadvantaged pupils, by increasing the FSM6 and IDACI factors in the schools NFF by a greater amount than other factors. These factors will increase by 4.3%, compared to their 2022/23 values.
- (4) The 2022/23 school supplementary grant has been rolled into the schools NFF ensuring that this additional funding forms an ongoing part of schools' core budgets. (Adding £97, £137 and £155 to the primary, key stage 3 and key stage 4 per pupil funding factors respectively; £85 and £124 to the primary and secondary FSM6 factors; and £3,680 to the school lump sum)
- (5) Every school attracts a lump sum of £128k through the NFF irrespective of size or phase.
- (6) Eligibility for sparsity funding depends on the distance the pupils living closest to the school would have to travel to their next nearest school, and the average number of pupils per year group. Primary schools qualifying attract up to £56,300 and all other schools up to £81,900.
- (7) For local accounting purposes, rates funding allocations will continue to feature in NFF allocation publications for all schools.
- (8) The minimum per pupil level guarantees a minimum amount of funding for every pupil. Every primary school will receive at least £4,405 per pupil, and every secondary school at least £5,715. (This includes £119, £155 and £173 per primary, KS3 and KS4 pupil respectively for the rolling in of the schools supplementary grant, plus a further 0.5% increase)

(9) The funding floor protects schools from year-on-year funding decreases, by ensuring a minimum increase in pupil-led funding per pupil compared to the previous year. In 2023-24, the formula ensures that all schools attract an increase of at least 0.5% in pupil-led funding per pupil compared to 2022/23. LA funding formulae must include a MFG that provides a similar protection to the funding floor.

4.3 High needs funding is increasing by £570m, or 6.3%, in 2023/24. The high needs NFF will ensure that every local authority receives an increase of at least 5% per head of population, and up to 7% before gains are capped.

4.4 Central schools services funding in 2023/24 is £292m (2022/23 £284m), an increase of 2.7%, to fund the ongoing responsibilities that LAs deliver for all pupils.

5. Schools funding allocation

5.1 Based on the October 2021 census data, our provisional funding available to allocate is £125.7m which is an increase of £5.9m (4.9%) on 2022/23. This excludes the growth fund which is allocated separately. The amount of funding we receive will change with the October 2022 census pupil numbers. (Note that the funding will not change as a result of pupil characteristics).

6. Local Formula

6.1 West Berkshire Council replicates the NFF as far as possible. However, after pupil characteristic changes and any transfers of funding, the formula will need to be altered to ensure we remain within the total funding available. There are a number of options for ensuring affordability, as detailed in the consultation.

6.2 All schools and the Schools Forum will be consulted on the formula but it remains a Local Authority decision on how the funding is allocated to schools through the formula factors. There is no requirement to stick to the NFF rates, or to use all the factors other than the mandatory minimum per pupil funding factor, basic entitlement and deprivation factors.

6.3 The DfE recognises that some authorities still cannot afford to pay off the historic deficit from the DSG over the next few years. The DfE now runs three programmes offering direct support to ensure effectiveness and sustainability of local authorities' high needs systems:

- (1) Safety valve
- (2) Delivering better value in SEND (DBV)
- (3) ESFA support programme.

6.4 West Berkshire is in group 2, DBV.

7. Block Transfers

7.1 Local authorities continue to be able to transfer up to 0.5% of their schools block to other blocks of the DSG, with schools forum approval. If approved, this would enable a transfer of up to £628k, leaving £125.1m to be allocated to schools. A 0.25% transfer would amount to £314k leaving £125.4m to allocate to schools.

- 7.2 Setting a balanced budget on the High Needs Block continues to be a significant challenge. The year-end position at the end of 2021/22 was an overspend of £3.6m and the forecast overspend on this block is set to reach £5.3m by the end of 2022/23. Consideration should therefore be given as to whether to support a block transfer for 2023/24. Block transfers need to be approved annually.
- 7.3 There are also pressures on both the Early Years Block and the Central Schools Services Block which could potentially be supported by a block transfer.
- 7.4 Block transfers need to be approved annually. Transfers have previously been approved in 2020/21 0.25% (£263k), 2021/22 0.5% (£549k) and 2022/23 0.25% (£300k) to support the High Needs Block.

8. Additional funds outside the School Formula

- 8.1 School funding regulations allow a few exceptional circumstances to be funded outside the formula and be top sliced from the DSG. The funds are:
- (a) Growth funding
 - (b) Funding for schools in financial difficulty
 - (c) Funding from the high needs block to allocate to schools which have a disproportionate number of high needs pupils.
 - (d) A falling rolls fund.

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

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

- 9.1 De-delegated services are for maintained schools only. Funding for these services must be allocated through the formula but can be passed back, or 'de-delegated' for maintained primary and secondary schools with schools forum approval.
- 9.2 Education responsibilities held by local authorities for all schools are funded from the Central Schools Services Block of the DSG. Education responsibilities held by local authorities for maintained schools only, are funded from maintained schools budgets, with agreement of the maintained schools members of schools forums.
- 9.3 In order to meet the requirements of the employer under the Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations and other related legislation, a full schools health and safety service will be provided to all maintained schools. All maintained schools will need to agree to be part of this collective agreement to equitably fund the service.

10. Proposals

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

1. Do you agree that, subject to final affordability, West Berkshire should mirror the DfE's 2023/24 NFF as closely as possible and that this formula should be used to calculate funding allocations? Yes/No

2. How would you support applying the NFF Sparsity Factor? In full/minimum

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

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

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

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

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

11. Next Steps

11.1 The consultation will last for 3 weeks from 19 October 2022 to 9 November 2022.

12. Conclusion

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

12.2 When the actual allocation is received in December the formula will be allocated according to the principles above with political ratification being made in January 2023.

13. Appendices

Appendix A: Briefing and Consultation document for schools.

Appendix B: Criteria for awarding Growth Funding

Appendix C: Criteria for awarding the maintained Primary Schools in Financial Difficulty Fund

Appendix D: Criteria for allocating the Additional High Needs Fund

Appendix E: Equalities Impact Assessment

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Appendix A

Schools Revenue Funding 2023 to 2024

Briefing & Consultation Document for Schools October 2022

1. How to respond to this consultation

- 1.1 Schools are invited to make comments on specific areas in the consultation. Please e-mail your response to Melanie Ellis, Chief Accountant melanie.ellis@westberks.gov.uk by **9th November 2022**.
- 1.2 Any suggestions for change should be accompanied by clear rationale on why your proposal is a better solution and fair and equitable for all schools in West Berkshire Council (WBC), and not just for your own individual school. You should also check that it falls within the current funding regulations. Policy and operational documents relating to the 2023/24 National Funding Formula (NFF) can be accessed on this webpage:

<https://www.gov.uk/government/publications/national-funding-formula-for-schools-and-high-needs>
- 1.3 To aid understanding of the proposals in this paper, illustrations are provided in Appendix Ai) 1, 2 and 3 for individual schools. These are based on Department for Education (DfE) data taken from the October 2021 census.
- 1.4 Schools should note that actual funding for 2023/24 will be based on the October 2022 pupil census and year on year changes in data may have a significant impact. Therefore, in responding to this consultation, schools are advised to concentrate on the principles rather than simply on the illustrative cash changes.

2. Purpose

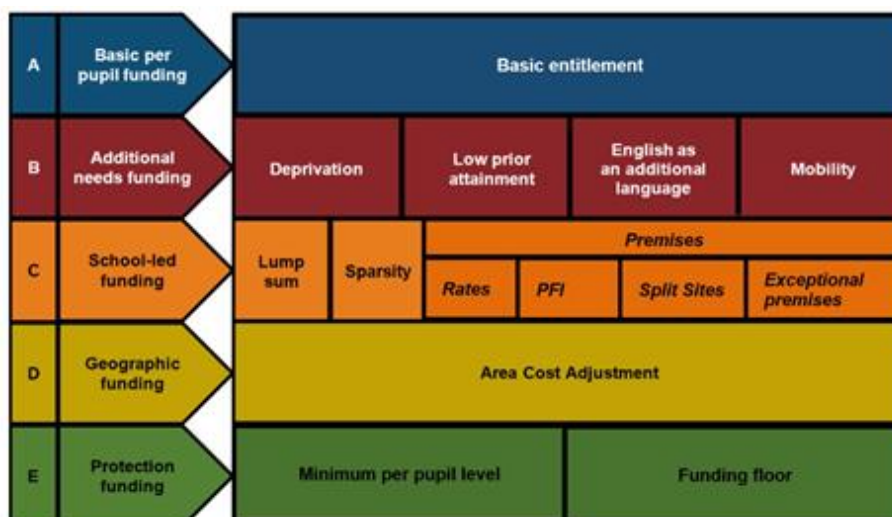
- 2.1 The purpose of this consultation is to outline and seek views on:
 - (1) West Berkshire Council's proposed school funding formula for 2023/24.
 - (2) An up to 0.5% transfer from the Schools Block to other funding blocks.
 - (3) The criteria to be used to allocate additional funds.
 - (4) The proposed services to be de-delegated.
- 2.2 The proposed areas of consultation will be decided by Schools Forum at its meeting of 17 October 2022. The consultation will be open for three weeks from 19 October 2022 to 9 November 2022. The principle consulted on and adopted in previous years, is to mirror as closely as possible to the NFF.

3. Introduction

- 3.1 All mainstream (academies and maintained) school funding is allocated to the Local Authority (LA) through the Dedicated Schools Grant (DSG). The grant is split into four funding blocks:
- (1) Schools,
 - (2) Early years,
 - (3) High needs,
 - (4) Central Schools Services (including school admissions, licences, finance support, schools' forum costs, education welfare etc).
- 3.2 The Schools Block is only for Primary and Secondary school formula allocations, plus growth funding for new or growing schools (such pupils are not included in the funding allocation as they did not exist in the previous census).
- 3.3 The Schools Block is ring fenced, but up to 0.5% can be transferred to other funding blocks subject to consultation with all schools and Schools' Forum agreement. Secretary of State approval is required for transfers above this limit or where the Schools' Forum has opposed the transfer but the LA wishes to appeal.
- 3.4 2023/24 is the first year of transition to the direct schools National Funding Formula (NFF). Local authorities:
- (1) Must use all NFF factors.
 - (2) Will only be allowed to use NFF factors in their local formulae.
 - (3) Must move their local formula factor values at least 10% closer to the NFF, except where local formulae are already 'mirroring' the NFF. (local factors within 2.5% of the respective NFF values are deemed to be mirroring the NFF).
 - (4) Will continue to set a minimum funding guarantee in local formulae, which in 2023/24 must be between +0.0% and +0.5%.
 - (5) Will again be able to transfer up to 0.5% of their total schools block allocations to other blocks of the DSG, with schools forum approval. A disapplication will continue to be required for transfers above 0.5%, or for any amount without schools forum approval.
- 3.5 The LA is responsible for making the final decisions on the formula. Political ratification must be obtained before the 20th January 2023 deadline.
- 3.6 Provisional 2023/24 LA allocations were published by the DfE in July 2022. The DfE calculate this at a school level in order to determine the LA allocation. However, the notional school level allocations are not the same as the final allocation which will be calculated using updated pupil numbers, baselines and other local factors.
- In December 2022 the funding allocation will be updated with the October 2022 Primary and Secondary pupil numbers to produce the Schools Block DSG allocation.
 - A sum for growth funding will be added to give the final DSG total.

4. The National Funding Formula (NFF)

4.1 The NFF structure is shown in the chart below.



4.2 The NFF assigns funding rates to each of the factors. School funding through the NFF is increasing by 1.9% overall in 2023/24 and by 1.9% per pupil.

4.3 For some local authorities the factors are uplifted by an area cost adjustment (ACA). For West Berkshire this is 1.0348.

4.4 The main features for 2023/24 are:

- (1) The core factors in the NFF (such as basic entitlement and the lump sum that all schools attract) are increasing by 2.4%.
- (2) Additional support directed to disadvantaged pupils, by increasing the FSM6 and IDACI factors in the schools NFF by a greater amount than other factors. These factors will increase by 4.3%, compared to their 2022/23 values.
- (3) The 2022/23 school supplementary grant has been rolled into the schools NFF ensuring that this additional funding forms an ongoing part of schools' core budgets. (Adding £97, £137 and £155 to the primary, key stage 3 and key stage 4 per pupil funding factors respectively; £85 and £124 to the primary and secondary FSM6 factors; and £3,680 to the school lump sum)
- (4) Every school attracts a lump sum of £128k through the NFF irrespective of size or phase.
- (5) Eligibility for sparsity funding depends on the distance the pupils living closest to the school would have to travel to their next nearest school, and the average number of pupils per year group. Primary schools qualifying attract up to £56,300 and all other schools up to £81,900.
- (6) For local accounting purposes, rates funding allocations will continue to feature in NFF allocation publications for all schools.
- (7) The minimum per pupil level guarantees a minimum amount of funding for every pupil. Every primary school will receive at least £4,405 per pupil, and every secondary school at least £5,715. (This includes £119, £155 and

£173 per primary, KS3 and KS4 pupil respectively for the rolling in of the schools supplementary grant, plus a further 0.5% increase)

- (8) The funding floor protects schools from year-on-year funding decreases, by ensuring a minimum increase in pupil-led funding per pupil compared to the previous year. In 2023-24, the formula ensures that all schools attract an increase of at least 0.5% in pupil-led funding per pupil compared to 2022/23. LA funding formulae must include a MFG that provides a similar protection to the funding floor.

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

Factor	National Rate	WBC National Rate (with ACA)	Rate after 0.25% transfer & growth funding	National Rate	WBC National Rate (with ACA)	Rate with 0.25% transfer	Rate with 0.5% transfer	Total Funding after 0.25% transfer & growth funding	Provisional funding	Provisional funding after 0.25% transfer	Provisional funding after 0.5% transfer
	2022/23			2023/24				2022/23	2023/24	2023/24	2023/24
Basic per pupil funding											
Primary AWPU	£3,217	£3,329	£3,343	£3,394	£3,512	£3,499	£3,485	£43,509,329	£45,706,179	£45,530,695	£45,348,235
KS3 AWPU	£4,536	£4,694	£4,714	£4,785	£4,952	£4,933	£4,913	£29,826,898	£31,329,159	£31,208,874	£31,083,807
KS4 AWPU	£5,112	£5,290	£5,313	£5,393	£5,581	£5,559	£5,537	£20,289,797	£21,313,219	£21,231,389	£21,146,306
Minimum per pupil											
Primary	£4,265	£4,265	£4,265	£4,405	£4,405	£4,405	£4,405				
Secondary	£5,525	£5,525	£5,525	£5,715	£5,715	£5,715	£5,715				
Additional needs funding											
Deprivation											
Primary FSM	£470	£486	£486	£480	£497	£497	£497				
Secondary FSM	£470	£486	£486	£480	£497	£497	£497				
Primary FSM6	£590	£611	£611	£705	£730	£730	£730				
Secondary FSM6	£865	£895	£895	£1,030	£1,066	£1,066	£1,066				
Primary IDACI A	£640	£662	£662	£670	£693	£693	£693				
Primary IDACI B	£490	£507	£507	£510	£528	£528	£528				
Primary IDACI C	£460	£476	£476	£480	£497	£497	£497				
Primary IDACI D	£420	£435	£435	£440	£455	£455	£455				
Primary IDACI E	£270	£279	£279	£280	£290	£290	£290	£5,065,044	£5,634,662	£5,634,662	£5,634,662
Primary IDACI F	£220	£228	£228	£230	£238	£238	£238				
Secondary IDACI A	£890	£921	£921	£930	£962	£962	£962				
Secondary IDACI B	£700	£724	£724	£730	£755	£755	£755				
Secondary IDACI C	£650	£673	£673	£680	£704	£704	£704				
Secondary IDACI D	£595	£616	£616	£620	£642	£642	£642				
Secondary IDACI E	£425	£440	£440	£445	£460	£460	£460				
Secondary IDACI F	£320	£331	£331	£335	£347	£347	£347				
Low Prior Attainment											
Primary LPA	£1,130	£1,169	£1,169	£1,155	£1,195	£1,195	£1,195	£3,780,358	£3,863,050	£3,863,050	£3,863,050
Secondary LPA	£1,710	£1,769	£1,769	£1,750	£1,811	£1,811	£1,811	£3,961,148	£4,054,002	£4,054,002	£4,054,002
English as an Additional Language											
Primary EAL	£565	£585	£585	£580	£600	£600	£600	£492,907	£506,018	£506,018	£506,018
Secondary EAL	£1,530	£1,583	£1,583	£1,565	£1,619	£1,619	£1,619	£166,597	£170,415	£170,415	£170,415
Mobility											
Primary Mobility	£925	£957	£957	£945	£978	£978	£978	£54,461	£55,642	£55,642	£55,642
Secondary Mobility	£1,330	£1,376	£1,376	£1,360	£1,407	£1,407	£1,407	£0	£0	£0	£0
School led funding											
Lump Sum											
Primary	£121,300	£125,515	£125,515	£128,000	£132,454	£132,454	£132,454	£9,664,655	£10,198,989	£10,198,989	£10,198,989
Secondary	£121,300	£125,515	£125,515	£128,000	£132,454	£132,454	£132,454				
Sparsity											
Primary	£55,000	£56,911	£45,529	£56,300	£58,259	£58,259	£58,259	£687,071	£879,190	£879,190	£879,190
Secondary	£80,000	£82,780	£66,224	£81,900	£84,750	£84,750	£84,750				
Premises											
Primary								£1,558,549	£1,597,037	£1,597,037	£1,597,037
Secondary											
Total Allocation (excluding minimum per pupil funding level and MFG funding total)								£119,056,814	£125,307,562	£124,929,963	£124,537,353

Factor	Total Funding after 0.25% transfer & growth funding	Provisional funding	Provisional funding after 0.25% transfer	Provisional funding after 0.5% transfer
	2022/23	2023/24	2023/24	2023/24
Total Allocation (excluding minimum per pupil funding level and MFG funding total)	£119,056,814	£125,307,562	£124,929,963	£124,537,353
Additional funding to meet the minimum funding level	£637,221	£306,042	£362,148	£431,201
Total Allocation including minimum funding adj	£119,694,036	£125,613,604	£125,292,111	£124,968,554
MFG adjustment	£72,543	£57,372	£64,660	£74,008
Post MFG budget	£119,766,579	£125,670,976	£125,356,771	£125,042,562
Other adjustments		£12,000	£12,000	£12,000
Growth fund	£0	£0	£0	£0
Total funding for Schools Block Formula	£119,766,579	£125,682,976	£125,368,771	£125,054,562
Amount of block transfer	£300,166	£0	£314,205	£628,414
NNDR allocation	-£1,566,240	-£1,597,037	-£1,597,037	-£1,597,037
DSG Schools Block DfE allocation	£118,500,505	£124,085,939	£124,085,939	£124,085,939

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

- (1) The final funding allocation will reflect the October 2022 pupil numbers.
- (2) The final allocation will **not** reflect any changes in pupil characteristics (such as deprivation and prior attainment).
- (3) A block transfer may not be approved by the Schools Forum.

5. Sparsity

5.1 In 2022/23, 16 local authorities diverged from the NFF in respect of the sparsity factor values with 15 of these having a lower sparsity factor value than the NFF – either by not using the sparsity factor at all (even though they have eligible schools), or by using a sparsity factor value that is lower than the NFF value – we were one of these authorities using a lower value.

5.2 For 2022/23, West Berkshire Council set the sparsity at 80% of the NFF sparsity values:

Factor	22/23 NFF values	22/23 WBC values
Primary sparsity	56,911	45,529
Secondary sparsity	82,780	66,224

5.3 In 2023/24, local authorities are required to bring their formulae closer to the NFF. The NFF has set out minimum values in order to do this. These minimum values are 82% of the NFF:

Factor	23/24 NFF values	23/24 NFF minimum
Primary sparsity	58,259	48,015
Secondary sparsity	84,750	69,850

5.4 An example is shown in Appendix Ai) 2 for the NFF sparsity vs the minimum sparsity.

5.5 The recommendation in this paper is to use the minimum sparsity rates. This ensures that all schools continue to move towards the full NFF for this factor and sparse schools will see an increase on last year. Heads Funding Group supports this recommendation.

6. Local Formula

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

- (1) Amending the AWPU values. This would restrict the gains of all schools, although would result in additional MFG and MMPF to protect some schools.
- (2) Amending the MFG, within the allowable parameters. This does not generate much funding and impacts the lower funded schools the most.
- (3) Reducing the additional needs factors. This would impact those schools with pupils that require extra support. The DfE have directed more funding towards disadvantaged pupils so this would be contra to their aim.
- (4) Reducing the lump sum. This detrimentally affects small schools due to the amount of funding they are able to generate through pupil led factors.

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

6.3 Appendix Ai) shows:

- (1) The 2022/23 allocations per school vs the 2023/24 NFF allocation.
- (2) The 2023/24 NFF allocation compared to the minimum sparsity allowable.
- (3) The 2023/24 NFF allocation compared to a 0.25% block transfer and a 0.5% block transfer.

6.4 Actual individual school allocations will be dependent on the October 2022 census data.

7. Block Transfers

7.1 Local authorities continue to be able to transfer up to 0.5% of their schools block to other blocks of the DSG, with schools forum approval.

7.2 Setting a balanced budget for the High Needs Block continues to be a significant challenge; funding received for this block has seen increases not keeping pace with demand in terms of numbers of high needs pupils and unit costs of provision. Place funding has remained static in spite of increasing numbers, and in 2015/16 local authorities took on responsibility for students up to the age of 25 with SEND in FE colleges without the appropriate funding to cover the actual cost. The number of

children with EHCPs is increasing, in spite of the threshold for an EHCP remaining the same and being applied robustly.

- 7.3 Up until 2016/17, West Berkshire was setting a balanced high needs budget. Since then, the budget has been under pressure on an annual basis, with savings identified each year to reduce the overspend. A decision was made by the Schools' Forum to set a deficit budget for the first time in 2016/17.
- 7.4 Savings of £219k were implemented in 2017/18 and a further £306k in 2018/19. Despite these savings the budget has been set with planned overspends since 2018/19. The HNB year-end position at the end of 2021/22 was an overspend of £3.6m, and with a 2022/23 budget shortfall of £1.7m, the forecast overspend on this block at the end of 2022/23 is £5.3m.
- 7.5 An extensive review of WBC SEN provision and services took place during 2018, with full involvement of all stakeholders, including parents and schools. This resulted in a new five year SEND Strategy for West Berkshire which was approved by West Berkshire Council and the Berkshire West Clinical Commissioning Group in November 2018. The Strategy seeks to address rising costs in the High Needs Block.
- 7.6 We continue to work closely with other LAs to share good practice and effective strategies. In addition, we continue to lobby for more realistic funding that properly reflects the new duties taken on in 2014 (extending the age range LAs are responsible for from 19 to 25 years) and current/growing demand.
- 7.7 The pressure on the high needs block is a national issue, and many local authorities have significant overspends and have also set deficit budgets. South East regional benchmarking data shows that in West Berkshire overspending on the HNB as a % of the total HNB budget is one of the lowest in the region, but nevertheless it is an issue of ongoing concern.
- 7.8 The Central Schools Services Block continues to provide funding for local authorities to carry out central functions on behalf of maintained schools and academies. Our CSSB has faced funding shortfalls of £115k in 2020/21, £87k 2021/22 and £57k in 2022/23. Whilst we continue to make efficiencies in the way this support is delivered, the funding has not kept pace with cost increases.
- 7.9 The Early Years Block overspend at the end of 2021/22 was £914k. The EYB has an approved five year deficit recovery plan in place based on reductions to funding rates.
- 7.10 Block transfers need to be approved annually. Transfers have previously been approved in 2020/21 0.25% (£263k), 2021/22 0.5% (£549k) and 2022/23 0.25% (£300k) to support the High Needs Block.
- 7.11 **HFG requested information on what a potential transfer would be used for. The service proposes that a block transfer could be used to increase the band values for mainstream and resourced schools for 2023/24, but not special as they have had a recent uplift. There would be an implication to this as any transfer is one off funding, and if the uplifted values were to continue, they would need to be built in as permanent from 2024/25.**
- 7.12 **Heads Funding Group discussed and recommended that all options went out to consultation regarding block transfers.**

8. Additional Funds outside the School Formula

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

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

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

- 9.1 De-delegated services are for maintained schools only. Funding for these services must be allocated through the formula but can be passed back, or 'de-delegated' for maintained primary and secondary schools with schools forum approval. Academies may be given the option to buy into the service, as can Nursery schools, Special schools and PRUs. The de-delegations need to be re-determined on an annual basis.
- 9.2 The relevant Schools' Forum representatives for each phase will vote on whether each service is to be de-delegated or not. The services currently and proposed to be de-delegated are as follows:
- Primary and Secondary only:**
- Behaviour Support Services
 - Ethnic Minority Support
 - Trade Union Local Representation
 - Schools in Financial Difficulty (primary schools only)
 - CLEAPSS
- 9.3 The primary schools in financial difficulty fund was topped up to £200k as part of the 2022/23 budget process. The de-delegation of this service in 2023/24 would require the fund to be topped up to the previously agreed level of £200k.
- 9.4 Education responsibilities held by local authorities for **all** schools are funded from the Central Schools Services Block of the DSG. Education functions held by local

authorities for **maintained schools only**, can be funded from maintained schools budget shares and de-delegated, with agreement of the maintained schools members of schools forums.

All Maintained Schools:

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

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

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

9.6 Information about these services is reported to the Schools' Forum on an annual basis. The final decision on each service will be made by the relevant Schools' Forum Members for each phase on 23rd January 2023. Schools may wish to contact their Schools' Forum representative direct to express their view, or respond as part of this consultation.

10. Consultation Proposals

1. Do you agree that, subject to final affordability, West Berkshire should mirror the DfE's 2023/24 NFF as closely as possible and that this formula should be used to calculate funding allocations? Yes/No

2. How would you support applying the NFF Sparsity Factor?
In full/minimum

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

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

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

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

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

11. Timetable

11.1 The timetable for determining the school formula and schools budgets for 2023/24 is as follows:

Date	Who	Item
19.07.22	DfE	Operational guidance published
July/Aug 2022	DfE	NFF illustrative allocations published and APT issued
Sept 2022	LA	Modelling of new primary & secondary school formula
05.10.22	HFG	Approve consultation proposals
17.10.22	SF	Approve consultation proposals
19.10.22 – 9.11.22	Schools	School funding formula consultation with schools.
22.11.22	HFG	Review school formula consultation responses and make recommendation to Schools' Forum.
05.12.22	SF	Review school formula consultation responses.
Mid Dec 2022	DfE	DSG funding allocations and APT containing census data for final formula issued
Mid Dec 2022	LA	Updating by officers of formula and the funding rates in light of actual DSG funding
11.01.23	HFG	Review final proposals and make recommendation to Schools' Forum.
23.01.23	SF	Review HFG recommendations, final calculations and final formula.
By 20.1.23	Political ratification	Approval of School Formula
20.1.23	LA	Deadline for submission of final APT to ESFA
28.2.23	LA	Statutory deadline for providing primary and secondary maintained schools with funding allocation

12. Appendices

12.1 Appendix Ai) 1 - Provisional 2023/24 funding allocations

12.2 Appendix Ai) 2 - Sparsity options

12.3 Appendix Ai) 3 - Block transfer options

12.4 Appendix B – Criteria for awarding Growth Funding

12.5 Appendix C – Criteria for awarding the maintained Primary Schools in Financial Difficulty Fund

12.6 Appendix D – Criteria for allocating the Additional High Needs Fund

12.7 Appendix E – Equalities Impact Assessment

2023/24 School Formula Allocations

APPENDIX Ai) 1 PROVISIONAL ALLOCATIONS 2023/24		2022/23 FINAL ALLOCATION (after 0.25% HNB transfer)			2023/24 NFF ALLOCATION (no block transfer)			YEAR ON YEAR CHANGE		
School Name	Phase	Pupil count Oct 2021	Formula allocated	Per pupil funding	Pupil count Oct 2021	Indicative allocation	Indicative per pupil funding	2023/24 increase in total cash	2023/24 increase in per pupil total funding	% change
Aldermaston C.E. Primary School	Primary	131	£676,338	£5,163	131	£713,422	£5,446	£37,084	£283	5%
Basilidon C.E. Primary School	Primary	159	£721,532	£4,538	159	£757,567	£4,765	£36,035	£227	5%
Beedon C.E. (Controlled) Primary School	Primary	47	£363,710	£7,739	47	£394,239	£8,388	£30,529	£650	8%
Beenham Primary School	Primary	50	£377,963	£7,559	50	£408,226	£8,165	£30,263	£605	7%
Birch Copse Primary School	Primary	425	£1,837,575	£4,324	425	£1,897,875	£4,466	£60,300	£142	3%
Bradfield C.E. Primary School	Primary	156	£709,555	£4,548	156	£746,294	£4,784	£36,738	£236	5%
Brightwalton C.E. Aided Primary School	Primary	99	£520,871	£5,261	99	£553,866	£5,595	£32,995	£333	6%
Brimpton C.E. Primary School	Primary	54	£384,277	£7,116	54	£414,000	£7,667	£29,724	£550	8%
Bucklebury C.E. Primary School	Primary	114	£574,625	£5,041	114	£606,249	£5,318	£31,625	£277	6%
Burghfield St Mary's C.E. Primary School	Primary	204	£916,205	£4,491	204	£961,693	£4,714	£45,488	£223	5%
Calcot Infant School and Nursery	Primary	201	£998,552	£4,968	201	£1,047,990	£5,214	£49,438	£246	5%
Calcot Junior School	Primary	272	£1,266,995	£4,658	272	£1,333,784	£4,904	£66,789	£246	5%
Chaddleworth St Andrew's C.E. Primary School	Primary	30	£295,409	£9,847	30	£321,442	£10,715	£26,033	£868	9%
Chieveley Primary School	Primary	198	£880,549	£4,447	198	£924,603	£4,670	£44,053	£222	5%
Cold Ash St Mark's CE Primary School	Primary	178	£776,115	£4,360	178	£814,963	£4,578	£38,848	£218	5%
Compton C.E. Primary School	Primary	188	£873,912	£4,648	188	£919,423	£4,891	£45,511	£242	5%
Curridge Primary School	Primary	92	£477,390	£5,189	92	£505,303	£5,492	£27,912	£303	6%
Denefield School	Secondary	958	£5,478,345	£5,719	958	£5,760,536	£6,013	£282,191	£295	5%
Downsway Primary School	Primary	214	£940,323	£4,394	214	£987,061	£4,612	£46,737	£218	5%
Enborne C.E. Primary School	Primary	75	£432,624	£5,768	75	£465,667	£6,209	£33,043	£441	8%
Englefield C.E. Primary School	Primary	105	£509,464	£4,852	105	£535,439	£5,099	£25,975	£247	5%
Falkland Primary School	Primary	420	£1,819,150	£4,331	420	£1,879,076	£4,474	£59,927	£143	3%
Fir Tree Primary School and Nursery	Primary	183	£905,073	£4,946	183	£953,342	£5,210	£48,269	£264	5%
Francis Bailly Primary School	Primary	557	£2,386,582	£4,285	557	£2,466,865	£4,429	£80,283	£144	3%
Garland Junior School	Primary	230	£1,078,574	£4,689	230	£1,133,829	£4,930	£55,256	£240	5%
Hampstead Norreys C.E. Primary School	Primary	89	£526,053	£5,911	89	£561,309	£6,307	£35,255	£396	7%
Hermitage Primary School	Primary	195	£865,645	£4,439	195	£909,070	£4,662	£43,425	£223	5%
Highwood Copse Primary School	Primary	41.5	£269,377	£6,491	41.5	£344,386	£8,298	£75,009	£1,807	28%
Hungerford Primary School	Primary	348	£1,544,664	£4,439	348	£1,625,675	£4,671	£81,011	£233	5%
Inkpen Primary School	Primary	64	£436,733	£6,824	64	£470,211	£7,347	£33,478	£523	8%
John O'gaunt School	Secondary	405	£2,586,919	£6,387	405	£2,733,725	£6,750	£146,806	£362	6%
John Rankin Infant and Nursery School	Primary	251	£1,095,149	£4,363	251	£1,143,463	£4,556	£48,314	£192	4%
John Rankin Junior School	Primary	358	£1,551,186	£4,333	358	£1,602,775	£4,477	£51,588	£144	3%
Kennet School	Secondary	1512	£8,702,248	£5,755	1512	£9,151,397	£6,053	£449,149	£297	5%
Kennet Valley Primary School	Primary	204	£981,989	£4,814	204	£1,032,771	£5,063	£50,783	£249	5%
Kintbury St Mary's C.E. Primary School	Primary	145	£705,837	£4,868	145	£743,782	£5,130	£37,945	£262	5%
Lambourn CoFE Primary School	Primary	169	£834,783	£4,940	169	£878,964	£5,201	£44,182	£261	5%
Little Heath School	Secondary	1314	£7,636,913	£5,812	1314	£8,033,746	£6,114	£396,833	£302	5%
Long Lane Primary School	Primary	210	£952,491	£4,536	210	£1,000,120	£4,762	£47,629	£227	5%
Mortimer St John's C.E. Infant School	Primary	172	£786,682	£4,574	172	£816,515	£4,747	£29,833	£173	4%
Mortimer St Mary's C.E. Junior School	Primary	237	£1,016,095	£4,287	237	£1,076,980	£4,544	£60,885	£257	6%
Mrs Bland's Infant School	Primary	155	£875,053	£5,065	155	£825,862	£5,328	£40,809	£263	5%
Pangbourne Primary School	Primary	191	£870,610	£4,558	191	£915,074	£4,791	£44,463	£233	5%
Park House School	Secondary	1037	£6,013,904	£5,799	1037	£6,321,965	£6,096	£308,060	£297	5%
Parsons Down Infant School	Primary	107	£573,032	£5,355	107	£601,620	£5,623	£28,588	£267	5%
Parsons Down Junior School	Primary	233	£1,059,760	£4,548	233	£1,113,910	£4,781	£54,150	£232	5%
Purley CoFE Primary School	Primary	104	£537,596	£5,169	104	£565,243	£5,435	£27,647	£266	5%
Robert Sandilands Primary School and Nursery	Primary	232	£1,084,868	£4,676	232	£1,142,706	£4,925	£57,838	£249	5%
Shaw-cum-Donnington C.E. Primary School	Primary	90	£503,662	£5,596	90	£522,005	£5,800	£18,343	£204	4%
Shefford C.E. Primary School	Primary	60	£412,259	£6,871	60	£444,173	£7,403	£31,913	£532	8%
Speenhamland School	Primary	278	£1,253,033	£4,507	278	£1,317,431	£4,739	£64,398	£232	5%
Springfield Primary School	Primary	304	£1,321,510	£4,347	304	£1,365,540	£4,492	£44,030	£145	3%
Spurcroft Primary School	Primary	417	£1,847,643	£4,431	417	£1,908,492	£4,577	£60,849	£146	3%
St Bartholomew's School	Secondary	1350	£7,537,756	£5,584	1350	£7,804,752	£5,781	£266,996	£198	4%
St Finian's Catholic Primary School	Primary	193	£847,232	£4,390	193	£889,123	£4,607	£41,891	£217	5%
St John the Evangelist C.E. Nursery and Infant Sch	Primary	178	£833,279	£4,681	178	£876,044	£4,922	£42,765	£240	5%
St Joseph's Catholic Primary School	Primary	203	£939,971	£4,630	203	£986,153	£4,858	£46,182	£227	5%
St Nicolas C.E. Junior School	Primary	247	£1,061,896	£4,299	247	£1,099,978	£4,453	£38,082	£154	4%
St Paul's Catholic Primary School	Primary	319	£1,365,893	£4,282	319	£1,432,534	£4,491	£66,640	£209	5%
Stockcross C.E. School	Primary	100	£529,528	£5,295	100	£563,991	£5,640	£34,463	£345	7%
Streatley C.E. Voluntary Controlled School	Primary	103	£508,161	£4,934	103	£537,268	£5,216	£29,108	£283	6%
Sulhamstead and Ufton Nerve School	Primary	95	£501,767	£5,282	95	£529,291	£5,571	£27,523	£290	5%
Thatcham Park CoFE Primary	Primary	325	£1,466,096	£4,511	325	£1,542,245	£4,745	£76,149	£234	5%
The Downs School	Secondary	1016	£5,657,639	£5,569	1016	£5,942,626	£5,849	£284,987	£280	5%
The Hsleys Primary School	Primary	61	£396,896	£6,506	61	£427,605	£7,010	£30,709	£503	8%
The Willink School	Secondary	1007	£5,837,873	£5,797	1007	£6,137,148	£6,094	£299,275	£297	5%
The Willows Primary School	Primary	336	£1,644,272	£4,894	336	£1,728,593	£5,145	£84,322	£251	5%
The Winchcombe School	Primary	448	£1,997,332	£4,458	448	£2,062,864	£4,605	£65,532	£146	3%
Theale C.E. Primary School	Primary	311	£1,406,001	£4,521	311	£1,400,339	£4,503	-£5,662	-£18	0%
Theale Green School	Secondary	546	£3,316,666	£6,074	546	£3,494,828	£6,401	£178,162	£326	5%
Trinity School	Secondary	1001	£5,966,687	£5,961	1001	£6,279,793	£6,274	£313,106	£313	5%
Welford and Wickham C.E. Primary School	Primary	80	£482,218	£6,028	80	£517,473	£6,468	£35,255	£441	7%
Westwood Farm Infant School	Primary	180	£835,309	£4,641	180	£877,078	£4,873	£41,769	£232	5%
Westwood Farm Junior School	Primary	239	£1,078,954	£4,514	239	£1,134,366	£4,746	£55,412	£232	5%
Whitelands Park Primary School	Primary	367	£1,577,829	£4,299	367	£1,660,274	£4,524	£82,445	£225	5%
Woolhampton C.E. Primary School	Primary	102	£535,872	£5,254	102	£569,765	£5,586	£33,893	£332	6%
Yattendon C.E. Primary School	Primary	90	£484,050	£5,378	90	£517,182	£5,746	£33,132	£368	7%
Total formula funding			£119,766,579			£125,682,976		£5,916,397		
Block Transfer			£300,166			£0				
Total allocation			£120,066,745			£125,682,976				
Primary Total			£61,031,629			£64,022,461		£2,990,832		
Secondary Total		23160	£58,734,950		23160	£61,660,515		£2,925,565		

2023/24 School Formula Allocations

APPENDIX Ai) 2 PROVISIONAL ALLOCATIONS 2023/24		2023/24 NFF ALLOCATION (no block transfer)			2023/24 MINIMUM SPARSITY (no block transfer)			Difference		
School Name	Phase	Pupil count Oct 2021	Indicative allocation	Indicative per pupil funding	Pupil count Oct 2021	Indicative allocation	Indicative per pupil funding	Difference in total cash	Difference in per pupil total funding	% change
Aldermaston C.E. Primary School	Primary	131	£713,422	£5,446	131	£711,670	£5,433	£1,752	£13	-0.2%
Basilidon C.E. Primary School	Primary	159	£757,567	£4,765	159	£758,561	£4,771	£994	£6	0.1%
Beedon C.E. (Controlled) Primary School	Primary	47	£394,239	£8,388	47	£384,289	£8,176	£9,950	£212	-2.5%
Beenham Primary School	Primary	50	£408,226	£8,165	50	£398,294	£7,966	£9,931	£199	-2.4%
Birch Copse Primary School	Primary	425	£1,897,875	£4,466	425	£1,897,875	£4,466	£0	£0	0.0%
Bradfield C.E. Primary School	Primary	156	£746,294	£4,784	156	£747,269	£4,790	£976	£6	0.1%
Brightwalton C.E. Aided Primary School	Primary	99	£553,866	£5,595	99	£547,537	£5,531	£6,329	£64	-1.1%
Brimpton C.E. Primary School	Primary	54	£414,000	£7,667	54	£404,837	£7,497	£9,164	£170	-2.2%
Bucklebury C.E. Primary School	Primary	114	£606,249	£5,318	114	£604,759	£5,305	£1,490	£13	-0.2%
Burghfield St Mary's C.E. Primary School	Primary	204	£961,693	£4,714	204	£962,968	£4,720	£1,276	£6	0.1%
Calcot Infant School and Nursery	Primary	201	£1,047,990	£5,214	201	£1,049,247	£5,220	£1,257	£6	0.1%
Calcot Junior School	Primary	272	£1,333,784	£4,904	272	£1,335,485	£4,910	£1,701	£6	0.1%
Chaddleworth St Andrew's C.E. Primary School	Primary	30	£321,442	£10,715	30	£311,385	£10,380	£10,056	£335	-3.1%
Chieveley Primary School	Primary	198	£924,603	£4,670	198	£925,841	£4,676	£1,238	£6	0.1%
Cold Ash St Mark's CE Primary School	Primary	178	£814,963	£4,578	178	£816,076	£4,585	£1,113	£6	0.1%
Compton C.E. Primary School	Primary	188	£919,423	£4,891	188	£920,599	£4,897	£1,176	£6	0.1%
Curridge Primary School	Primary	92	£505,303	£5,492	92	£502,340	£5,460	£2,962	£32	-0.6%
Denefield School	Secondary	958	£5,760,536	£6,013	958	£5,769,388	£6,022	£8,852	£9	0.2%
Downsway Primary School	Primary	214	£987,061	£4,612	214	£988,399	£4,619	£1,338	£6	0.1%
Enborne C.E. Primary School	Primary	75	£465,667	£6,209	75	£455,906	£6,079	£9,761	£130	-2.1%
Englefield C.E. Primary School	Primary	105	£535,439	£5,099	105	£536,095	£5,106	£657	£6	0.1%
Falkland Primary School	Primary	420	£1,879,076	£4,474	420	£1,879,076	£4,474	£0	£0	0.0%
Fir Tree Primary School and Nursery	Primary	183	£953,342	£5,210	183	£954,486	£5,216	£1,144	£6	0.1%
Francis Bailly Primary School	Primary	557	£2,466,865	£4,429	557	£2,466,865	£4,429	£0	£0	0.0%
Garland Junior School	Primary	230	£1,133,829	£4,930	230	£1,135,267	£4,936	£1,438	£6	0.1%
Hampstead Norreys C.E. Primary School	Primary	89	£561,309	£6,307	89	£553,550	£6,220	£7,759	£87	-1.4%
Hermitage Primary School	Primary	195	£909,070	£4,662	195	£910,290	£4,668	£1,219	£6	0.1%
Highwood Copse Primary School	Primary	41.5	£344,386	£8,298	41.5	£344,386	£8,298	£0	£0	0.0%
Hungerford Primary School	Primary	348	£1,625,675	£4,671	348	£1,627,851	£4,678	£2,176	£6	0.1%
Inkpen Primary School	Primary	64	£470,211	£7,347	64	£460,367	£7,193	£9,844	£154	-2.1%
John O'gaunt School	Secondary	405	£2,733,725	£6,750	405	£2,727,774	£6,735	£5,951	£15	-0.2%
John Rankin Infant and Nursery School	Primary	251	£1,143,463	£4,556	251	£1,145,032	£4,562	£1,570	£6	0.1%
John Rankin Junior School	Primary	358	£1,602,775	£4,477	358	£1,602,775	£4,477	£0	£0	0.0%
Kennet School	Secondary	1512	£9,151,397	£6,053	1512	£9,165,381	£6,062	£13,985	£9	0.2%
Kennet Valley Primary School	Primary	204	£1,032,771	£5,063	204	£1,034,047	£5,069	£1,276	£6	0.1%
Kintbury St Mary's C.E. Primary School	Primary	145	£743,782	£5,130	145	£744,032	£5,131	£250	£2	0.0%
Lambourn CoFe Primary School	Primary	169	£878,964	£5,201	169	£880,021	£5,207	£1,057	£6	0.1%
Little Heath School	Secondary	1314	£8,033,746	£6,114	1314	£8,045,901	£6,123	£12,155	£9	0.2%
Long Lane Primary School	Primary	210	£1,000,120	£4,762	210	£1,001,433	£4,769	£1,313	£6	0.1%
Mortimer St John's C.E. Infant School	Primary	172	£816,515	£4,747	172	£817,591	£4,753	£1,076	£6	0.1%
Mortimer St Mary's C.E. Junior School	Primary	237	£1,076,980	£4,544	237	£1,078,462	£4,550	£1,482	£6	0.1%
Mrs Bland's Infant School	Primary	155	£825,862	£5,328	155	£826,831	£5,334	£969	£6	0.1%
Pangbourne Primary School	Primary	191	£915,074	£4,791	191	£916,268	£4,797	£1,194	£6	0.1%
Park House School	Secondary	1037	£6,321,965	£6,096	1037	£6,331,523	£6,106	£9,558	£9	0.2%
Parsons Down Infant School	Primary	107	£601,620	£5,623	107	£602,289	£5,629	£669	£6	0.1%
Parsons Down Junior School	Primary	233	£1,113,910	£4,781	233	£1,115,367	£4,787	£1,457	£6	0.1%
Purley CoFe Primary School	Primary	104	£565,243	£5,435	104	£565,894	£5,441	£650	£6	0.1%
Robert Sandilands Primary School and Nursery	Primary	232	£1,142,706	£4,925	232	£1,144,157	£4,932	£1,451	£6	0.1%
Shaw-cum-Donnington C.E. Primary School	Primary	90	£522,005	£5,800	90	£522,568	£5,806	£563	£6	0.1%
Shefford C.E. Primary School	Primary	60	£444,173	£7,403	60	£434,304	£7,238	£9,869	£164	-2.2%
Speenhamland School	Primary	278	£1,317,431	£4,739	278	£1,319,170	£4,745	£1,738	£6	0.1%
Springfield Primary School	Primary	304	£1,365,540	£4,492	304	£1,365,540	£4,492	£0	£0	0.0%
Spurcroft Primary School	Primary	417	£1,908,492	£4,577	417	£1,908,492	£4,577	£0	£0	0.0%
St Bartholomew's School	Secondary	1350	£7,804,752	£5,781	1350	£7,817,256	£5,791	£12,504	£9	0.2%
St Finian's Catholic Primary School	Primary	193	£889,123	£4,607	193	£890,330	£4,613	£1,207	£6	0.1%
St John the Evangelist C.E. Nursery and Infant Sch	Primary	178	£876,044	£4,922	178	£877,157	£4,928	£1,113	£6	0.1%
St Joseph's Catholic Primary School	Primary	203	£986,153	£4,858	203	£987,422	£4,864	£1,269	£6	0.1%
St Nicolas C.E. Junior School	Primary	247	£1,099,978	£4,453	247	£1,101,523	£4,460	£1,545	£6	0.1%
St Paul's Catholic Primary School	Primary	319	£1,432,534	£4,491	319	£1,434,529	£4,497	£1,995	£6	0.1%
Stockcross C.E. School	Primary	100	£563,991	£5,640	100	£557,809	£5,578	£6,186	£62	-1.1%
Streatley C.E. Voluntary Controlled School	Primary	103	£537,268	£5,216	103	£534,664	£5,191	£2,604	£25	-0.5%
Sulhamstead and Ufton Nerve School	Primary	95	£529,291	£5,571	95	£527,412	£5,552	£1,879	£20	-0.4%
Thatcham Park CoFe Primary	Primary	325	£1,542,245	£4,745	325	£1,544,278	£4,752	£2,032	£6	0.1%
The Downs School	Secondary	1016	£5,942,626	£5,849	1016	£5,952,018	£5,858	£9,392	£9	0.2%
The Ilsleys Primary School	Primary	61	£427,605	£7,010	61	£417,742	£6,848	£9,863	£162	-2.3%
The Willink School	Secondary	1007	£6,137,148	£6,094	1007	£6,146,467	£6,104	£9,319	£9	0.2%
The Willows Primary School	Primary	336	£1,728,593	£5,145	336	£1,730,694	£5,151	£2,101	£6	0.1%
The Wincombe School	Primary	448	£2,062,864	£4,605	448	£2,062,864	£4,605	£0	£0	0.0%
Theale C.E. Primary School	Primary	311	£1,400,339	£4,503	311	£1,400,339	£4,503	£0	£0	0.0%
Theale Green School	Secondary	546	£3,494,828	£6,401	546	£3,497,141	£6,405	£2,313	£4	0.1%
Trinity School	Secondary	1001	£6,279,793	£6,274	1001	£6,289,029	£6,283	£9,236	£9	0.1%
Welford and Wickham C.E. Primary School	Primary	80	£517,473	£6,468	80	£508,427	£6,355	£9,046	£113	-1.7%
Westwood Farm Infant School	Primary	180	£877,078	£4,873	180	£878,204	£4,879	£1,126	£6	0.1%
Westwood Farm Junior School	Primary	239	£1,134,366	£4,746	239	£1,135,860	£4,753	£1,495	£6	0.1%
Whitelands Park Primary School	Primary	367	£1,660,274	£4,524	367	£1,662,569	£4,530	£2,295	£6	0.1%
Woolhampton C.E. Primary School	Primary	102	£569,765	£5,586	102	£563,865	£5,528	£5,900	£58	-1.0%
Yattendon C.E. Primary School	Primary	90	£517,182	£5,746	90	£509,566	£5,662	£7,616	£85	-1.5%
Total formula funding			£125,682,976			£125,682,975		£1		
Block Transfer			£0			£0		£0		
Total allocation			£125,682,976			£125,682,975		£1		
Primary Total			£64,022,461			£63,941,097		£81,364		
Secondary Total		23160	£61,660,515		23160	£61,741,878		£81,363		

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Appendix B

West Berkshire Council Schools Growth Fund Criteria 2023/24

1. Background

- 1.1 Growth funding is within the Schools Block DSG allocations For 2023/24 growth funding will be allocated to local authorities using the same methodology as in 2022/23. Growth is measured at middle layer super output area (MSOA) level to detect 'pockets' of growth, counting the increase in pupil numbers in each MSOA in West Berkshire between the two most recent October censuses (October 2021 and October 2022).
- 1.2 The growth factor will be allocated at £1,520 for each primary growth pupil, £2,275 for each secondary growth pupil and £74,700 for each brand new school that opened in the previous year. The growth factor in the national funding formula is a proxy for overall growth costs at a local authority level. There is no expectation for local authorities to use these rates in their local arrangements for funding growth nor that spending on growth will match the sum allocated.
- 1.3 As growth funding is within the schools block, a movement of funding between the schools formula and the growth fund is not treated as a transfer between blocks. If funding is not required for growth, it can be added into the school formula, but if there is a shortfall, this needs to be met from a top slice of the main schools' block allocation. The amount of growth fund is subject to Schools Forum approval.
- 1.4 Local authorities must produce criteria for allocating growth funding, to be agreed by the Schools Forum. The criteria should set out both the circumstances in which a payment is made and a clear formula for the allocation of funding, which may be different for each phase.
- 1.5 Any unspent growth funding remaining at the year end should be reported to the Schools Forum. Funding may be carried forward to the following funding period, as with any other centrally retained budget, and can be used specifically for growth if the authority wishes. Any over spent growth funding will form part of the overall DSG surplus or deficit balance.
- 1.6 As part of the National Funding Formula (NFF) consultation 2023/24 two options for growth funding under the direct NFF have been outlined. The first option would allow some continuing local flexibility in how growth funding is distributed to schools, but with significantly greater consistency than in the current system. The second option is a national, standardised system without local flexibility, where growth funding is allocated directly to schools as part of their allocations based on information provided by local authorities. The view of the DfE is that the first approach, which retains local control, should be the approach taken under a direct NFF. It is proposed to implement such an approach, retaining some local flexibility but with greater national consistency, in 2024-25, in advance of the introduction of the direct NFF.

2. Purpose

2.1 The growth fund is for the benefit of maintained and academy primary and secondary schools, supporting growth in pre-16 pupil numbers to meet basic need. Special schools and resourced provisions are funded under the 'place-plus' approach and nursery schools are funded based on participation levels.

2.2 The growth fund may only be used to:

- Support growth in pre 16-pupil numbers to meet basic need eg. support a school who has agreed with the authority to provide an extra class in order to meet basic need (either as a bulge class or as an ongoing commitment)
- Support where a school has temporarily increased its pupil admission numbers (PAN), by a minimum number of pupils, in agreement with the authority
- Support KS1 additional classes needed to meet the infant class size regulations
- Meet the cost of new schools, including lead-in costs, post start-up costs and diseconomy of scales costs.

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

3. Growth Fund Criteria

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

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

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

Additional Class Funding Primary

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

- 3.4 Funding will be £70,250 (equivalent to 20 pupils x basic needs entitlement including ACA). The funding amount provided should be sufficient to cover the cost of a TMS6 teacher with on-costs, a TA plus other costs.
- 3.5 Maintained primary schools will receive funding for the period September to March (7/12ths equivalent to £40,980)
- 3.6 The number of years this funding will be paid will depend on whether the growth is permanent or temporary. For example, an infant school that changes from a 2 form entry to a 3 form entry from September 2023 will typically receive growth funding in 2023/24, 2024/25 and 2025/26.

Secondary Schools Funding

- 3.7 This is payable where a school has *agreed with the authority to take an increased September in-take to meet basic need in the area.*
- 3.8 The staffing structure of secondary schools differs significantly to that of primary schools, the link between pupil numbers and the requirement for additional classes/teachers is less clear. It might be possible for schools to accommodate pupils within the existing curriculum model, without the need for an additional teacher.
- 3.9 Funding will only be provided for permanent growth and will be reviewed on a case by case basis. This is to ensure the increase in pupil numbers directly contributes to increased costs of admitting additional pupils eg. curriculum structure, additional pastoral or support staff. The eligibility for funding will be assessed for each year of permanent growth.
- 3.10 Funding up to £105,300 will be available for academies. Applying the same formula as for primaries, this is based on 20 pupils x average basic needs entitlement including ACA.
- 3.11 Eligible maintained secondaries will receive funding up to £61,400 to cover the period from September to March.

Increase in Pupil Admission Number (PAN)

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

KS1 Classes (infant class size)

- 3.14 This is payable to a school with infant classes which is required to set up an additional class as required by infant class size regulations, and the school cannot accommodate all its additional reception and Key Stage 1 pupils in classes of 30 or less i.e. the total number of pupils in the 3 year groups exceeds a multiple of 30. (see Appendix A for examples).
- 3.15 In order to qualify for the additional funding, the school must have set up an additional class and employed an additional teacher, and must not have exceeded its admission number unless requested to by the LA.

- 3.16 Funding will be £70,250 for each new class, pro rata for maintained schools for the remainder of the financial year. The funding provided should be sufficient to cover the cost of a TMS6 teacher with on-costs, a TA plus other costs.
- 3.17 Before setting up an additional class and employing an additional teacher, schools should be aware that this additional in-year payment is temporary one-off funding for the remainder of the financial year in order to meet the pupil's basic need until full per pupil funding is received the following April (September for an academy). Schools will be required to meet the costs of the additional class from their formula pupil funding and lump sum from the following year. Schools accessing the infant class size funding where pupil numbers are just 2 or 3 above the limit, should carefully consider the longer term financial implications of employing an additional teacher.

New School

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

Extending Age Range

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

4. Funding

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

Examples of Infant Class Size Additional In-Year Funding

Example 1

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

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

Example 2

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

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

Example 3

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

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

Example 4

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

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

West Berkshire Council

Primary Schools in Financial Difficulty Fund (Maintained Only)

2023/24 Criteria

1. Background

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

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

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

2.2 Additional Criteria

- Schools not currently in deficit but required to restructure to avoid going into deficit, may make a bid for reimbursement towards their one-off redundancy costs.
- Schools not currently in deficit that incur unforeseen exceptional one off expenditure which would result in school ending the year with an unplanned deficit may make a bid towards these one off costs.
- Schools in their fifth and final year of deficit recovery, that expect to end that year with a deficit of less than £5k despite the school's best effort to clear the deficit and are able to submit a surplus budget for the following financial year may apply for the deficit balance to be cleared,

3. Applications

In order to access this funding, a school will need to complete and submit an application (Annex A) to WBC Schools Accountancy who will arrange for the application to be assessed by the Heads Funding Group (HFG). The school will be invited to present their case to HFG and answer questions. The HFG will also be provided with benchmarking information produced by Schools' Accountancy (which will be shared with the school prior to the meeting).

If the Heads Funding Group decides to recommend the application, the bid will progress to the next Schools Forum meeting for a final decision. If HFG do not support the application, the bid will not progress to the Schools Forum for consideration and there is no right of appeal.

If the Schools' Forum supports the bid, payment will be made shortly after.

If the Schools' Forum ask for additional information, the bid should go back to the HFG.

**West Berkshire Council
Primary Schools in Financial Difficulty Fund (Maintained Only)
2023/24 Criteria**

ANNEX A: Application to the Primary Schools in Financial Difficulty (PSIFD) Fund 2023/24

Section A

School Name	
Funding sought	£
Is the school currently in deficit? (Delete as applicable) No – go to section B below	Yes / No
First year of deficit (whether licensed or not)	
Was the first year of deficit licensed? (Delete as applicable)	Yes / No
Year expect to come out of deficit	

Section B

In accordance with the criteria set by the Schools' Forum, the School is applying for financial support from the PSIFD Fund for the reasons below:

Tick box(es) as appropriate.

<p>Short term downturn in pupil numbers: expenditure to maintain current staffing structure where evidence can be provided that the numbers are likely to recover within a two to three year period and where downsizing of staff and resultant redundancy costs in order to balance the budget on a short term basis would not be an efficient use of resources.</p>	
<p>Sudden permanent downturn in pupil numbers in a school causing concern (i.e. Ofsted category of notice to improve or worse): expenditure to maintain current staffing levels on a temporary basis where to reduce the staffing levels immediately in order to balance the budget would be detrimental to the recovery of standards in the short term.</p>	
<p>Unforeseen sudden permanent downturn in pupil numbers: expenditure to cover staffing costs during a short term interim period whilst restructuring takes place and in order where possible to avoid redundancies (such as through natural wastage).</p>	
<p>Redundancy payments: where the staffing reductions are required in order to balance the budget, but these costs would put the school further into a deficit position and take the school longer to recover the deficit.</p>	
<p>Any other one off costs: incurred on recovery of the deficit, such as specialist consultancy advice/support. (where West Berkshire Council's Schools Accountancy Service are engaged for such support, the cost can be charged direct to the PSIFD fund without making a separate bid).</p>	
<p>Bid for reimbursement of one-off redundancy costs: incurred by schools not currently in deficit but required to restructure to avoid going into deficit.</p>	
<p>Bid for reimbursement of unforeseen exceptional one-off expenditure: which would result in schools not currently in deficit ending the year with an unplanned deficit.</p>	
<p>Bid for extraordinary payment of up to £5k: to be made if at the end of the maximum deficit recovery period (5 years) a school has a deficit balance of £5k or less and the school is able to submit a surplus budget for the following financial year.</p>	

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

**West Berkshire Council
Primary Schools in Financial Difficulty Fund (Maintained Only)
2023/24 Criteria**

**Section C
Background to the School's Deficit Budget**

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

Please include financial year

b. What actions have been taken to date to minimise/recover the deficit/recoup the loss of reserves?

Please include date, action and outcome

c. What plans are in place/being considered to address the deficit/recoup the loss of reserves?

State which year each plan is expected to be implemented

**Section D
Funding being Sought**

a. Provide explanation on why additional funding is being sought (*in relation to the box(es) ticked in section B of this form and backed up by the information provided in sections C above and F below*).

b. Provide the amount of funding being sought with breakdown of how this has been calculated *e.g. cost of the redundancy or the posts to be maintained and in which financial years or details of expenditure and/or income at CFR level impacted by Covid-19 please include both the CFR codes were the school gained and lost.*

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

(e.g. steps the school will have to take to recover deficit and non financial impact on school)

**West Berkshire Council
Primary Schools in Financial Difficulty Fund (Maintained Only)
2023/24 Criteria**

**Section E
Previous SIFD Bids
(successful and unsuccessful)**

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

**Section F
Financial Information**

- i) attach your current 5 year budget plan to the application, which will **EXCLUDE** the additional funding being sought,
- ii) describe the assumptions, risks identified and whether or not key budget monitoring milestones have been achieved. Particular attention should be paid to Pupil number projections and staffing.

Table 1	Actual	Budget submitted				
	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Total Pupil No's for funding						
Teaching Staff FTE						
Support Staff FTE						
In Year Budget Balance £'000 (show deficit as minus)						
Cumulative Budget Balance £'000 (show deficit as minus)						
Funding Sought (£'000)						
Cumulative Budget Balance if funding sought is received £'000						

Assumptions made and risks identified for the following:

Pupil Numbers

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

Teaching staff
Support staff
Other

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

Income
Funding

**West Berkshire Council
Primary Schools in Financial Difficulty Fund (Maintained Only)
2023/24 Criteria**

Section G

WBC's Schools' Accountancy Service

Please answer the following questions

What budget advice was sought from WBC's Schools' Accountancy during the budget build?

Please give name of contact, dates and details below.

Was the draft budget submitted to WBC Schools Accountancy for checking prior to approval by governors?

Date submitted and date feedback received from WBC

Confirm what elements of feedback the school acted upon and when

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

If any issues were identified by WBC Schools Accountancy post submission of school's final budget but before upload to Agresso please detail them here, please indicate which the school has acted upon and when and those the school has not acted upon and why.

Confirm budget has been uploaded to Agresso and FMS and no issues remain outstanding with WBC Schools Accountancy.

**West Berkshire Council
Primary Schools in Financial Difficulty Fund (Maintained Only)
2023/24 Criteria**

Section H

Other than WBC Schools' Accountancy service was the school's current 3/5 year budget plan/deficit recovery plan discussed with anyone else at WBC.

Please give dates and details below.

Discussion about any element of budget by school staff with any area of WBC other than Schools' Accountancy, to include discussions with School Improvement Advisors (e.g. HR re staff restructure, SIA re staff restructure and impact on curriculum of savings to be made)

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

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

	Signed	Dated
Headteacher		
Chair of Governors		

On completion, please e-mail this form and latest budget plan to:
sarah.reynard@westberks.gov.uk

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Appendix D

West Berkshire Council Schools

Additional High Needs Fund Criteria 2023/24

1. Background

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

2. Methodology and Process

- 2.1 There will be an additional payment to schools where the actual number of pre 16 high needs pupils (i.e. pupils in mainstream receiving top ups) is significantly (1%) above the average of all schools in West Berkshire.
- 2.2 Where the actual number of pre 16 high needs pupils per school is 1% above the West Berkshire average (the average will be calculated using the number of high needs pupils in January 2023 and shown in the pink column on the attachment), each additional high needs pupil will attract £6,000 in addition to the top up. The number of additional pupils will be calculated on a proportionate basis rather than rounding up or down to whole pupil numbers to avoid a funding cliff-edge.
- 2.3 The funding will be paid pro rata each term based on the actual number of pre 16 pupils receiving top ups at that time for the number of days in that term i.e. calculated and paid in April, October and January.
- 2.4 The attached table shows for each school how many high needs pupils equals the average + 1% (the pink column) before qualifying for additional funding in 2023/24. Schools will receive £6,000 per 1.0 high needs pupils they have on roll *above this average number*. Note that funding may be a proportion of £6,000 if the calculation is less than 1.0.
- 2.5 The amount of funding to be set aside for this purpose in the high needs budget will be £40,000.

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

Appendix E

Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

What is the proposed decision that you are asking the Schools' Forum to make:	Approve the school funding formula consultation to go out to all schools.
Name of Service/Directorate:	Finance and Property/Resources
Name of assessor:	Melanie Ellis
Date of assessment:	14.9.22

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

(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?	
Aims:	To consult on the school funding formula 2023/24
Objectives:	To comply with Government guidance
Outcomes:	To use the responses to inform the decision
Benefits:	To comply with Government guidance

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

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

(3) Result	
Are there any aspects of the proposed decision, including how it is delivered or accessed, that could contribute to inequality?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Please provide an explanation for your answer: following government guidance on setting a school formula	
Will the proposed decision have an adverse impact upon the lives of people, including employees and service users?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Please provide an explanation for your answer: the decision will impact school funding but only within certain parameters. The size of the funding will not change, only the distribution method. The consultation aims to consider the impact on all schools.	

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

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

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

Name: Melanie Ellis

Date: 14.9.22

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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De-delegation, Education Functions and Health and Safety Service Proposals 2023/24

Report being considered by:	Schools Forum		
On:	17 th October 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 Maintained primary, secondary, special, nursery and PRU heads (as applicable) to agree the De-delegations and Education Functions as set out in Table 7.
- 2.2 Maintained primary, secondary, special, nursery and PRU heads (as applicable) to agree the Health and Safety Service as set out in Table 8.

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

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

4. De-delegated Services

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

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

- 4.3 The schools funding regulations for 2023/24 have now been published and these confirm that similar arrangements for de-delegation of the cost of these services will apply for 2023/24. Funding arrangements are expected to change in 2024/25, but details of the changes have not yet been announced.
- 4.4 Primary and secondary school representatives are required to recommend to Schools Forum on whether each service is to be de-delegated or not. The services below were de-delegated in 2022/23 and are proposed to be de-delegated in 2023/24:

Primary and Secondary only:

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

5. Therapeutic Thinking Service (previously Behaviour Intervention)

- 5.1 The Therapeutic Thinking Service proposal for 2023/24 is set out in Appendix B.
- 5.2 Table 1 shows the budget and unit charge for 2023/24 compared to 2022/23. The total cost will be divided by the total numbers of pupils in the October 2022 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 this is estimated to be £17.06 per pupil but the final rate will be determined according to the October 2022 census.

TABLE 1	2022/23			2023/24		
	Number of pupils	Unit Charge per pupil	Budget	Number of pupils	Unit Charge per pupil	Budget
Maintained Primary Schools	11,418	£15.17	£173,230	11,418	£17.06	£194,772
Maintained Secondary Schools	3,337	£15.17	£50,628	3,337	£17.06	£56,923
Total			£223,858			£251,695

6. Ethnic Minority and Traveller Achievement Service

- 6.1 The detail of the Ethnic Minority and Traveller Achievement Service (EMTAS) is set out in Appendix C.
- 6.2 Table 2 shows the budget and the unit charge for the service for 2023/24 compared to 2022/23. 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 2022 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 this is

estimated to be £305.95 per pupil but the final rate will be determined according to the number of EAL pupils in the October 2022 census.

- 6.3 The value of the carry forward balance is lower than previous years, resulting in a higher charge per pupil.

TABLE 2	2022/23			2023/24		
	Number of pupils	Unit Charge per pupil with EAL	Budget	Number of pupils	Unit Charge per pupil with EAL	Budget
Maintained Primary Schools	712	£233.70	£166,270	712	£305.95	£217,676
Maintained Secondary Schools	11	£233.70	£2,594	11	£305.95	£3,396
			£168,864			£221,072

7. Trade Union Representation

- 7.1 The detail of the service provided by Trade Union representatives to schools is set out in Appendix D.
- 7.2 Table 3 shows the budget and unit charge for the service for 2023/24 compared to 2022/23. The proposal for 2023/24 is based on the cost of 1FTE supply teacher on UPS3. The total net cost in respect of primary and secondary schools will be divided by the total number of pupils in the October 2022 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 £4.41 per pupil.

TABLE 3	2022/23			2023/24		
	Number of pupils	Unit Charge per pupil	Budget	Number of pupils	Unit Charge per pupil	Budget
Maintained Primary Schools	11,418	£3.95	£45,158	11,418	£4.41	£50,396
Maintained Secondary Schools	3,337	£3.95	£13,198	3,337	£4.41	£14,729
			£58,356			£65,125

8. Schools in Financial Difficulty

- 8.1 The Schools in Financial Difficulty fund is largely used for one off exceptional costs such as those in relation to staffing restructures. The fund was topped up by £30k to £200k as part of the 2022/23 budget process. Bids amounting to £72k were approved at Schools Forum in March 2022, unfortunately this was too late to affect the 2022/23 de-delegations value.
- 8.2 The fund is currently at £105k. The request for 2023/24 includes an additional requirement to top the fund to the original £200k.

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

- 9.1 The detail of the service provided by this subscription is set out in Appendix E.

- 9.2 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 2023/24 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 2023/24 compared to 2022/23. 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	2022/23				2023/24			
	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	11,418	£0.17		£1,941	11,418	£0.17		£1,941
Maintained Secondary Schools	3,337	£0.17	£235	£1,272	3,337	£0.17	£235	£1,272
				£3,213				£3,213

- 9.3 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.

10. School Improvement Team

- 10.1 The detail of the service provided by the School Improvement Team is set out in Appendix F.
- 10.2 Since 2017, the School Improvement Team has been funded by a grant. A consultation in 2021 by the DFE set out new funding for the service. From 2023/24 onwards the service is to be fully funded via dedelegation.
- 10.3 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 £14.45 per pupil.

TABLE 6	2022/23			2023/24		
	Number of pupils	Unit Charge per pupil	Budget	Number of pupils	Unit Charge per pupil	Budget
Maintained Primary Schools	11,418	£10.48	£119,612	11,418	£14.45	£164,957
Maintained Secondary Schools	3,337	£10.48	£34,957	3,337	£14.45	£48,210
			£154,569			£213,167

11. Education Functions for Maintained Schools

- 11.1 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.

11.2 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.

11.3 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 2023/24:

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

11.4 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.

11.5 Table 7 shows the budget and estimated unit charges for these services in 2023/24 compared to 2022/23. The total cost will be divided by the total numbers of pupils in the October 2022 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 £9.42 per pupil.

TABLE 7	2022/23		2023/24				
	Charge per Pupil	Budget	Unit Charge per pupil	Total Budget	Primary Budget	Secondary Budget	Budget for Nursery, Special Schools and PRUs
Accountancy	£3.40	£51,756	£3.58	£54,411	£40,824	£11,931	£1,655
Audit	£3.29	£50,075	£3.50	£53,198	£39,914	£11,665	£1,618
Pension Scheme Administration	£2.37	£36,025	£2.35	£35,728	£26,807	£7,834	£1,087
Total Education Functions	£9.06	£137,856	£9.42	£143,337	£107,545	£31,431	£4,361

12. Health and Safety Service to Schools

12.1 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.

12.2 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.

- 12.3 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.
- 12.4 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.
- 12.5 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.
- 12.6 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.
- 12.7 Table 8 below shows the 2023/24 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
23/24	£832.00	£1,352.00	£1,664.00	£2,080.00	£2,704.00	£6 Per Pupil	£6 Per Pupil

13. Consultation and Engagement

- 13.1 The proposals set out in this report will be included in the consultation with all schools on the proposed school funding arrangements for 2023/24.

14. Appendices

Appendix A – De-delegations per school for 2023/24

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

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2023/24

Therapeutic Thinking Support Team

Outline of Proposed Service 2023/24

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 as a result of analysis tools such as anxiety mapping, conscious and subconscious checklists, therapeutic tree
-
1. The Team –
 - Beth Cartwright (TTST Manager & Senior EP)
 - Robyn Stevens (Assistant EP)
 - Sue Butcher (Primary TTST Adviser)
 - Kayleigh Chocian (SEMH Practitioner)
 - Jessica Durham (SEMH Practitioner)
 - Madeleine Williams (SEMH Practitioner)
 - Vacant post* (SEMH Practitioner: Secondary schools)
 - 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, Beth or Roslyn are 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 SEMH Practitioner may offer an intervention to develop the unmet need, e.g. Social skills through Lego Therapy,
4. Support in developing Small garden provision as well as support to transition pupils back into the classroom, when appropriate
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 so that school staff can deliver SEMH interventions to pupils
14. Team Teach (level 1) training available at a Local Authority level
15. De-escalation training for whole schools
16. Access to circle of adults meetings facilitated by an Assistant Educational Psychologist or a 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 1.5 – 2 hours and provides a structured approach to problem-solving and identifying agreed strategies.

Feedback from 2021/2022 delivery

- 100% of respondents found TTST involvement extremely or very helpful

'Clear advice, timely responses, knowledgeable and supportive staff'

- Schools in particular valued:
 - Receiving general advice and strategies
 - SEMH Practitioners running interventions for pupils
 - Completion of Therapeutic Thinking tools and plans
- 60% of respondents thought the pupils' wellbeing had extremely improved or improved a lot following TTST involvement
- 100% of respondents felt that children's antisocial behaviours had reduced following TTST involvement:

'Following instructions rather than ignoring or defying'

'Improved self regulation in school'

- Where we ran an intervention for a pupil, 100% of respondents felt it was beneficial to the pupil:

'It was a positive interaction with an adult that he really looked forward to each week. It made him feel good about himself.'

Additional testimonials:

'Thanks for all involved at TTST – always a pleasure to work with the supportive and knowledgeable team.'

'Highly valued'

Proposed Cost of Delivery in 2023/24

The following table summarises the proposed cost of the service for 2023/24. It is based on employing the team members outlined above.

	2021/22 £	2022/23 £	2023/24 Proposed £	% increase
Staffing Costs	197,472	207,897	221,944	
Other Costs	6,870	6,870	6,870	
Support Service Recharges	20,434	21,477	22,881	
Total Cost	224,776	236,243	251,695	6.14%
Less Surplus Brought Forward	0	-12,385	0	
Amount to be De-Delegated	224,776	223,858	251,695	11%

The overall cost of delivering the service has increased by 11% taking into account the expected April 2023 pay award and salary increments.

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 2023/24

The total net cost of the service will be divided by the total number of pupils recorded in the October 2022 census to arrive at a per pupil amount for charging purposes. Using October 2021 census data, this would equate to £17.06 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).
3. Local authority to consider an alternative (cheaper) service to offer.

West Berkshire Council Maintained Schools

Proposal to De-Delegate Formula Funding 2023/24

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

In September 2020 EMTAS was restructured and moved to be part of the Education Welfare and Safeguarding Service.

Currently, EMTAS is led by a Team Leader (0.6FTE), supported by a Learning Adviser/Pupil Support Officer EAL (1.0 FTE). There are 3 part time Pupil Support Officers (Teaching Assistant level posts) who are employed for a total of 2.0 FTE (this includes 0.4fte, funded by the Afghan fund to support the Afghan children). 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 to 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, 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.
- Supporting the Team Leader in delivering 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/ Free School Meals/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 22 Primary Schools and 2 Secondary Schools from the beginning of the September 2021 to August 2022 academic year; a total of 156 pupils. This is an additional 2 schools compared to the previous academic year.

Beenham	Robert Sandilands
Birch Copse	Shaw-cum-Donnington
Calcot	Speenhamland
Chaddleworth	Spurcroft
Compton	St Finian's
Curridge	St John's
Downsway	St Joseph's
Inkpen	St Paul's
Kennet Valley	Theale Primary
Mrs Bland's	The Willows
Pangbourne	The Winchcombe
Denefield	Little Heath

During the summer term of 2022, 55 referrals were made from 7 Primary schools for EAL assessments for pupils moving from FS2 to Year 1. These were allocated 800 TA hours or bilingual support from September 2022.

Pupil Support Officer (Romanian)

Bilingual support has been provided in the following schools in 2021/22:

Kennet Valley	St Joseph's
Spurcroft	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 2021/22:

Kennet Valley	The Winchcombe
The Willows	

A total of 4 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.

Calcot	The Willows
St John the Evangelist	The Winchcombe
St Joseph's	
St Paul's	Little Heath

A total of 10 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.

GCSEs

Exam support was given to students in Little Heath and Denefield; 2 students received A-Level support and 3 students received GCSE support.

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:

2021/22
1030 hours (EAL)
45 hours (GRT)
Total: £11,212.25

Schools in receipt of GReaT 1 to 1 project funding during 2021/22 to provide targeted intervention for Gypsy, Roma and Traveller pupils (hours included in the figures above):

Aldermaston: 3 pupils, 45 hours funding in total
--

Training provided (both general and school specific)

Academic Year 2021/22
EMTAS delivered their corporate training – ‘How to meet the needs of New Arrivals’; this year they included refugee children and had guest speaker Martin Parsons.
EAL training for TAs in 2 primary schools – St John the Evangelist and The Willows.

Number of families supported by Pupil Support Officer (GRT)

West Berkshire has 119 children who are ascribed as Gypsy, Roma or Traveller.
33 West Berkshire schools have Gypsy, Roma and Traveller pupils on roll.

Approximately 29 GRT children have been supported in 10 schools 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

EMTAS Pupil Support Officer for GRT pupils has supported children and families from GRT backgrounds during 2021/22. This included face to face sessions and a range of home/school visits.

The following schools have received support from EMTAS for Gypsy, Roma and Traveller pupils.

Aldermaston	Mrs Bland's
Brimpton	The Willink
Garland Junior	Theale Green
John O'Gaunt	Trinity
Mortimer St Mary's	Woolhampton

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. Theale Green School bought in EMTAS for 4 students.

Michaelmas Fair 'School' 2021

The EMTAS Team Lead and PSO for GRT children prepared 30 learning packs, after visiting Michaelmas Fair to see if there were children and the Team Leader returned to distribute them. The packs were appreciated and the owner of the fair said no other authority does this for their children.

Afghan refugees

Initially EMTAS supported the newly arrived Afghan refugee children daily by delivering educational activities in the Calcot hotel. Following the children's admission to schools, an EMTAS Pupil Support Officer (0.4 fte) has been employed to work with these children, funded by the Afghan budget. 62 Afghan pupils have been referred and assessed; schools for 52 of the assessed pupils received TA funding:

Ukrainian families

Since the Ukrainian families arrived earlier in the year, there have been 21 referrals to EMTAS across 10 schools. All children have been assessed and schools have received funding directly from the Ukrainian budget.

The following schools have received support from EMTAS for Ukrainian children.

Calcot	Pangbourne
Compton	Shaw Cum Donnington
Downsway	Spurcroft
Englefield	Speenhamland
Mrs Blands	Stockcross

Number of outreach sessions on Traveller Site

Following the lifting of COVID restrictions, the outreach sessions for pre-school GRT children have been able to resume, the first dates being 18 May and 29 June 2022. The Bus of Hope operates from Paices Hill Traveller site and provides Parent and Toddler activities for families and support with school applications for children who stay on a short term basis on the site. Usually, children attend sessions at different times over the course of the year because their families are travelling and staying temporarily on the transit part of the site.

Proposed Cost of Delivery in 2023/24

The following table summarises the proposed cost of the service for 2023/24 in comparison with 2022/23 and 2021/22.

	2021/22 £	2022/23 £	2023/24 Proposed £	% decrease
Staffing Costs	171,455	177,120	191,038	
Other Costs	26,020	26,020	26,020	
Support Service Recharges	19,748	20,314	21,706	
Total Cost	217,223	223,454	238,764	6.41%
Less Surplus Brought Forward	-31,496	-54,590	-17,692	
Amount to be De-Delegated	185,727	168,864	221,072	23.6%

The cost of delivering the service has increased by 23.6% taking into account the expected April 2023 pay award, salary increments and a lower carried forward balance.

Method of charging in 2023/24

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 2022 census to arrive at a per pupil amount for charging purposes. Based on October 2021 census data, this equates to £305.95 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 2023-24****Trade Union Representation Service****Outline of Proposed Service 2023/24**

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 2023/24

The following table summarises the proposed cost of the service for 2023/24, compared to 2022/23. It is based on engaging a representative from each of the unions:

Union	2022/23 £	Proposed UPS3 2023/24 £
NASUWT	£17,365	£18,922
NEU (previously NUT)	£32,188	£35,075
NAHT	£3,843	£4,188
ASCL	£2,640	£2,877
Total Direct Costs	£56,036	£61,062
Support Service Recharges	£5,604	£6,106
Total Cost	£61,640	£67,168
Income from Nursery and Special Schools and PRUs	£2,187	£2,043
Cost to Primary and Secondary Schools	£59,453	£65,125

The proposed budget for 2023/24 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 2023/24

The total cost of the service will be divided by the total number of pupils recorded in the October 2022 census to arrive at a per pupil amount for charging purposes. Using October 2021 census data, this would equate to £4.41 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 2023-24 CLEAPSS Service

Outline of Proposed Service 2023/24

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 2023/24

CLEAPSS set the pricing each year in January/February for the financial year April to March ahead. In 2022/23 the charge to schools was 17 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 2023/24 is to maintain the rate per pupil of 17 pence per pupil. 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.

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

Independent, Academies, Foundation and VA schools may purchase the CLEAPSS subscription directly through CLEAPSS.

The cost per pupil/school is shown in the table below in comparison with the cost of buying this service directly from CLEAPSS, the RPA/RPO service is not available 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	30p	N/A	N/A
Primary	17p	30p	N/A	N/A
Secondary	17p	30p	£50	£185
Special	17p	30p	N/A	N/A
PRU	17p	30p	N/A	N/A
Primary Academy	17p	30p	N/A	N/A
Secondary Academy	17p	30p	£50	£185
Incorporated colleges	17p	30p	£50	£185

West Berkshire Council Maintained Schools
Proposal to De-Delegate Formula Funding 2023-24
School Improvement Team

Outline of Proposed Service 2023/24

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. Supporting schools when they are making **formal complaints to Ofsted**. Meeting with the HT/Governors and compiling and producing reports to support the complaints procedure.
4. **Ofsted Meetings** – attending regular meetings with HMI and the regional director to support our schools during Inspection and ensure that issues and concerns are raised promptly and that action is taken. E.g certain inspectors were not operating within the guidelines for their Code of Conduct. These inspectors were not scheduled again within the authority.
5. **Weekly 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.
6. **Primary Heads Forum** – Focused presentations that share information to upskill and support Head teachers 5x across the year.
7. **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.
8. **Heads Together** – 6 sessions per annum to support Head Teachers through the year.
9. **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
- (vii) School Led Tutoring “End of Year Statement” deadline, to ensure that school’s do not get their financial allocation taken back by the DFE.

10. Re categorisation –

- a. **Outcome 3 for Section 8 Inspections** – up to 3 days further support for maintained schools that are a cause for concern.
- b. **Support of Outcome 4 schools** – at least 3+ days of intensive support.
- c. **Schools that have to operate a MOU** to ensure that they have a HT are supported by an experienced School Improvement Adviser.

11. **Email queries** from all school staff and leaders about all areas of school improvement.

12. **Support for schools receiving Ofsted complaints** – supporting Chairs of Governors through the complaints procedure, meeting with HTs and offering bespoke support as needed.

13. **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.
- Work on reviewing 2021/2022 template and supporting the writing and choosing strategies that best support children’s outcomes.

14. **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.
- A subsidised leadership day and a “Train the Trainer” model of EDI training.

15. **New to Headship** – 3 days of free support from an experienced School Improvement Adviser and a mentor provided by the LA.

16. **The Key documents** - due to a new relationship with The Key in 2021/2022, documents are sent out, saving schools the cost.
17. **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.
18. **Phonics Scheme** – has been offered free to schools until we hear back about the validation. Free training, resources and handbook and then when validated a reduced price to all West Berkshire Schools.
19. **Free SEND Governor network** – to support this vital area within the responsibilities of the Governing Body.

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 For the 2023/24 year the service will be wholly funded by de-delegation

3.4 The following table summarises the proposed cost of the service for 2023/24.

	2022/23 £	2023/24 Proposed £
Staffing Costs	289,356	300,110
Other Costs	11,860	11,860
Support Service Recharges	30,122	31,197
Total Cost	331,338	343,167
Forecast grant funding	-135,769	0
De-delegation underspend from 2017/18	-41,000	0
Less Surplus Carried Forward		-130,000
Amount to be De-Delegated	154,569	213,167

The overall cost of delivering the service has increased compared to 2022/23 as the total cost will be funded by de-delegation. We have shown a £130k carry forward value which is an estimate of the 2022/23 underspend on de-delegation, which can be used to reduce the cost to schools in 2023/24.

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 2023/24

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 £14.45 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 2023-24

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: £54,411

0.42 FTE Accountants; 0.34 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: £35,728

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: £53,198

0.65 FTE Senior Auditor; 0.09 FTE Audit Manager

Proposed Cost of Delivery in 2023/24

The following table summarises the proposed cost of the service for 2023/24, compared to 2022/23.

	2022/23 £	2023/24 Proposed £
Accountancy	51,756	54,411
Audit	50,075	53,198
Pension Scheme Admin	36,025	35,728
Total Cost	137,856	143,337
Less income from Special and Nursery Schools and PRUs	4,194	4,361
Amount to be De-Delegated	133,662	£138,976

Method of charging in 2023/24

The total net cost of the service will be divided by the total number of pupils recorded in the October 2022 census to arrive at a per pupil amount for charging purposes. Using October 2021 census data, this would equate to £9.42 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

Proposal to De-Delegate Formula Funding 2023-24

Statutory and Regulatory Duties – Health and Safety

15. Introduction

- 15.1 The Council has an established, professional and well regarded Health and Safety Team that already supports West Berkshire schools.
- 15.2 Over the course of 2020/22 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.

16. Background and Legislative Context

- 16.1 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.
- 16.2 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.
- 16.3 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.
- 16.4 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.
- 16.5 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.
- 16.6 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.

16.7 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.

17. The Councils Health & Safety Support Service to Schools

17.1 The Council offers a health and safety support services to West Berkshire schools in line with the service level agreement offered to all schools included in the dedelegation system.

17.2 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.

17.3 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.

17.4 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.

18. Update on position since last year

18.1 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.

19. Proposals

19.1 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.

19.2 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.

19.3 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.

- 19.4 Table 1 below shows the 23/24 cost if all Local Authority maintained schools, Voluntary Controlled, Voluntary Aided and special schools agree to one equal service. Having frozen the price for the previous 2 years due to rising costs it is unfortunately necessary to increase the cost of the service by 4%

Table 1

Pupil No's	Band A 0-60	Band B 61 - 100	Band C 101-200	Band D 201-300	Band E 301-485	Band F 485+	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
23/24	£832.00	£1,352.00	£1,664.00	£2,080.00	£2,704.00	£6 Per Pupil	£6 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 up to 485 pupil when it will be charged per pupil. Maintained nursery schools would pay Band A due to the part time nature of their pupils.

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

Table 2	2023/24 Proposed £
Staffing Costs	£139,096
Other Costs	£5,000
Support Service Recharges	£14,410
Total Cost	£158,506
De-delegated basic level one income @ £6 per pupil	-£91,285
Remainder cost to be met by all Maintained Primary and Secondary Schools via a top up for enhanced Health & Safety package	£67,221

20. Recommendation

- 20.1 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.

21. Conclusion

- 21.1 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.

- 21.2 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.
- 21.3 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.
- 21.4 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.

West Berkshire Council Maintained Schools

Health and Safety Service 2023/24

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.

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. 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. 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. 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. Support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed, where required.

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.

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%	Schools judged as 'good' on the previous needs assessment will require a new needs assessment completed in up to 4 years. Support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed for all maintained schools and those schools purchasing the service.	80% to 90%	Up to 4 years
Requires Improvement	55% to 79%	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%	Schools judged as 'inadequate' on the previous needs assessment will require a new needs assessment completed in up to 1 year. Support will be provided in intervening months on the areas identified for improvement and topic specific assessments will be completed for all maintained schools and those schools purchasing the service.	59% and below	Up to 1 year

West Berkshire Council Health and Safety**Table 2**

Health and Safety Enhanced Service
<p>Summary</p> <p>The aim of this service is to provide schools with a named, dedicated and professional Health and Safety Adviser to provide 'on-site support and advice' to the school, guiding and prioritising the integration of an effective and efficient safety management system and documentation in support of the School's Health and Safety Policy.</p> <p>The schools dedicated Health and Safety Adviser will begin by arranging and completing a Health and Safety Audit (Needs Assessment) of the school that will help to identify the strengths and areas for improvement in the schools existing arrangements. The Schools dedicated Health and Safety Adviser will then continue to work closely with the school to help plan, develop and implement your health and safety policy and the areas for improvement you need.</p>

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) 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>
3) 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>
4) 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.
5) 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>
6) Health and Safety Risk Assessment:	<p>Provide the school with initial or refresher training to nominated persons regarding completion of <i>local</i> Risk Assessments.</p> <p>Provide on-site review of the schools risk assessments, to support their completion.</p> <p>Provide basic refresher training to nominated groups of key staff. Ensure a practical understanding of the training by jointly completing several specific health and safety risk assessments required by the school.</p> <p>Provide support and guidance in terms of prioritising risk</p>

	assessments to be completed or reviewed etc.
7) 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>
8) Health and Safety Training	<p>The Health and Safety Team run school specific health and safety courses. All health and safety training is included for all maintained schools and those schools purchasing the service.</p> <p>Further details of courses available and costs can be obtained from CYP Training http://info.westberks.gov.uk/index.aspx?articleid=29858.</p> <p>On-site training can also be arranged at no additional cost. Much of the training offer can now be completed by attending virtual training sessions vis zoom/teams meaning costs in terms of staff availability and downtime for training are reduced.</p> <p>Pre-recorded whole school training sessions are available for some subjects free of charge to all maintained schools and those purchasing the service</p>
9) 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>
10) Asbestos Management	<p>Schools can request a regular site visit to complete a condition check of ACM (asbestos containing materials) with their Health and Safety Advisor.</p> <p>Your advisor can also review: The Asbestos Management Plan The Asbestos Register The Asbestos Survey</p> <p>Additionally any asbestos related risk assessment you may have in place will be reviewed to ensure it is correct and relevant.</p> <p>Your advisor can also provide tool box talks to your staff to allay any fears they may have regarding retained ACMs and also to highlight their responsibilities in respect of Health and Safety regarding asbestos.</p>
11) 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>

	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.
12) Playground Equipment	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.

West Berkshire Council Maintained Schools

Legal Duty Holders for Health and Safety

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

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Appendix K

Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Name:

Lisa Potts

Date: 28/09/2022

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

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To the Director of Education/Chief Education Officer,

We are writing on behalf of all employees working in your local authority area who are members of NAHT, ASCL and the National Education Union (NEU).

Acting in accordance with advice issued by the Local Government Association and the National Employers' Organisation for School Teachers, the vast majority of schools made the right decision last year by agreeing through their Schools Forum to 'de-delegate' funding for supply cover costs, including for trade union facilities time.

We believe that the central retention and distribution of this funding is the most effective and efficient arrangement, and we would like to work with you to ensure that this arrangement continues. Discussions are now taking place in your authority on funding arrangements for supply cover costs from April next year and we are asking you to pass the information in this letter to members in your Schools Forum and to encourage them to vote for de-delegation of funding arrangements for supply cover costs.

Successive governments have recognised the importance of good industrial relations and have legislated to provide a statutory basis for facilities time as follows:

- Paid time off for union representatives to accompany a worker to a disciplinary or grievance hearing.
- Paid time off for union representatives to carry out trade union duties.
- Paid time off for union representatives to attend union training.
- Paid time off for union 'learning representatives' to carry out relevant learning activities.
- Paid time for union health and safety representatives during working hours to carry out health and safety functions.

These provisions are contained within the Employment Relations Act 1999 and the Trade Union Labour Relations (Consolidation) Act 1992 and the Safety Representatives and Safety Committees Regulations 1977.

NAHT, ASCL and NEU have members and union representatives in academies as well as maintained schools within your local authority area and, in addition to seeking your support for de-delegation, we are seeking your agreement for the local trade union funding arrangement to be formally extended to academies within your local authority boundary.

As the DfE Advice on Trade Union Facility Time acknowledges, the trade union recognition agreement between the authority and the recognised unions will have transferred to each academy school as the new employer of the transferred staff as part of the conversion process to academy status under TUPE. We believe that, following conversion, academies should also become parties to local authority trade union facilities arrangements.

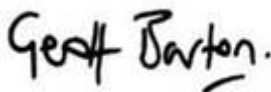
The academies within your authority will have received funding for trade union facilities time in their budgets and they are permitted to use that funding to buy-back into local authority arrangements. Indeed, many academies across England have already agreed to buy in to local authority trade union facilities arrangements.

Pooled funding will help the local authority and all schools to meet their statutory obligations on trade union facilities time. Setting up a central funding arrangement will allow academies to pay into a central pool if they wish to. But most importantly it will help maintain a coherent industrial relations environment where issues and concerns whether individual or collective can be dealt with more effectively. All these points are echoed in the advice issued by the LGA and NEOST.

We urge you therefore to support the de-delegation of funding for trade union facilities time and to continue or establish (if you did not do so previously) a mechanism whereby academies within your authority are able to buy into a central fund for trade union facilities time. If you agree to do so, we will write to academy principals to encourage them to buy in to your arrangement.

We will be writing to you again later in the year to find out the decisions made by your Schools Forum.

Yours sincerely

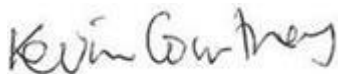


**General Secretary
ASCL**



**General Secretary
NAHT**

**Joint General
Secretary NEU**



**Joint General Secretary
NEU**

Scheme for Financing Schools

Report being considered by: Schools' Forum on 17th October 2022

Report Author: Melanie Ellis

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

1. Purpose of the Report

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

2. Recommendation

- 2.1 That the updated Scheme for Financing Schools goes out to consultation for three weeks from 19 October to 9 November 2022 and that the updated Scheme is adopted after Schools Forum approval in December 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 type="checkbox"/>
---	-------------------------------	------------------------------

3. Introduction/Background

- 3.1 Local authorities are required to publish schemes for financing schools which set out the financial relationship between the local authority and the schools they maintain.
- 3.2 The Department for Education (DfE) issues statutory guidance for local authorities on schemes for financing schools. The DfE guidance lists the provisions which a local authority must, should or may include. Local schemes need not follow the exact format used in the DfE guidance, except for the text of directed revisions. The DfE guidance is updated annually. Issue 14 was published on 31 March and can be found at <https://www.gov.uk/government/publications/schemes-for-financing-schools/schemes-for-financing-local-authority-maintained-schools#annex-c-application-of-schemes-for-financing-schools-to-the-community-facilities-power>
- 3.3 In making any changes to the scheme, a local authority must consult all maintained schools in their area and receive the approval of the members of their schools forum representing maintained schools.
- 3.4 The local authority has reviewed the current scheme to ensure that all sections are still appropriate. Following on from this review two changes are proposed.

4. Supporting Information

- 4.1 The proposed Scheme for Financing Schools (2022) is attached to this document, along with a guide to changes that have been made.

5. Proposals

- 5.1 A three week consultation with maintained schools be undertaken between 19 October and 9 November 2022.

6. Appendices

- 6.1 Appendix A – West Berkshire Council Scheme for Financing Schools 2022 (updated for Issue 14)
- 6.2 Appendix B – Changes from Issue 13 of the Guidance

West Berkshire Council Scheme For Financing Schools

Reference: SFF2022
Version No: 1.0
Issue Date:

Document Control

Document Ref:	SFF2022	Date Created:	03.08.22
Version:	1.0	Date Modified:	
Revision due	Following publication by DfE of Issue 15		
Author:	Melanie Ellis/Sarah Reynard	Sign & Date:	
Head of Service:	Andy Walker	Sign & Date:	
Equality Impact Assessment: (EIA)	Date undertaken:	N/A	
	Issues (if any):	N/A	

Change History

Version	Date	Description	Change ID
1.0	03.08.22	Updated for issue 14	

Related Documents

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

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1. Purpose

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

2. Applicability

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

3. Roles and Responsibilities

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

3.2. The Schools Forum is responsible for:

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

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

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

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

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

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

4. Introduction

4.1. The funding framework: main features

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.2. Delegation of powers to the headteacher

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

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

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

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

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

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

4.3. Maintenance of schools

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

5. Financial Controls

5.1. General Procedures

5.1.1 Application of financial controls to schools

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

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

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

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

5.1.2 Provision of financial information and reports

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

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

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

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

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

5.1.3 Payment of salaries and payment of bills

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

5.1.3.1 Payment of salaries

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

Schools buying back the authority's payroll service

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

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

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

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

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

Schools making alternative payroll arrangements

The school, as payroll provider, would need to ensure separate registration with the HMRC, Teachers' Pension Agency and Local Government Pension Scheme and would need upon request to satisfy the authority that all payments of deductions and contributions were being made in an

appropriate and timely manner and all statutory reporting requirements can be met for HMRC, Teachers Pensions and Berkshire Pensions.

5.1.3.2. Payment of bills

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

5.1.4. Control of assets

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

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

5.1.5. Accounting policies, including year-end procedures

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

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

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

5.1.6. Writing off debts

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

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

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

5.2. Basis of Accounting

The authority prepares its statutory accounts on an accruals basis. Maintained schools are required to ensure that annual spending notified to the authority and Consistent Financial Reporting (CFR) returns are on an accruals basis. However, schools can choose their own basis of accounting for internal accounting and reporting.

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

5.3. Submission of budget plans

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

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

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

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

5.3.1. Submission of financial forecasts

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

This is to provide evidence of

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

5.4. School resource management

Schools must seek to achieve effective management of resources and value for money, to optimise the use of their resources and to invest in teaching and

learning, taking into account the authority's purchasing, tendering and contracting requirements

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

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

5.5. Budget virement

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

5.6. Audit General

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

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

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

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

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

5.7. Separate external audits

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

5.8. Audit of voluntary and private funds

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

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

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

5.9. Register of business interests

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

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

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

5.10. Purchasing, tendering and contracting requirements

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

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

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

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

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

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

5.11. Application of contracts to schools

Schools are free to opt out of authority arranged contracts.

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

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

5.12. Central funds and earmarking

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

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

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

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

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

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

5.13. Spending for the purposes of the school

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

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

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

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

5.14. Capital spending from budget shares

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

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

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

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

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

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

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

5.15. Notice of concern

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

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

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

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

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

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

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

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

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

5.16.Schools Financial Value Standard (SFVS)

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

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

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

5.17.Fraud

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

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

6. Instalments of Budget Share: Banking Arrangements

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

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

6.1. Frequency of instalments

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

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

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

6.2. Proportion of budget share payable at each instalment

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

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

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

6.3. Interest clawback

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

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

6.4. Interest on late budget share payments

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

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

6.5. Budget share for closing schools

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

6.6. Bank and building society accounts

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

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

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

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

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

6.7. Restriction of accounts

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

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

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

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

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

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

6.8. Borrowing by schools

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

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

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

Schools may use any scheme that the Secretary of State has said is available to schools without specific approval.

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

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

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

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

The introduction of IFRS 16 has been postponed in relation to 2022 to 2023.

6.9. Other Provisions

Leasing arrangements

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

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

7.1. Right to carry forward surplus balances

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

If a school requests to set up its own external bank account, an amount will be paid into the school's new account on the 1 April representing any invested balances held by the council on behalf of the school, plus an estimate of any underspend in the financial year immediately prior to the opening of the account. If the school is expected to overspend in the preceding financial year, the amount of the estimated overspend will be deducted from the invested balances transferred to the new account. The estimate of any under or over spend will be agreed between the authority and the school. When the school's final outturn position for the previous financial year is known and agreed between the authority and the school, an

adjustment will, if necessary, be made to the opening balance paid into the account by adding to, or deducting an amount from the next instalment of the school's budget share to be paid into its bank account.

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

7.2. Controls on surplus budgets

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

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

7.3. Interest on surplus balances

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

7.4. Obligation to carry forward deficit balances

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

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

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

7.5. Planning for deficit budgets

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

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

7.6. Charging interest on deficit balances

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

7.7. Writing off deficits

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

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

7.8. Balances of closing and replacement schools

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

7.9. Licensed deficits

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

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

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

- The recommended length over which schools may repay the deficit, i.e. reach at least a zero balance, with appropriate mechanism to ensure that the deficit is not simply extended indefinitely, is three years. The maximum length of repayment is five years.
- The deficit will only be agreed to allow a school in the short term to maintain a level of spend which in the opinion of the Head of Education Services is the minimum required to deliver the National Curriculum.

- The maximum size of the deficit in normal circumstances will not exceed 5% of the school's budget share.
- The maximum proportion of the collective balances held by the authority, which would be used to back the arrangement, shall not exceed 20%.
- Before a deficit budget is approved, the school must produce a detailed deficit recovery plan in the prescribed format for the duration of the planned period of the deficit, which will be reviewed at least annually.
- The school must meet with the authority at least every 6 months to review progress of the deficit recovery plan and attend schools forum if requested.
- The school must submit monthly budget monitoring reports to Schools Accountancy.
- The school must submit a copy of any governor meeting minutes (both draft and signed) where the budget is discussed (a member of the authority may also attend such meetings).
- The school must take part in
 - any review the Local Authority commissions on the school's budget deficit position and recovery plan, including a Schools Resource Management Advisor deployment paid for by the DfE and
 - the introduction and use of any additional analysis and data tools deemed appropriate including Integrated curriculum and financial planning (ICFP).
- The Head of Education Services, jointly with the Executive Director - Resources will be responsible for approving any deficit.

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

7.10.Loan Schemes

There is no loan scheme available.

Credit union approach

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

8. Income

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

8.1. Income from lettings

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

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

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

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

8.2. Income from fees and charges

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

8.3. Income from fund-raising activities

Schools may retain income from fund-raising activities.

8.4. Income from sale of assets

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

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

8.5. Administrative procedures for the collection of income

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

the authorities financial regulations see
<http://info.westberks.gov.uk/index.aspx?articleid=27929> Section 10.16

8.6. Purposes for which income may be used

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

9. The Charging of School Budgets

9.1. General provision

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

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

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

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

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

9.2. Charging of salaries at cost

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

9.3. Circumstances in which charges may be made

- Where premature retirement costs have been incurred without the prior written agreement of the authority to bear such costs (the amount chargeable being only the excess over any amount agreed by the authority).
- Other expenditure incurred to secure resignations where there is good reason to charge this to the school.

- Awards by courts and industrial tribunals against the authority or out of court settlements, arising from action or inaction by the governing body contrary to the authority's advice. Awards may sometimes be against the governing body directly and would fall to be met from the budget share. Where the authority is joined with the governing body in the action and has expenditure as a result of the governing body not taking authority advice, the charging of the budget share with the authority expenditure protects the authority's position. Authorities should ensure in framing any such advice that they have taken proper account of the role of aided school governing bodies.
- Expenditure by the authority in carrying out health and safety work or capital expenditure for which the authority is liable where funds have been delegated to the governing body for such work, but the governing body has failed to carry out the required work.
- Expenditure by the authority incurred in making good defects in building work funded by capital spending from budget shares, where the premises are owned by the authority, or the school has voluntary controlled status.
- Expenditure by the authority incurred in insuring its own interests in a school where funding has been delegated but the school has failed to demonstrate that it has arranged cover at least as good as that which would be arranged by the authority. The authority itself needs to consider whether it has an insurable interest in any particular case.
- Recovery of monies due from a school for services provided to the school, where a dispute over the monies due has been referred to a disputes procedure set out in a service level agreement and the result is that monies are owed by the school to the authority.
- Recovery of penalties imposed on the authority by the Board of Inland Revenue, the Contributions Agency, HM Revenue and Customs (HMRC), Teachers' Pensions, the Environment Agency or other regulatory authorities as a result of school negligence.
- Correction of authority errors in calculating charges to a budget share (e.g. pension deductions). Before applying any such provision the authority should consider whether it is reasonable to do so. If the error dates back several years it may be questionable whether such charging is reasonable.
- Additional transport costs incurred by the authority arising from decisions by the governing body on the length of the school day, and/or failure to notify the authority of non-pupil days resulting in unnecessary transport costs.
- Legal costs which are incurred by the authority because the governing body did not accept the advice of the authority.
- Costs of necessary health and safety training for staff employed by the authority, where funding for training had been delegated but the necessary training not carried out.

- Compensation paid to a lender where a school enters into a contract for borrowing beyond its legal powers, and the contract is of no effect.
- Cost of work done in respect of teacher pension remittance and records for schools using non-authority payroll contractors, the charge to be the minimum needed to meet the cost of the authority's compliance with its statutory obligations.
- Costs incurred by the authority in securing provision specified in an Education and Health Care Plan (EHCP) where the governing body of a school fails to secure such provision despite the delegation of funds in respect of low cost high incidence SEN and/or specific funding for a pupil with high needs.
- Costs incurred by the authority due to submission by the school of incorrect data.
- Recovery of amounts spent from specific grants on ineligible purposes.
- Costs incurred by the authority as a result of the governing body being in breach of the terms of a contract.
- Costs incurred by the authority or another school as a result of a school withdrawing from a cluster arrangement, for example where this has funded staff providing services across the cluster.
- Costs incurred by the authority in administering admission appeals, where the authority is the admissions authority and the funding for admission appeals has been delegated to all schools as part of their formula allocation.

10. Taxation

10.1. Value Added Tax (VAT)

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

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

or

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

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

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

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

10.2. Construction Industry Taxation Scheme (CIS)

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

11. The Provision of Services and Facilities by the Authority

11.1. Provision of services from centrally-retained budgets

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

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

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

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

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

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

11.3. Packaging

The authority may provide any services for which funding have been delegated. But where the authority is offering the service on a buyback basis it must do so in a way that does not unreasonably restrict schools' freedom of choice among the

services available. Where practicable, this will include provision on a service-by-service basis as well as in packages of services.

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

11.4. Service level agreements

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

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

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

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

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

11.5. Teachers' pensions

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

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

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

A governing body of any maintained school which directly administers its payroll shall supply salary, service and pensions data to the authority which the authority

requires to submit its monthly return of salary and service to Teachers' Pensions and to produce its audited contributions certificate.

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

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

12.1. PF/PPP

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

13. Insurance

13.1. Insurance cover

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

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

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

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

14. Miscellaneous

14.1. Right of access to information

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

14.2. Liability of governors

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

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

14.3. Governors' allowances

Schools without delegated budgets

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

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

Schools with delegated budgets

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

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

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

14.4. Responsibility for legal costs

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

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

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

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

14.5. Health and Safety

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

14.6. Right of attendance for Chief Finance Officer

Governing bodies are required to permit the Chief Finance Officer (Section 151 Officer) of the authority, or any officer of the authority nominated by the Chief Finance Officer, to attend meetings of the governing body at which any agenda items are relevant to the exercise of their responsibilities.

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

14.7. Special Education Needs

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

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

14.8. Interest on late payments

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

14.9. Whistle blowing

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

All complaints will be treated confidentially.

14.10. Child protection

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

14.11. Redundancy / Early retirement costs

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

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

15. Responsibility for repairs and maintenance

15.1. Responsibility for repairs and maintenance

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

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

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

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

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

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

16. Community facilities

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

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

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

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

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

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

16.1.Consultation with the authority: financial aspects

Changes made by the Children and Families Act 2014 mean that schools no longer need to consult the authority when establishing community facilities under Section 27 of the Education Act 2002. Nor do they have to have regard to advice given to them by their authority.

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

16.2.Funding agreements: authority powers

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

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

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

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

16.3.Other prohibitions, restrictions and limitations

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

16.4.Supply of financial information

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

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

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

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

16.5.Audit

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

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

16.6.Treatment of income and surpluses

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

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

16.7.Health and safety matters

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

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

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

16.8.Insurance

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

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

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

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

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

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

16.9. Taxation

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

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

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

16.10. Banking

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

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

Annex A: LIST OF SCHOOLS TO WHICH THIS SCHEME APPLIES

PRIMARY SCHOOLS

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

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

SPECIAL SCHOOLS

Brookfields Special School
The Castle School

SECONDARY SCHOOLS

The Downs School
Little Heath School
The Willink School

NURSERY SCHOOLS

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

PRUS

iCollege –

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

Annex B: GLOSSARY

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

Annex C: EARLIER DIRECTED REVISIONS

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

Efficiency and value for money

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

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

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

Schools financial value standard (SFVS)

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

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

Fraud

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

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

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

Register of business interests

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

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

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

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

Borrowing by schools

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

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

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

Loan schemes

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

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

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

Submission of financial forecasts

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

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

Planning for deficit budgets

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

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Changes from Issue 13 of this guidance

Two updates have been made to reflect current national policy positions and changes in legislation:

Section 6.8 Borrowing by schools

- 1) The reference to the Salix Scheme has been removed, as this scheme has now closed.
- 2) Amended from
The introduction of IFRS 16 Leases was postponed in relation to 2020 to 2021. It has been postponed again until April 2022.
to
The introduction of IFRS 16 has been postponed in relation to 2022 to 2023.

The following updates have been made to better reflect current local policy positions and clarify information already contained in the scheme:

Section 5.1.3.1

- 1) Addition to the final paragraph of “and all statutory reporting requirements can be met for HMRC, Teachers Pensions and Berkshire Pensions.”

Section 6.9 Other Provisions Leasing Arrangements

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

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

Section 7.9 Licensed deficits

- 1) Addition of “The school must take part in
 - any review the Local Authority commissions on the school's budget deficit position and recovery plan, including a Schools Resource Management Advisor deployment paid for by the DfE and
 - the introduction and use of any additional analysis and data tools deemed appropriate including Integrated curriculum and financial planning (ICFP).

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Appendix C

Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

What is the proposed decision that you are asking the Schools' Forum to make:	Adopt the revised Scheme for Financing Schools
Name of Service/Directorate:	Finance and Property/Resources
Name of assessor:	Melanie Ellis
Date of assessment:	28.9.22

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

(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?	
Aims:	To update the scheme
Objectives:	To comply with Government guidance
Outcomes:	
Benefits:	To comply with Government guidance

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

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

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

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

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

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

Name: Melanie Ellis

Date: 28.9.22

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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Early Years Deficit Recovery Update

Report being considered by: Schools' Forum on 17th October 2022

Report Author: Avril Allenby and Lisa Potts

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

1. Purpose of the Report

- 1.1 To update the Forum on the deficit recovery for the Early Years Block
- 1.2 Explore the impact of any amendments to the deficit recovery plan on Covid recovery for children and provider stability.

2. Deficit Recovery Plan

- 2.1 In 2019/20 West Berkshire introduced a single base rate in line with government requirements. Using calculations at that time, going forward the base rate of £4.30 with a quality supplement of 0.66p per hour was set.
- 2.2 Based on the budget information available the Early Years Funding Group proposed that the base rate should increase to £4.40 with a quality supplement remaining 0.66p per hour.
- 2.3 The deprivation supplement based upon the current arrangements with the funding being linked to the early year's pupil premium, with an increase in the supplement from 0.47p to £1.47.
- 2.4 At that time there had been no increase to local rates for a period of five years.
- 2.5 All of this was agreed by the Schools Forum.
- 2.6 As per the Early Years paper that went to Schools Forum in 2019, the 2019/20 budget was set with an expenditure budget of £9,861,030 against an income budget of £9,646,508 resulting in an in-year deficit budget of £214k, leading to a cumulative deficit of £462k.
- 2.7 All of this was taking place in the emerging context of Covid-19 and a pattern of changing approaches to funding early year's settings as a consequence.
- 2.8 From 23rd March 2020 all schools and early years' settings were required to only provide places for vulnerable children and those of key workers. It was also announced that local authorities will continue to be paid their early years DSG as normal.
- 2.9 The initial early years DSG allocations for 2020 to 2021, announced in December 2019, will be updated to provisional allocations in July 2020 in the usual way (that is, using the January 2020 early years census and schools census).
- 2.10 From the start of the autumn term 2020, the guidance was that local authorities should continue to fund providers which are open at broadly the levels they would have expected to see in the 2020 autumn term had there been no coronavirus

(COVID-19) outbreak. They should also continue to fund providers which have been advised to close, or left with no option but to close, due to public health reasons. Local authorities should not fund providers which are closed, without public health reason, from the start of the autumn term.

2.11 The intention was to fund on the basis of ‘as if autumn term 2020 were happening normally’. In order to do this, local authorities might, for example, use the numbers of children in places in the previous autumn to inform funding levels this autumn.

2.12 In this context consideration was given to all types of provider and the potential impact on them of the deficit recovery plan. As detailed below the original consultation provided a five year plan. The plan allowed for a lower change in rate in the first two years to protect providers from the impact.

2.13 The option chosen is shown below:

	Year 1 2021/22	Year 2 2022/23	Year 3 2023/24	Year 4 2024/25	Year 5 2025/26
3 & 4 year olds	3p	4p	6p	7p	8p
quality rate	3p	3p	4p	4p	5p
2 year olds	10p	12p	14p	14p	15p
deprivation	25p	35p	45p	50p	60p

2.14 There was also additional work to mitigate for the impact of the deficit recovery and Covid using Covid Recovery Funding to give providers a Sustainability Grant totalling £226,200.

Funded Providers	Number of Providers	Proposed Tiered Payment
> 32 funded children	21	£3,000
< 32 funded children	45	£1,800
Total Group Providers	66	£144,000
Childminders	62	£600
Total Childminders		£37,200
> 32 funded children	9	£3,000
< 32 funded children	10	£1,800
Total Schools & MNS	19	£45,000
Total All Providers	147	£226,200
(1 school not claiming)		

2.15 The uptake of the grant was good and where providers have been identified at a later stage as having missed the application round funding has been given to support sustainability cases.

- 2.16 During these difficult times further work has been taking place to monitor early year’s provision and to provide support, guidance and financial advice. Independent financial advice has been targeted at the most vulnerable settings, support with business planning has been available and there has been an open and clear dialogue with providers.
- 2.17 In October 2021 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.
- 2.18 The funding 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.
- 2.19 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.
- 2.20 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.
- 2.21 These rate changes were carefully considered and a balanced view was taken of deficit recovery against provider stability and recovery for children. The increase in rates from 2022/23 take into consideration the increased hourly funding rate announced in the October 2021 Spending Review and the deficit recovery plan.
- 2.22 The following rate changes came into effect from 1st April 2022:

	previous rate	2021/22 Funding Rate £	2022/23 Rate as per deficit recovery £	2022/23 agreed rate £
3 & 4 year olds	£4.40	£4.37	£4.36	£4.50
quality rate	£0.66	£0.63	£0.63	£0.63
2 year olds	£5.65	£5.55	£5.53	£5.71
deprivation	£2.00	£1.75	£1.65	£1.72

3. Deficit position at the end of March 2022

- 3.1 The table below summarises the current position as at the end of March 2022.
- 3.2 The cumulative deficit has decreased by £56,000 from 2020/21 to 2021/22. Based on the total number of hours in 2021/22 the deficit should have been reduced by around £130k, however there was an adjustment required in the overall funding for the year which has reduced this value to £56k.

	2019/20 31.3.2020 Actual	2020/21 31.3.2021 Actual	2021/22 31.3.2022 Actual
Reserve Balances (surplus)/deficit			
Early Years Block	874	970	914

4. How we are comparing to the plan

4.1 The deficit recovery plan was based on the following projection:

	actual	forecast	forecast	forecast	forecast	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2021/22	2022/23	2023/24	2024/25	2025/26	Total
up to 8p reduction 3 / 4 year olds to £4.32	52,992	73,265	109,897	128,213	146,529	510,896
up to 5p reduction in quality rate to £0.61	29,751	31,312	41,749	41,749	52,186	196,746
up to 15p reduction in 2 year olds to £5.50	12,706	16,074	18,753	18,753	20,093	86,379
up to 60p reduction in deprivation to £1.40	33,957	32,965	42,384	47,094	56,512	212,912
	129,406	153,616	212,783	235,808	275,320	1,006,934

4.2 The plan was to save a lower value in the first few years as providers recovered from the Covid-19 pandemic, with larger savings in the later years.

4.3 The first year we had planned to save £129k, but due to some adjustments to the income, the total deficit reduced by £56k.

4.4 It is clear that the original plan is not realising the deficit needed to get the budget back in line. With this in mind there needs to be a rigorous reconsideration of the options.

4.5 This will include consideration of the next two years of funding from government, the local rate values for deprivation, two years olds and the quality supplement.

4.6 There is some evidence that due to local commitment to quality that the number of settings accessing the quality rate has increased overtime impacting heavily on the budget. There was a review of the eligibility criteria in the last financial year with some strengthening of the qualification levels and equivalence of qualifications against qualified teacher status (QTS). This piece of work did see a small reduction in those accessing the additional rate funding.

4.7 A review of both the deprivation supplement and the two year old rate were considered however due to the impact of the pandemic on these areas no change was proposed.

5. Conclusion

5.1 Monitoring of the current budget deficit plan will continue during the current financial year looking carefully at the impact the increased funding from government is having on both provider stability and the budget position.

5.2 Working with the Early Years Funding Group as the emerging position becomes clear develop an alternative plan if needed.

5.3 We will review the planned rates for 23/24 and 24/25 in the light of the additional funding from the Spending Review settlement giving careful consideration of how best to use this funding to stabilise the budget position. .

- 5.4 These are difficult and challenging times so there needs to be a sense of balance to all planned rate changes for the deficit recovery. Children's recovery from the impact of Covid, provider sustainability and the cost of living crisis will all have to be considered in any forward planning.

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Deficit Schools

Report being considered by: Schools' Forum on 17th October 2022

Report Author: Melanie Ellis

Item for: Information **By:** All members

1. Purpose of the Report

- 1.1 This report provides details of the five schools which were requested to submit license deficit applications for 2022/23. A sixth school ended 2021/22 with an unplanned deficit, but as reported in the June 2022 Deficit School report it was decided the school would be reviewed during the financial year but not required at this time to apply for a licence deficit.

2. Recommendation

- 2.1 That the report be noted.

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

- 3.1 Schools are permitted to set a deficit budget if they meet certain conditions. This is termed a licensed deficit. The conditions of a licensed deficit are set out in the Scheme for Financing Schools (the legal contract the Council has with schools) and include the following statement, "The recommended length over which schools may repay the deficit, i.e. reach at least a zero balance, with appropriate mechanism to ensure that the deficit is not simply extended indefinitely, is three years. The maximum length of repayment is five years."
- 3.2 If the conditions are not met by the school, the Council has the power to issue a Notice of Concern, which ultimately could mean removal of a school's delegation.
- 3.3 The Council has adopted a strategy aimed to minimise the number and size of deficits. It is in two parts:
- (1) Procedures to support schools to reduce/eliminate or avoid a deficit
 - (2) Intervention for schools not meeting their deficit recovery plan.
- 3.4 Approval of a licensed deficit requires the school to do the following:
- (1) Submit monthly budget monitoring and forecasting reports (Month 3 and then Month 6 to Month 11 inclusive) and other information as detailed Appendix A below
 - (2) Submit a copy of draft and final governor meeting minutes (including Part 2) where the budget is discussed

- (3) To attend meetings with the local authority when requested to address any budget concerns
- (4) Submit deficit recovery progress reports when requested
- (5) Submit five year detailed deficit recovery plan
- (6) Take part in any review the authority commissions on the school's budget deficit position and recovery plan, including a Schools Resource Management Advisor deployment.
- (7) Take part in the introduction and use of any additional analysis and data tools deemed appropriate including Integrated Curriculum and Financial Planning (ICFP).

3.5 The council's Schools Finance team includes a dedicated resource to work with the schools that are operating in a deficit and to offer support to those who are likely to enter a deficit position.

4. Deficit Schools

4.1 Five schools submitted a WBC Deficit Budget License Application for the financial year 2022/23. Four of the five ended the financial year 2021/22 with an unlicensed deficit, one of the four, Spurcroft, was instructed not to complete a License Deficit Application in 2021/22 as the deficit was totally attributable to Covid-19. The fifth school, Inkpen, had a licensed deficit in the financial year 2021/22.

4.2 Historic information for the five schools is shown in Table 1 below:

Table 1

School	2019/20		2020/21		2021/22	
	Budget	Actual	Budget	Actual	Budget	Actual
Main School Budget						
Basildon Primary School	£6,130	(£6,040)	£7,790	(£3,831)	£18,950	(£23,004)
Inkpen Primary School	£6,110	£15,767	£5,850	£8,819	(£14,750)	(£17,964)
Spurcroft Primary School	£143,170	£103,681	£13,470	(£40,624)	(£29,670)	(£79,302)
St Josephs RC Primary School	£0	£7,606	£270	£11,678	£540	(£7,173)
The Kite Federation	£4,950	£6,466	£3,940	£59,369	£29,660	(£37,097)
TOTAL	£160,360	£127,480	£31,320	£35,411	£4,730	(£164,540)

Figures in red brackets indicate a deficit

4.3 Following a detailed review of each of the license deficit applications and discussion, the five deficits have been licensed. The individual schools have been informed. The total value of the five licensed deficits is £123,118 (Table 2 below).

Two schools, Inkpen and The Kite, plan to come out of deficit in 2022/23, a further two schools, Basildon and St Joseph's, in 2024/25 and the remaining school, Spurcroft, in 2025/26.

The Kite Federation shows a return to deficit position in 2023/24 but it is now expected this will not be the case. The school has deferred work on subsequent years budgets until the new substantive Executive Headteacher takes up their post on 1st September 2022.

Table 2

School Main School Budget	Budget Submission 2022/23				
	Budget Closing Balance				
	2022/23	2023/24	2024/25	2025/26	2026/27
Basildon Primary School	(£22,308)	(£15,017)	£20,202	£74,818	£164,984
Inkpen Primary School	£29,654	£46,262	£97,036	£117,473	£137,932
Spurcroft Primary School	(£70,310)	(£81,632)	(£25,213)	£15,879	£29,156
St Josephs RC Primary School	(£63,731)	(£30,611)	£147	£21,873	£93,511
The Kite Federation	£3,577	(£13,168)	(£90,090)	(£152,082)	(£190,242)
TOTAL	(£123,118)	(£94,166)	£2,082	£77,961	£235,341

Figures in red brackets indicate a deficit

4.4 As is normal practise the five schools have been asked to submit additional reporting to WBC Schools Accountancy for review. (See Appendix A for submission deadline table).

4.5 The actions each school intends to implement to achieve their planned 2022/23 year end position are shown below.

Basildon Primary School

- Reduce the teaching staff from 10.75FTE to 9.94FTE from Sept'22 (saving e £22,080)
- Complete only those essential works with a Health & Safety impact (saving e £4,500)
- Reduce the use of professional sports coaches whilst seeking not to impact the quality of PE & Sports provision (saving e £6,840)
- Maintain a reduced spend on curriculum supplies, accessing PTA monies for newly required Phonics scheme and resources (saving e £1,250) and parents' goodwill to provide nice-to-haves (saving e £1,200)
- Maintain a reduced heating schedule (saving e £1,500)
- Reduction in SLA buy backs (saving e £2,800)
- Seek to maximise uptake of nursery places and its wraparound care program; both would serve to increase income in the order of £2000-£15000 p.a.

Inkpen Primary School

- The school's planned return to a surplus position this financial year (2022/23) is a direct result of the changes to the schools national funding formula's (NFF) sparsity factor from 2022/23 which result in the school receiving this funding for the first time in 2022/23.

Spurcroft Primary School

Focus on tighter controls of spend on staffing through:

- Remodelling our approach to covering classes to reduce the amount of cover being claimed on timesheets
- Reducing the budget for additional hours for teachers, Teaching Assistants and Lunchtime Support Assistants
- Applying for 4x Vulnerable Child Grants for pupils who are waiting for funding through Education Health Care Plans (EHCPs) and are currently receiving 1:1 support
- Class TAs being used to provide 1:1 support in class where this is possible, rather than putting in an extra 1:1
- Applying for 7 EHCPs before the end of the summer term
- Looking for other opportunities to reduce timesheet payments, e.g. increased use of TOIL and giving lunchtime support to a pupil with an EHCP through changing 1:1s working hours, rather than putting in an additional person
- A reduction of afternoon TA intervention in Year 3/4 from 2 TAs to 1 TA
- Accepting the request of a Higher Level Teaching Assistant to reduce their hours by a day, and not replacing those hours with another member of staff
- Re-deploying 1 Lunchtime Assistant in Early Years to work 1:1 with a child
- Having 2 part-time teachers no longer having their PPA paid for outside of their teaching hours - using internal cover options instead
- Removal of one TLR by not replacing a Team Leader
- Restructuring PPA time so we can stop paying for external providers to do cover
- Reduction of one day of Deputy Head Teacher release time
- Reduction of 1 day of SENCo time
- Further reductions to class TA provision from September 2022
- Reduction in LTSA hours for all staff on temporary contracts, the Deputy Caretaker and a Cover Supervisor
- Working with WBC to reduce PAN as soon as possible.

St Joseph's RC Primary School

- Forecast that the capacity of after school club will continue to increase slowly from 42 % summer term 2022/23 to 65% by March 23 and 70% by March 27
- Staff who have progressed as far as they can the school and will be looking to move on within the next two years have been identified, the vacancies created will be filled by promoting existing staff and new staff joining at ECT level
- Any unnecessary expenditure has been culled to ensure the school is operating on a bare minimum level with the understanding that it expects Ofsted in Spring 2023 so some costs and support cannot be removed.

The Kite Federation

- Non replacement of teaching staff leaving on a 0.2 FTE, left 05.06.22
- Two members of staff moved to Fund 13 (Sports) in 2022/23 and sports coaches stopped from September 2022
- £6K donation from Governors account.

5. Options for Consideration

None

6. Proposals

To note.

7. Conclusion

- 7.1 The total school deficits over the last three years are shown in Table 3 below (2021/22 includes the sixth school that ended year with an unplanned deficit but was not required to submit a license deficit application:

Table 3

All Schools Main School Budget	Actual		
	2019/20	2020/21	2021/22
Total Deficit	(£165,546)	(£78,088)	(£171,692)
Number of schools in deficit	8	5	6
Average deficit	(£20,693)	(£15,618)	(£28,615)

Figures in red brackets indicate a deficit

- 7.2 School balances continue to be impacted by Covid-19, this is most noticeable where some schools previously relied on income generated by Out of Hours Club schools to balance their budgets, and schools continue to try to recover from this during 2022/23.
- 7.3 In addition to inflationary and other increases to costs, in particular energy prices, unplanned falling pupil numbers are creating budgetary pressure in schools.

8. Consultation and Engagement

Schools as listed above.

9. Appendices

Appendix A – Submission Timetable for 2022/23

Appendix A

Submission Deadlines

Submission Deadlines for licensed deficit schools 2022/23, those that expect to come out of a period of licensed deficit in 2022/23 and those that ended 2022/23 with an unlicensed deficit and are required to report.

SUBMISSION TIMETABLE								
All submissions should be emailed to sarah.reynard@westberks.gov.uk								
Period covered by Agresso Report	Budget Monitoring (All fund codes)	Forecast (All fund codes)	Agresso FMS Reconciliation (All fund codes)	Bank Statement, FMS Reconciliation & Historical Unreconciled Bank Transactions reports	Salary Projection - Name as below <u>To be produced before commitment cleared</u> Please provide reasons for any variation over £1	Full Year Breakdown Screen print as below after commitment has been cleared	FMS Outstanding Purchase Order report	Submission Deadline (midnight)
Period 3 / June	Yes	No	Yes	Yes	Yes	Yes	Yes	15/07/2022
Period 6 / September	Yes	Yes	Yes	Yes	Yes	Yes	Yes	17/10/2022
Period 7 / October	Yes	Yes	Yes	Yes	Yes	Yes	No	15/11/2022
Period 8 / November	Yes	Yes	Yes	Yes	Yes	Yes	Yes	15/12/2022
Period 9 / December	Yes	Yes	Yes	Yes	Yes	Yes	Yes	18/01/2023
Period 10 / January	Yes	Yes	Yes	Yes	Yes	Yes	No	22/02/2023
Period 11 / February	Yes	Yes	Yes	Yes	Yes	Yes	No	15/03/2023

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Dedicated Schools Grant Monitoring Report 2022/23 – Quarter Two

Report being considered by: Schools' Forum on 17th October 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. 2022/23 Budget Setting

- 4.1 The 2022/23 Dedicated Schools Grant allocation is £157.3m. This includes £48.6m 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 2022/2 has been built utilising the remaining grant of £108.7m.
- 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 2022/23 budget, Schools Forum agreed to transfer 0.25% of the Schools Block funding to the High Needs Block amounting to £300k for invest to save projects.

4.3 The DSG expenditure budgets required for 2022/23 total £109.3m, which is £1.7m more than the funding available. As a result, a £1.7m 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 £2.964m.

5. Quarter Two Forecast (30 September 2022)

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

Prior Years				2022/23					
2019/20 Outturn £'000	2020/21 Outturn £'000	2021/22 Outturn £'000	Table 1 - DSG Block forecast 2022/23	Original Budget £'000	Budget Changes £'000	Final Budget £'000	Quarter 1 Forecast £'000	Quarter 2 Forecast £'000	Deficit/ (surplus) £'000
			Expenditure:						
63,320	64,558	70,512	Schools Block (inc ISB)	71,663		71,663	71,663	71,770	107
10,042	10,441	9,899	Early Years Block	10,016	13	10,030	10,030	10,030	0
1,054	981	1,001	Central School Services Block	992		992	984	977	(15)
19,967	20,939	23,827	High Needs Block	26,651	(13)	26,638	26,515	26,959	321
(341)	0	0	High Needs Block In-Year deficit recovery	(1,707)		(1,707)	0	0	1,707
94,041	96,919	105,240	Total Expenditure	107,615	0	107,615	109,191	109,736	2,120
			DSG Grant Income:						
(63,602)	(65,700)	(70,293)	Schools Block	(71,663)		(71,663)	(71,663)	(71,663)	0
(9,491)	(10,229)	(9,834)	Early Years Block	(10,016)		(10,016)	(10,016)	(10,016)	0
(976)	(959)	(1,009)	Central School Services Block	(992)		(992)	(992)	(992)	0
(18,365)	(20,148)	(22,601)	High Needs Block	(24,944)		(24,944)	(24,944)	(24,944)	0
(92,434)	(97,037)	(103,737)	Total DSG Income	(107,615)	0	(107,615)	(107,615)	(107,615)	0
(16)	(112)		In-year adjustments						
(92,450)	(97,149)	(103,737)	Total Income	(107,615)	0	(107,615)	(107,615)	(107,615)	0
			In year net deficit/(surplus):						
(282)	(1,142)	219	Schools Block	0	0	0	0	107	107
551	211	65	Early Years Block	(0)	13	13	13	13	0
78	22	(8)	Central School Services Block	0	0	0	(8)	(15)	(15)
1,245	679	1,227	High Needs Block	0	(13)	(13)	1,571	2,015	2,028
1,591	(230)	1,503	Net In-year Deficit	0	0	0	1,575	2,120	2,120
100	1,691	1,461	Deficit Balance in reserves	2,964		2,964	2,964	2,964	2,964
			In year reserve movement	0		0	108	108	108
1,691	1,461	2,964	Cumulative Deficit	2,964	0	2,964	4,647	5,192	5,192

5.2 The Quarter Two forecast shows an in-year forecast deficit of £2.1m, against the in-year efficiency target in the High Needs Block. When added to the cumulative deficit of £2.96m, the forecast year end deficit on the DSG is £5.1m.

5.3 The majority of the reported £321k overspend on the High Needs Block relates to pressures on top up funding. The main areas seeing this pressure are the free schools and independent special schools.

5.4 The table below shows the forecast position for the end of 2022/23 by block. The surplus balance on the Schools Block of £1.3m is supporting the forecast overspend position on the other blocks.

Reserve Balances (surplus)/deficit	1.4.2022 Actual	Change in reserves	In-year Deficit/ (Surplus)	31.3.2023 Forecast
Schools Block De-delegated	(245)	108	0	(137)
Schools Block - growth fund	(1,283)	0	107	(1,176)
Schools Block - other	(88)	0	0	(88)
Early Years Block	914	0	13	927
Central School Services Block	64	0	(15)	49
High Needs Block	3,597	0	2,015	5,612
Grant changes	6	0	0	6
Total Deficit Balance	2,964	108	2,120	5,192

6. Conclusion

- 6.1 The total forecast deficit on the DSG amounts to £5.19m, comprising £2.96m from previous years and a further £2.23m forecast overspend in year. The forecast position will be kept under review and updates provided to Schools' Forum

Appendix A – DSG 2022-23 Budget Monitoring Report Month 6

Dedicated School's Grant (DSG) 2022/2023 Budget Monitoring Month Six

Cost Centre	Description	Original Budget 2022/23	Net Virements in year	Amended Budget 2022/23	Forecast	Variance	Comments
90020	Primary Schools (excluding nursery funding)	52,073,450		52,073,450	52,073,450	0	
DSG top slice	Academy Schools Primary	0		0	0	0	
90025	Secondary Schools (excluding 6th form funding)	18,816,950		18,816,950	18,816,950	0	
DSG top slice	Academy Schools Secondary	0		0	0	0	
90230	DD - Schools in Financial Difficulty (primary schools)	30,000		30,000	30,000	0	
90113	DD - Trade Union Costs	52,750		52,750	52,750	0	
90255	DD - Support to Ethnic minority & bilingual Learners	203,140		203,140	203,140	0	
90349	DD - Behaviour Support Services	214,770		214,770	214,770	0	
90424	DD - CLEAPSS	3,210		3,210	3,210	0	
90470	DD - School Improvement	195,570		195,570	195,570	0	
90423	DD - Statutory & Regulatory Duties	119,980		119,980	119,980	0	£5k underspend forecast - which will be used to reduce 24/25 cost
90235	School Contingency - Growth Fund/Falling Rolls Fund	0		0	107,388	107,388	Spend funded from growth fund
90054	De-delegated funding from reserves	-107,970		-107,970	-107,970	0	
	SSR	61,075		61,075	61,075	0	
	Schools Block Total	71,662,925	0	71,662,925	71,770,313	107,388	
90583	National Copyright Licences	153,500		153,500	149,410	-4,090	
90019	Servicing of Schools Forum	46,480		46,480	46,480	0	
90743	School Admissions	179,010		179,010	179,010	0	
90354	ESG - Education Welfare	161,900		161,900	161,900	0	
90460	ESG - Statutory & Regulatory Duties	320,590		320,590	317,590	-3,000	
90054	Efficiency Target	8,360		8,360	0	-8,360	unallocated 22/23 grant to be used to off-set reserve deficit
	SSR	122,112		122,112	122,112	0	
	Central School Services Block DSG	991,952	0	991,952	976,502	-15,450	
90010	Early Years Funding - Nursery Schools	824,890		824,890	824,890	0	
90037	Early Years Funding - Maintained Schools	1,875,190		1,875,190	1,875,190	0	
90036	Early Years Funding - PVI Sector	6,165,370		6,165,370	6,165,370	0	
90052	Early Years PPG & Deprivation Funding	235,690		235,690	235,690	0	
90053	Disability Access Fund	42,400		42,400	42,400	0	
90018	2 year old funding	736,930		736,930	736,930	0	
90017	Central Expenditure on Children under 5	281,980		281,980	281,980	0	
90287	Pre School Teacher Counselling	62,505	13,195	75,700	75,700	0	

Dedicated School's Grant (DSG) 2022/2023 Budget Monitoring Month Six

Cost Centre	Description	Original Budget 2022/23	Net Virements in year	Amended Budget 2022/23	Forecast	Variance	Comments
90238	Early Years Inclusion Fund	90,000		90,000	90,000	0	
90054	Early Years adjustment re grant funding	-367,900		-367,900	-367,900	0	
	SSR	69,307		69,307	69,307	0	
	Early Years Block Total	10,016,362	13,195	10,029,557	10,029,557	0	
90026	Academy Schools RU Top Ups	1,000,000		1,000,000	997,920	-2,080	
90539	Special Schools - Top Up Funding	4,924,490		4,924,490	4,924,490	0	
90548	Non WBC Special Schools - Top Up Funding	620,810		620,810	550,520	-70,290	
90554	Non WBC free schools	331,700		331,700	544,440	212,740	
90556	SEMH provision at Theale	775,390		775,390	775,390	0	
90575	Non LEA Special School (OofA)	1,114,000		1,114,000	1,027,890	-86,110	
90579	Independent Special School Place & Top Up	4,656,200		4,656,200	4,831,580	175,380	
90580	Further Education Colleges Top Up	1,016,940		1,016,940	1,104,540	87,600	
90617	Resourced Units top up Funding maintained	314,000		314,000	314,000	0	
90618	Non WBC Resourced Units - Top Up Funding	180,640		180,640	150,990	-29,650	
90621	Mainstream - Top Up Funding maintained	850,000		850,000	880,850	30,850	
90622	Mainstream - Top Up Funding Academies	510,000		510,000	510,000	0	
90624	Non WBC Mainstream - Top Up Funding	161,780		161,780	175,220	13,440	
90625	Pupil Referral Units - Top Up Funding	830,140		830,140	830,140	0	
90627	Disproportionate No: of HN Pupils NEW	42,000		42,000	42,000	0	
90628	EHCP PRU Placement	767,020		767,020	767,020	0	
	High Needs Block: Top Up Funding Total	18,095,110	0	18,095,110	18,426,990	331,880	
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	
90551	Mainstream Maintained - post 16 SEN places	44,000		44,000	44,000	0	
90552	Special Schools and PRU Teachers Pay and Pension	312,050		312,050	312,050	0	
90584	Resourced Units - Place Funding	226,000		226,000	242,000	16,000	
	High Needs Block: Place Funding Total	4,892,050	0	4,892,050	4,908,050	16,000	

Dedicated School's Grant (DSG) 2022/2023 Budget Monitoring Month Six

Cost Centre	Description	Original Budget 2022/23	Net Virements in year	Amended Budget 2022/23	Forecast	Variance	Comments
90240	Applied Behaviour Analysis	167,910		167,910	211,340	43,430	
90280	Special Needs Support Team	334,140		334,140	329,140	-5,000	
90281	SEND Strategy (DSG)	60,740		60,740	60,740	0	
90282	Medical Home Tuition	386,090		386,090	258,090	-128,000	£86k underspend due to time lag between funding and recruitment plus £42k increased income forecast
90237	High Needs Contingency	300,170	-67,880	232,290	232,290	0	
90287	Pre School Teacher Counselling	62,505	13,195	75,700	75,700	0	
90288	Elective Home Education Monitoring	29,310		29,310	29,310	0	
90290	Sensory Impairment	243,900		243,900	251,820	7,920	
90295	Therapy Services	323,820		323,820	342,890	19,070	
90372	Therapeutic Thinking	55,900		55,900	55,900	0	
90373	Emotional Based School Avoiders (EBSA)	123,840		123,840	123,840	0	
90374	SEMH Practitioner	0	41,490	41,490	82,980	41,490	
90555	LAL funding	135,740		135,740	135,740	0	
90565	Equipment For SEN Pupils	15,000		15,000	15,000	0	
90577	SEN Commissioned Provision	584,480		584,480	618,750	34,270	
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	39,950		39,950	20,150	-19,800	Funded two children for the summer term but no longer in hospital. Currently nobody under this category
90830	ASD Teachers	288,330		288,330	268,330	-20,000	TA posts built as FT but TTO plus Sue Granger salary confirmed and therefore release Lesley Botchway element
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	3,472,425	-13,195	3,459,230	3,432,610	-26,620	
90054	Efficiency Target	-1,706,840		-1,706,840	0	1,706,840	
	SSR	191,506		191,506	191,506	0	
	High Needs Block Total	24,944,251	-13,195	24,931,056	26,959,156	2,028,100	
	TOTAL DSG EXPENDITURE	107,615,490	0	107,615,490	109,735,528	2,120,038	
90030	DSG Grant Account	-107,615,490		-107,615,490	-107,615,490	0	
	Net In-year Deficit	0	0	0	2,120,038	2,120,038	
	Deficit Balance brought forward	2,964,515		2,964,515	2,964,515	0	
	In year reserve movement			0	107,970	107,970	Funding from reserves for de-delegations
	Cumulative Deficit	2,964,515	0	2,964,515	5,192,523	2,228,008	

Agenda Item 12

Schools Forum Work Programme 2022/23

	Item	HFG Deadline	Heads Funding Group	SF Deadline	Schools Forum	Action required	Author
9th November 2022 - Additional Heads Funding Group meeting (Provisional)							
Term 2	Provisional DSG Funding Settlement Overview 2023/24	15/11/2022	22/11/2022	29/11/2022	05/12/2022	Discussion	Melanie Ellis
	LAL Funding	15/11/2022	22/11/2022	29/11/2022	05/12/2022	Discussion	Jane Seymour
	Final De-delegations 2023/24	15/11/2022	22/11/2022	29/11/2022	05/12/2022	Decision	Lisa Potts
	Update on HNB Invest to Save Projects	15/11/2022	22/11/2022	29/11/2022	05/12/2022	Discussion	Jane Seymour / Lucy Hillyard
	School Funding Formula 2023/24	15/11/2022	22/11/2022	29/11/2022	05/12/2022	Decision	Melanie Ellis
	Budgets for Additional Funds 2023/24	15/11/2022	22/11/2022	29/11/2022	05/12/2022	Decision	Melanie Ellis
	Scheme for Financing Schools 2022/23	15/11/2022	22/11/2022	29/11/2022	05/12/2022	Decision	Melanie Ellis
	Draft Central Schools Block Budget 2023/24	15/11/2022	22/11/2022	29/11/2022	05/12/2022	Discussion	Melanie Ellis
	Draft High Needs Budget 2023/24	15/11/2022	22/11/2022	29/11/2022	05/12/2022	Discussion	Jane Seymour
	High Needs Block - Deficit Recovery Plan	15/11/2022	22/11/2022	29/11/2022	05/12/2022	Discussion	Jane Seymour
Deficit Schools (<i>standing item</i>)	15/11/2022	22/11/2022	29/11/2022	05/12/2022	Information	Melanie Ellis	
Schools in Financial Difficulty Bids (TBC)	15/11/2022	22/11/2022	29/11/2022	05/12/2022	Decision	Melanie Ellis	
Term 3	Final DSG Funding Settlement Overview 2023/24	04/01/2023	11/01/2023	17/01/2023	23/01/2023	Discussion	Melanie Ellis
	Final School Funding 2023/24	04/01/2023	11/01/2023	17/01/2023	23/01/2023	Decision	Melanie Ellis
	Final Central School Block Budget Proposals 2023/24	04/01/2023	11/01/2023	17/01/2023	23/01/2023	Decision	Melanie Ellis
	High Needs Block Budget Proposals 2023/24	04/01/2023	11/01/2023	17/01/2023	23/01/2023	Discussion	Jane Seymour
	Growth Fund 2022/23	04/01/2023	11/01/2023	17/01/2023	23/01/2023	Information	Melanie Ellis
	Outline Early Years Forecast 2022/23	04/01/2023	11/01/2023	17/01/2023	23/01/2023	Discussion	Avril Allenby
	Early Years Block Budget - Update on Deficit Recovery Plan	04/01/2023	11/01/2023	17/01/2023	23/01/2023	Discussion	Avril Allenby
	Deficit Schools (<i>standing item</i>)	04/01/2023	11/01/2023	17/01/2023	23/01/2023	Information	Melanie Ellis
	DSG Monitoring 2022/23 Month 9	04/01/2023	11/01/2023	17/01/2023	23/01/2023	Information	Melanie Ellis
Schools in Financial Difficulty Bids (TBC)	04/01/2023	11/01/2023	17/01/2023	23/01/2023	Decision	Melanie Ellis	
9th February 2022 - Additional Heads Funding Group meeting to consider bids to the Primary Schools in Financial Difficulty Fund (Provisional)							
Term 4	Work Programme 2023/24	21/02/2023	28/02/2023	07/03/2023	13/03/2023	Decision	Jessica Bailiss
	Update on HNB Invest to Save Projects	21/02/2023	28/02/2023	07/03/2023	13/03/2023	Discussion	Jane Seymour / Lucy Hillyard
	Final High Needs Block Budget 2023/24	21/02/2023	28/02/2023	07/03/2023	13/03/2023	Decision	Jane Seymour
	Final Early Years Block Budget 2023/24	21/02/2023	28/02/2023	07/03/2023	13/03/2023	Decision	Avril Allenby
	Deficit Schools (<i>standing item</i>)	21/02/2023	28/02/2023	07/03/2023	13/03/2023	Information	Melanie Ellis
	DSG Monitoring 2022/23 Month 10			07/03/2023	13/03/2023	Information	Melanie Ellis
	Schools in Financial Difficulty Bids (TBC)	21/02/2023	28/02/2023	07/03/2023	13/03/2023	Decision	Melanie Ellis

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