

# Notice of Meeting

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## Schools Forum

**Monday 5th December 2022 at 5.00pm**  
Virtual Zoom Meeting

This meeting will be streamed live here: [www.westberks.gov.uk/schoolsforumlive](http://www.westberks.gov.uk/schoolsforumlive)

Date of despatch of Agenda: Tuesday, 29 November 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](http://www.westberks.gov.uk)



## Agenda - Schools Forum to be held on Monday, 5 December 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, Richard Hand, Michelle Harrison, Keith Harvey, Richard Hawthorne, Jon Hewitt, Ross Mackinnon, Catherine McLeod, Maria Morgan, Gemma Piper, Chris Prosser, David Ramsden, Ant Sizer, Campbell Smith, Graham Spellman (Chairman), Phil Spray, Charlotte Wilson and Lindsay Wood

# Agenda

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#### 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.](#)

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Sarah Clarke  
Service Director: Strategy and Governance

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



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

## **SCHOOLS FORUM**

### **MINUTES OF THE MEETING HELD ON MONDAY, 17 OCTOBER 2022**

**Present:** Reverend Mark Bennet (Church of England Diocese), Clare Beswick (Maintained Primary School Headteacher), Councillor Dominic Boeck, Melissa Cliffe (Maintained Primary School Headteacher), Catie Colston (Academy School Governor), Paul Davey (Maintained Primary School Governor), Jackie Davies (Pupil Referral Unit Headteacher), Gemma Duff (Maintained Primary School Governor), Sarah East (Maintained Primary School Headteacher), Richard Hand (Trade Union), Keith Harvey (Maintained Primary School Headteacher), Richard Hawthorne (Academy School Headteacher), Jon Hewitt (Maintained Special School Headteacher), Maria Morgan (Maintained Nursery School Headteacher), Gemma Piper (Academy School Headteacher), Chris Prosser (Maintained Secondary School Headteacher), Campbell Smith (Academy School Governor), Graham Spellman (Roman Catholic Diocese) and Phil Spray (Maintained Primary School Governor)

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

#### **PART I**

*The Chair announced that it was Ian Pearson's (Head of Education Services) last meeting of the Forum as he would be retiring at the end of October. Ian Pearson was thanked for his work over a time when the education sector had been through unprecedented challenges and wished a long and happy retirement.*

#### **122 Minutes of previous meeting dated 18th July 2022**

The Minutes of the meeting held on 18 July 2022 were approved as a true and correct record and signed by the Chair.

#### **123 Actions arising from previous meetings**

It was noted that all actions were in hand or completed. The written response from Adrian Slaughter (Energy and Carbon Manager at West Berkshire Council) on page nine of the agenda pack regarding the impact of changes to the energy cap was noted.

#### **124 Declarations of Interest**

There were no declarations of interest received.

#### **125 Membership**

The following new members were welcomed to the Schools' Forum:

- Gemma Duff – elected as the new Maintained primary governor representative from Kintbury St Mary's Primary School.
- Clare Beswick (Mortimer Primary School) and Sarah East (Springfield Primary School) – new maintained primary headteacher representatives.

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- Ant Sizer (The Willink School) – new maintained secondary representative.

It was reported that no other members are currently approaching the end of their term of office.

### 126 Schools Funding Formula Consultation 2023/24 (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 6), which 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.

Melanie Ellis explained that the draft allocation for West Berkshire was £125.7m, which was an increase of £5.9m from the previous year and excluded growth funding, which would be allocated at a later date. The funding could change because it would be updated based on the pupil numbers from the October 2022 census.

Melanie Ellis drew attention to the briefing and consultation document for schools on page 17 of the agenda pack. The purpose of the consultation was to outline and seek views on the areas listed under section 2.1: the proposed funding formula; an up to 0.5% block transfer from the Schools Block to other funding blocks; the criteria to be used to allocate additional funds and the proposed services to the de-delegated (covered on more detail under Agenda Item 7).

The consultation would be open for a period of three weeks from 19<sup>th</sup> October until 9<sup>th</sup> November 2022.

Melanie Ellis explained that 2023 was the first year of a move to a direct schools National Funding Formula (NFF). All the funding formula factors now had to be used and local authorities needed to move their local formula factor values at least 10% closer to the NFF. In the majority of cases West Berkshire already mirrored the NFF with the exception of sparsity. A minimum funding guarantee had to be set like in previous years and up to 0.5% could be transferred from the Schools' Block to another block. The Local Authority was still responsible for making the final decision on the formula.

Once the October census pupil numbers were received, figures would be adjusted to calculate the final allocations and the growth funding allocation would also be known.

Melanie Ellis drew attention to section five of the report regarding sparsity, which was an area where West Berkshire had slightly differed from the NFF in previous years. Last year 16 local authorities had diverted from the NFF for sparsity with 15 of them setting a lower value. West Berkshire had set sparsity at 80 percent of the NFF value. For 2023/24 West Berkshire would need to set this closer to the NFF and the minimum value was 82 percent of the NFF. Following the Heads' Funding Group meeting (HFG), Officers had formed a recommendation supported by the HFG to continue to use the minimum sparsity rate.

Another area that required consideration by the Forum was how to allocate any under or overspends against the block and the recommendation for this area, like in previous years, was to amend the AWPUs. There were other options available and this was included as a question in the consultation.

Allocations per schools compared to last year were detailed in Appendix A.

Regarding a block transfer, Melanie Ellis reported that setting a balanced budget in the HNB continued to be a challenge. The overspend position at the end of 2021/22 was £3.6m and the overspend in the block was set to reach £5.3/5.6m by the end of 2022/23. Block transfers required approval annually. The HFG had requested information on what transferred funding could be used for and it was proposed that if a transfer was supported it could be used to increase the band values for Education, Health and Care

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Plans (EHCPs) for mainstream and resource schools. The implication of this would be that a transfer was only one off funding and if the uplifted values were to continue then permanent funding would need to be built in from 2024/25. HFG had supported block transfer options (0/0.25/0.5 percent) being included in the consultation.

Melanie Ellis drew attention to section eight of the report, which detailed additional funds outside of the school formula. West Berkshire currently did not have a falling rolls fund as this had been stopped in 2018/19. The criteria for allocating the funds would be included in the consultation with schools.

Ian Pearson explained that a regular report to the HFG and Schools' Forum was on deficit schools. Demographic decline in the primary sector was having a disproportionate negative impact on a number of school budgets. It was felt that there was a case to be made for reconsidering the reintroduction of a falling rolls fund. A question of whether this fund should be put back in place could be included as part of the consultation. It would help support schools finding themselves in financial difficulty on the basis of losing a large number of pupils. Schools could take a view on this through the consultation and the Schools' Forum would then need to take a view of the responses before making a decision.

Melanie Ellis reported that the consultation proposal were included under section 10 of the report, with an additional question to be added on falling rolls.

Reverend Mark Bennett stressed that schools were facing huge uncertainties currently over what would happen in the next year along with pressures with energy costs; recruitment of support staff and unfunded pay increases. He queried if there was a case for adding an additional question to the consultation, which asked schools for the three most challenging areas for their budget going forward so that the Forum could map the challenges being faced. Melanie Ellis agreed that this question could be added.

Gemma Piper referred to section 7.11 on page 17 of Appendix A, which set out the possible use for transferred funding if agreed. Gemma Piper queried if there was anything that could be added to the information that would demonstrate how the funding would be distributed and how many pupils it would support. Melanie Ellis reported that she would speak to Jane Seymour about adding this information.

Ian Pearson added that fundamentally it was being suggested that schools might wish to consider setting aside money, which all schools would potentially benefit from. Regarding funding the Local Authority received for these children, there was no direct link between the number of EHCPs and the amount of special needs funding received. The cost of employing staff who worked with these children had risen. The aim would be to try and rebalance this and ensure schools received a more appropriate level of funding for children with an EHCP receiving support by additional staffing. It was felt to be a positive way to use funding that supported the most disadvantage pupils.

### **RESOLVED that:**

- A question be added to the consultation that asked schools for the top three areas of challenge for their budget going forward.
- Information to be added to the proposed possible use for a transfer of funding to demonstrate how the funding would be distributed and how many pupils it would support.
- The Schools' Forum agreed the consultation should be undertaken with all schools on the areas detail under section 2.1 of the report, including an additional question regarding the falling rolls fund and exclusion of item four (de-delegations) as this would be voted on as part of the next agenda item.

**127 Draft De-delegations 2023/24 (Lisa Potts)**

Lisa Potts introduced the report (Agenda Item 7), which set out the details, cost, and charges to schools of the services on which maintained school representatives are required to vote (on an annual basis).

The de-delegation proposals would be discussed in more detail at the next round of meetings following the consultation with schools. The report set out the services that had been de-delegated previously along with costs. Lisa Potts reported however, that costs would need to be updated following the result of the October 2022 census.

Lisa Potts drew attention to the area of school improvement. This had previously been grant funded however, in the current year was part de-delegated and part grant funded. Rather than passing the entire cost to schools in 2023/24, the underspend in the current year had been taken in to account and used to offset costs so that schools were not having to pay the full amount.

It was proposed and seconded that the de-delegation proposals be included with the consultation with all schools. The Chair invited the Schools' Forum to vote and at the vote the motion was carried.

**RESOLVED** that the de-delegation proposals would be included in the consultation with all schools.

**128 Scheme for Financing Schools Consultation 2022/23 (Melanie Ellis)**

Melanie Ellis introduced the report (Agenda Item 8), which sought approval of the proposed consultation on the updated Scheme for Financing Schools. The changes from the last version of the Scheme were highlighted under Appendix B. If there were no changes proposed following the consultation, it was proposed that the updated scheme should be adopted at the next Schools' Forum.

Paul Davey referred to the front cover of the report and noted that there was no box ticked to indicate if the matter needed to be referred to the Council or the Executive for final determination. It was confirmed that it did not need to be referred to Council or the Executive.

It was proposed and seconded that the updated Scheme for Financing Schools should be included in the consultation with all schools. The Chair invited the Schools' Forum to vote and at the vote the motion was carried.

**RESOLVED** that the updated Scheme for Financing schools would go out to consultation from three weeks from 19<sup>th</sup> October until 9<sup>th</sup> November 2022.

**129 Early Years - Deficit Recovery Plan (Avril Allenby/Lisa Potts)**

Avril Allenby introduced the report (Agenda Item 9), which aimed to update the Forum on the deficit recovery for the Early Years Block (EYB) and explore the impact of any amendments to the deficit recovery plan on Covid recovery for children and provider stability.

Avril Allenby explained that the report set out some of the context behind the deficit recovery plan for the EYB. A new budget had been set in 2019/20 and this was when the EYB had first gone in to deficit. This was then compounded by a number of factors set out in detail under section two of the report including increased local rates and the Covid-19 pandemic. This had meant that the way funding had been distributed in early years nationally had changed annually with no consistency.

A deficit recovery plan had been put in place, which had been discussed in full with the Early Years Funding Group. A five year plan had been agreed, which provided lower



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savings in the first few years as providers recovered from the Covid-19 pandemic, with larger savings planned in later years. Due to some of the factors, work on the deficit recovery plan had been delayed and not start until 2020/21. Alongside this, ways to support providers locally had been required because of the impact of Covid and growing financial pressures. Local sustainability grants had been given to providers locally to mitigate some of the issues being faced.

Avril Allenby reported that reduced funding rates had resulted in changes in the pass through rate and the Government had committed new funding to early years as part of the Spending Review. This money would be distributed over a three year period (starting with the current year's budget) however, had needed to be balanced against the need to recover the deficit.

Avril Allenby that they had not managed to save as much as hoped in the first year of the deficit recovery plan however, the deficit had not increased which was positive. It was clear however, that the plan was not achieving what it had set out to achieve and it would be important to keep monitoring it in the current year. The plan might need to be changed for future years to introduce a faster rate of recovery by the end of the five year period. No changes could be made to the plan in the current year as the budget had already been set. Work would continue with the Early Years Funding Group regarding the impact of the deficit and financial climate on providers.

Catie Colston stated she did not envy the situation facing the Early Years team and queried how far they were able to consult with similar staff within other local authorities over what must be a national issue. Avril Allenby reported that there were network groups across the country and there had been a number of briefings by the Department for Education (DfE) on early years funding. West Berkshire also met with the DfE on a six to eight week basis due to the changes in the way the sector was being funded and this provided an opportunity for issues to be fed back. Avril Allenby confirmed that issues facing West Berkshire were the same as those being faced nationally.

Ian Pearson supported the comments from Avril Allenby regarding the complexity of the area. The report showed that the target set in the deficit recovery plan for 2021/22 had not been met. They were now in quarter two of 2022/23 and he felt that it was important that the Forum understood the current year's target, which was detailed under section 4.1 of the report (£153,616) and the position against this target currently. As r modifications were made to how the deficit was approached, the plan would need to be recalibrated. The consequences of any proposed changes would need to be highlighted and any decisions would needed to be made with these consequences in mind.

Ian Pearson reported that the Government had just reached the end of a period of consultation on early years funding. The funding for the block was not only complicated but was also changeable.

Lisa Potts added that whilst they could currently provide a forecast for the current year based on the number of hours however, they would need to wait for the January schools census data for more accurate picture. This data was used to calculate the income that would be generated for the year and was received mid to late February. It was likely that the current rates would remain for the new year until the impact of the deficit recovery plan in the current year was known.

The Chair acknowledged the complexity and changeable nature of the sector and thanked officers for their work in difficult circumstances.

**RESOLVED that** the Schools' Forum noted the report.

**130 Deficit Schools (Melanie Ellis)**

Melanie Ellis introduced the report (Agenda Item 10), which provided details of the five schools which were requested to submit license deficit applications for 2022/23. Historical data for these schools was detailed under table one on page 152 of the agenda pack. Following a review of the applications for each school all were licensed. The total value of the five licenses came to £123,118. All the schools had plan underway for how to address their deficits. Table two provided budget forecasts for each school. Some of the schools were in the very early days of their deficit and therefore some of the figures were prior to any mitigation taking place. Once mitigations and actions were put in place it was likely some forecasts would reduce. Meetings took place with each school and monitoring would take place throughout the year with updates brought to the Schools' Forum.

Keith Harvey queried if there was an indication of how many schools would expect to fall in to deficit given the huge increase in costs facing schools and if there was anything the Schools' Forum could do to mitigate this. Melanie Ellis reported that she did not have an answer on how many schools however, quarter two data was expected soon, which would be more informative.

Ian Pearson reported that there had been supplementary funding, which had been fed in to the formula however, the percentage increases in school budgets did not match inflation increases. Ian Pearson reported that the plan was to carry out a survey across schools so that schools could offer a view on their positions. Ian Pearson reported that he was unable to comment on what possible national decisions might be made regarding school funding going forward.

Richard Hawthorne reported that as a Schools' Forum member he was concerned about the moral element of balancing the need to reduce the deficit with the needs of pupils. He was concerned that cutting FTE was being considered by some schools and the impact this would have on provision. He queried if there was opportunity when meeting with schools to have realistic conversations regarding how far FTE could be cut. The need to balance the deficit needed to be balanced with providing quality provision. Ian Pearson reported that constructive conversations took place with schools as part of deficit reduction meetings. The majority of costs went on staffing and realistic conversations took place to try and find a way forward. Equally there were often different things about the way each school was structured and the people it employed. The earlier issues were identified the earlier incremental changes could be made to balance the budget. Secondly Ian Pearson explained that it was important to recognise that not all savings required could be made in a single year. Conversations were always sensible and focused on bring a school back in to balance in a planned and orderly way.

*(Chris Prosser joined the meeting at 5.50pm)*

**RESOLVED** that the Schools' Forum noted the report.

**131 DSG Monitoring 2022/23 Month 6 (Ian Pearson)**

Ian Pearson introduced the report (Agenda Item 11), which reported the forecast financial position of the services funded by the Dedicated Schools Grant (DSG), highlighting any under or over spends, and to highlight the cumulative deficit on the DSG.

Ian Pearson reported that quarter two was early in the year to make an exact prediction. The table under section 5.4 of the report provided an overview of each of the blocks. It could be seen that the largest deficits were in the Early Years Block and High Needs Block (HNB). Forecasts were provided in the final column of the table. The deficit in the HNB was expected to be between £5.3m and £5.6m. There would be a clear idea of the final position at period nine at the end of quarter three.

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**RESOLVED** that the Schools' Forum noted the report.

**132 Forward Plan**

The forward plan was noted.

**133 Date and format of the next meeting**

It was agreed that the next meeting of the Schools' Forum on 5<sup>th</sup> December 2022 would take place virtually.

**134 Exclusion of the Press and Public**

**RESOLVED** that members of the press and public be excluded from the meeting for the under mentioned items of business on the grounds that it involves the likely disclosure of exempt information as contained in Paragraphs 3 and 6 of Part 1 of Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) Order 2006. Rule 8.10.4 of the Constitution also refers.

**135 PART II - Therapies Potential Contract - Update (Jane Seymour)**

*(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)*

The Schools' Forum considered an exempt report, which sought a decision from the Forum to award the new contract for therapy services for children which had speech and language therapy, occupational therapy or physiotherapy written in to their Education, Health and Care Plans as an educational need.

**RESOLVED** that the recommendation in the exempt report was approved.

*(The meeting commenced at 5.00 pm and closed at 6.12 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
Oct22-Ac1	17th October 2022	Schools Funding Formula Consultation 2023/24	A question be added to the consultation that asked schools for the top three areas of challenge for their budget going forward.	Melanie Ellis	Completed.
Oct22-Ac2	17th October 2022	Schools Funding Formula Consultation 2023/24	Information to be added to the proposed possible use for a transfer of funding to demonstrate how the funding would be distributed and how many pupils it would support.	Jane Seymour / Lisa Potts	A verbal update will be given at the meeting on 5 December.

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## Schools Funding Formula 2023/24: Consultation Results

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**Report being considered by:** Schools Forum on 5<sup>th</sup> December 2022

**Report Author:** Melanie Ellis

**Item for:** Decision      **By:** All School Members and Early Years PVI Rep / All Forum Members

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### 1. Purpose of the Report

- 1.1 To set out the results of the consultation with all schools on the proposed primary and secondary school funding formula for 2023/24 and to make a recommendation to Schools Forum.

### 2. Recommendations from Heads Funding Group

- 2.1 Recommend the following for setting the school funding formula for 2023/24, for approval at Schools Forum and to go as a recommendation for political ratification:
- (a) To mirror the Department for Education's (DfE) 2023/24 National Funding Formula (NFF) to calculate the funding allocations.
  - (b) To use the minimum sparsity factor.
  - (c) To address any surplus or shortfall in funding by adjusting the AWPU values.
  - (d) To not top slice any of the schools' funding to support the High Needs Block.
  - (e) To not reinstate the Falling Rolls fund.
  - (f) To approve the criteria to be used to allocate additional funds.
  - (g) To approve the proposed services to be de-delegated, but to defer a decision on the Primary Schools in Financial Difficulty Fund to the next meeting.

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

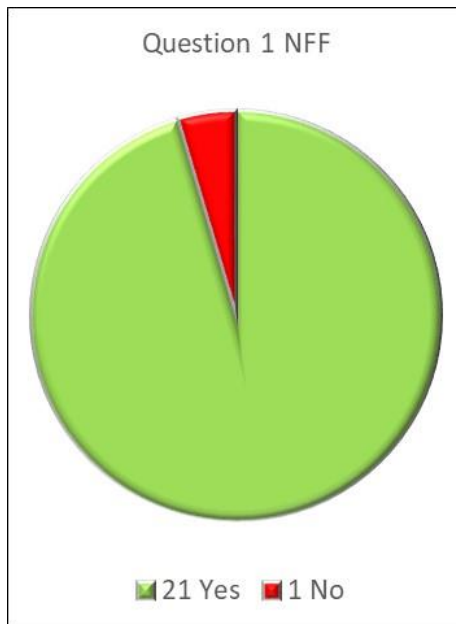
- 3.1 2023/24 is the first year of transition to the direct schools National Funding Formula (NFF). Each Local Authority (LA) will continue to have some discretion over their schools funding formulae, in consultation with local schools. The LA is responsible for making the final decisions on the formula. Political ratification must be obtained before the 20 January 2023 deadline.

#### 4. Consultation Responses

4.1 The consultation was open for three weeks from 19 October 2022 to 9 November 2022 and 22 responses were received.

##### Question 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



##### Comments:

###### In support:

"The authority should be mirroring the DfE's NFF".

"This is consistent with previous years and minimises funding volatility as local formulas transition to the NFF".

"This approach will support the rationale of fair funding that sits behind the DfE producing a NFF. It will also ensure that WBC school funding is already close to the DfE's NFF when that is fully deployed".

###### Against:

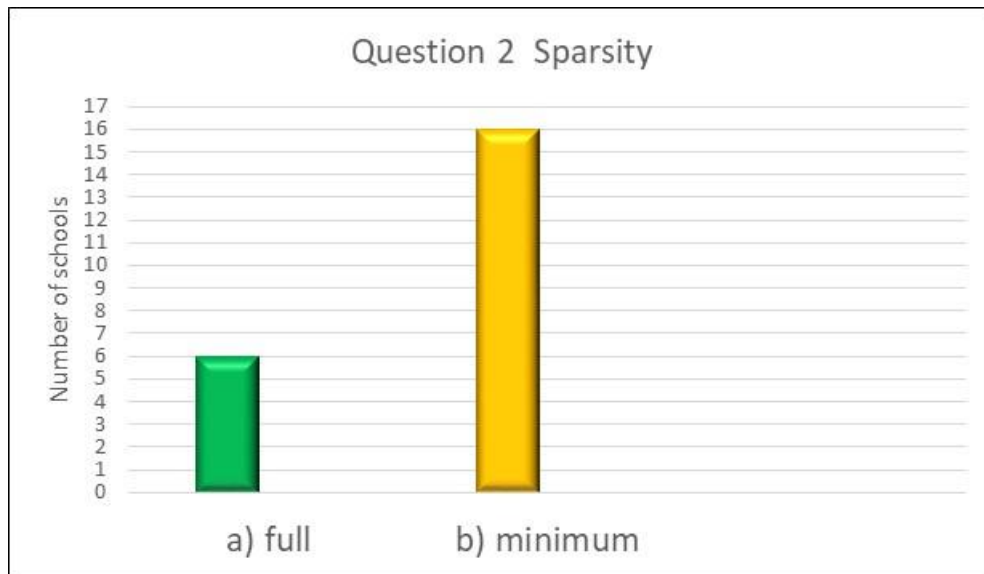
"It is equality but in times of needs it needs to be equitable".



**Question 2:**

How would you support applying the NFF Sparsity Factor?

- A) In Full
- B) Minimum.



**Comments:**

**In support of minimum:**

“I think that we should keep this to the minimum for as long as possible, as I believe that it is unfair on the majority of schools”.

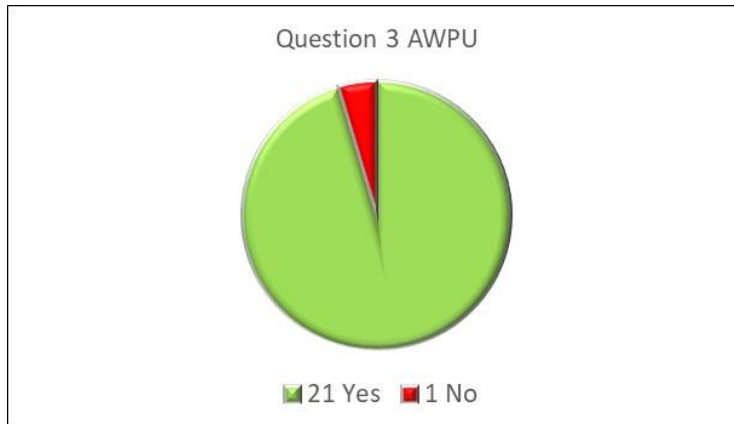
“Applying the factor in full will obviously affect the available funding for other areas. Applying the minimum is a more gradual approach to bedding in the NFF in this area, making the impact more manageable”.

**In support of full:**

“As a school who is struggling to pay wages of children with high needs, we can only hope to receive the sparsity in full. Schools on the borders and rural have to pay for more services. Many schools this year do not qualify for the up lift as the West Berkshire % of EHCPs in Primary schools doubled and add some. 1.8% to 4% nationally in one year, this year West Berks is 4.5%. So, no longer will we receive support for high needs top up as we sit at 3% which is one child at least per class. All in different LAs which again is another barrier”.

**Question 3:**

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



**Comments:**

**In support:**

“Fairest way for all schools”.

“This is the fairest way to adjust funding, if necessary, and is consistent with previous years”.

“Adjusting the AWPU shares the impact across all schools”.

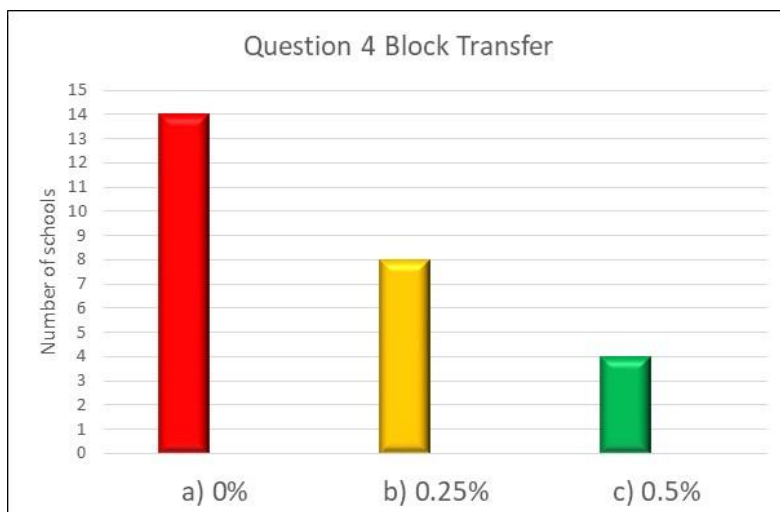
**Against:**

“No, it is tidier but it is masking the difficulties that should be accounted for and recognised, as per neat budgeting procedures. It is not clear why schools get different amounts. This too would support benchmarking tools”.

**Question 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%.



Note: there were 26 votes, as four schools voted for either a) or b).

**Comments:**

“I believe that funding for schools is becoming increasingly difficult and believe that with an artificial transfer to the high needs block, this reduces the pressure on government to do something about the school funding pressures. Having said that, I could support a 0.25% transfer, if the money were used effectively to support children with high needs in mainstream schools of which there is a significantly increasing number”.

“There is an increasing need to support more children with high needs in mainstream schools and whilst the government should be looking in more detail of how this should be funded schools need help now”.

“Transferring funding masks the underfunding and problems with the sector”.

“Government funding MUST be adjusted to recognise the demand - we cannot keep subsidising”.

“Provided that the funding is used to increase high-needs top-up rates which have not increased for many years. It would have been helpful to have an indication of what increase in top-up rates is envisaged. However, in our own case, the topslice to the delegated budget is likely to be more than the additional funding being returned to the school through increased top-ups”.

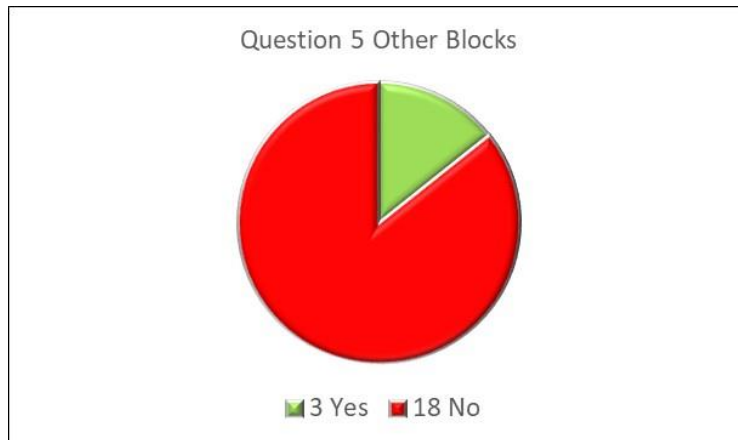
“Costs are currently rising more quickly than funding for all schools – it is not fair or sustainable to keep transferring funding to High Needs, especially when that only benefits a relatively small number of pupils whilst having a negative impact on the majority. How successful is the 5 year strategy being at addressing rising costs in the High Needs Block? Does the strategy need to be adapted in order to avoid the need to ask every year for money to be transferred from the schools block?”

“The proposal is that the transfer would be used to increase the band values for mainstream schools and resourced units within schools for 2023/24. As there is great uncertainty with education funding, especially around staff pay rises if Union actions secures a greater pay rise in line with the 12% they propose, increased support staff pay rises and increase in energy skills, schools are not in a position to lock themselves into this permeant increase now”.

“Schools already are struggling, not only do we have more pupils with high needs, we don't qualify and we don't get better services as a result. We need funding to pay for the now privatised services that are no longer available”.

**Question 5:**

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



**Comments:**

I had considered whether the transfer could support the early years block, but I think that this would not be a fair transfer, as not all schools have early years provision and therefore some schools would lose out on funding”.

“As a school with a nursery we have the additional cost of employing a teacher and therefore need some transfer of funds especially to the Early Years Block”.

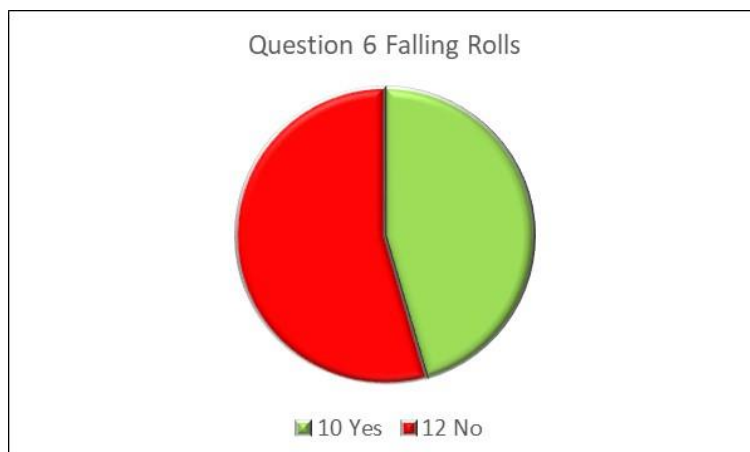
“Schools are going to be facing considerable budget pressures in the next few years”.

“Schools are battling unfunded increases in pay and utilities, as well as other costs currently rising due to high inflation”.

“Yes, if all schools are consulted, not just the forum”.

**Question 6:**

Would you support a falling rolls fund being introduced? Yes/No



**Comments:**

**In support:**

“I agree that a falling rolls fund would support schools in difficult circumstances. However, I think it is important to ensure that the criteria for the fund are clear”.

“As long as the criteria is clear”.

**Against:**

“I am a firm believer in being rewarded for having a full school. What is the incentive to change a falling roll and fill spaces if you are being subsidised to remain at a low capacity? It would be better to use some funding to investigate federating small schools and closing some”.

“As a school that have worked very hard over the past 4 years to increase our roll, we do not feel it is fair to ask all schools to contribute to this fund. The headteacher spends a considerable amount of time providing 1:1 tours with parents in order to attract prospective parents. If this fund does go ahead, we think it is important to ensure that the criteria for the fund are clear and fair to smaller schools such as ours”.

“The falling rolls fund was discontinued following consultation. The consultation paper does not put forward any new evidence that would suggest it should be reintroduced”.

“Schools have to be open on the basis of a sustainable number of students. Any short term falls in roll need to be managed by individual schools themselves, via their own 3 year budget plans”.

“Not at present, federations and Trusts through the LA brokering should be an option as they are not viable without. A longer term plan strategically needs looking into for these schools”.

**Question 7:**

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



**Comments:**

**In support:**

“I agree with it apart from the section that is linked to opening new schools – this contradicts with the point made in question 6 – why open new schools when we could fill others?”

“This has high thresholds and not easily accessed anyway”.

**Against:**

“In relation to C) funding for schools with disproportionately high number of high needs, the proposed formula allocates less than 1/3rd of the funding set aside for additional high needs, (£13k out of the £40k), and to only 3 out of the total number of WBC schools. This suggests that the funding could be better targeted. Schools only receive funding where the actual number of high needs students is ‘significantly higher than the WBC average (1%)’. 1 percentage point above the WBC average actually means that, in the case of a secondary school, 71% (1 / 1.4) more high needs pupils than the average are needed before any funding is allocated. This threshold is too high. A lower threshold of, say, 0.5 percentage points above the average would allocate more funding to more schools with disproportionately high numbers of high needs students. A 0.5 threshold would still mean (secondary) schools would need to have 36% more high needs students than the average, and would still be consistent with the requirement to limit allocations ‘to a minority of schools’. It is not clear if the model includes or excludes non WBC high needs students. Excluding non WBC students would disadvantage schools on the edge of WBC, which might take a significant number of high needs pupils from neighbouring LAs. These pupils need to be included in the formula if they are not already. Also, it would have been appropriate if the model had used more up-to-date data, from the Oct21 census and Jan22 top-ups (rather than the year before)”.

“There should also not be a fund for Schools in Financial difficulty – having this ‘safety net’ does not potentially encourage schools to take as much responsibility for their financial management as they would if there was no safety net. Secondary schools don’t have such a fund and nor should Primary schools”.

**Question 8**

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



**Comments:**

**In support:**

“Happy with all areas of de-delegation”.

“It gives schools the freedom to choose and more going into the school improvement pot potentially”.

“Could we have some more information on the level of School Improvement service (could not see this on the Schools Forum papers)”.

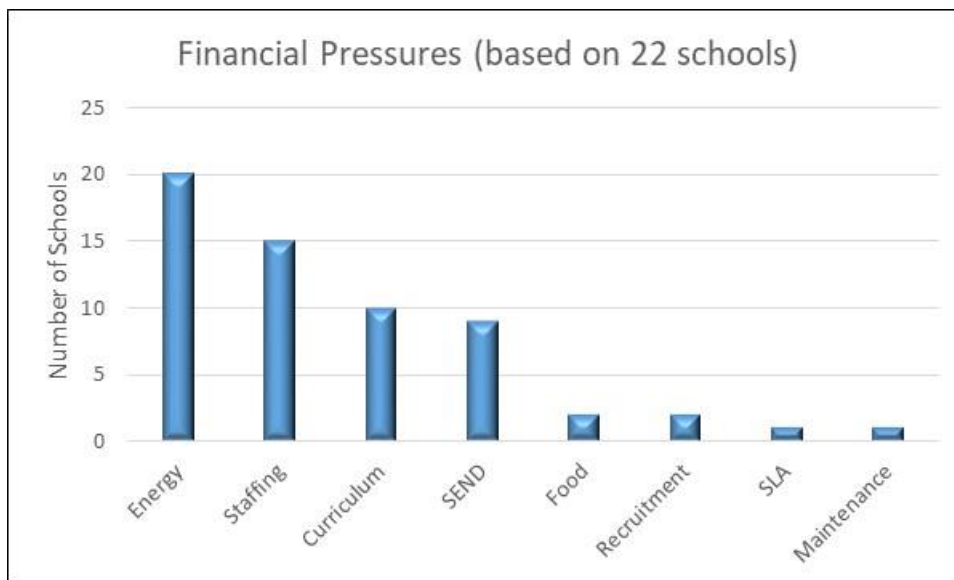
“We think this allows us access to necessary services that should be always at least good in these areas. P.S Is an education function, Mark Lewis??? Because he is brilliant to work with”.

**Against:**

“Further discussion is needed as to the VFM of some of these services (School Improvement, Therapeutic Thinking) and whether there are alternative ways to fund them based on level of usage by individual schools. In terms of H & S, the percentage increase in cost is significantly higher for Band F and G schools with no explanation as to the reason for this. EMTAS and CLEAPSS de-delegations look fine, as do the de-delegations linked to Accountancy, Audit and Pension Scheme Admin”.

**Question 9**

Which three areas of your budget are you experiencing the most financial pressure in?



**Comments:**

Special Educational Needs - we have an increasing number of more complex children with high needs, particularly in the lower years. Most of these children need individual one to one support and this creates a significant pressure on the budget, particularly in terms of staffing.

SEND – increasing numbers of children with high needs that have to have a 1:1 assistant which most schools are funding themselves prior to an EHCP being awarded.

Special Educational Needs - Children with a high level of need, EHCP, etc... usually need individual full time one to one support and this creates a significant pressure on the budget, particularly in terms of staffing and the costs associated with this.

High needs of children where by their plans and funding accounts only for 2/3 of the actual cost to the school.

Fuel costs - We are very concerned about these costs. Budget monitoring is already showing we will be spending in excess of our budgeted amount even after allowing for significant increases.

Curriculum - this is the area that is being squeezed the most, as it is the only area of budget, where costs can be saved.

Educational resources – this is the only area where savings can be made which then impacts on the pupils and staff well-being.

Curriculum resources and training for subject leads has been significantly reduced over the past 3-4 years to ensure we don't go in to deficit.

Staffing increases in terms of wages and add on costs. Implication for redundancy.

Staffing costs (including pay awards with no extra funding) and the need to recruit extra staff to support increasing SEND needs for in-year pupils.

UIFSM & FSM (We are currently paying 30p per meal because our grant does not cover the total cost. Last year, this was 26p per meal so our costs year-on-year are increasing).

Maintenance up keep (size of school is 1 form, actual funding is 0.5 form).

## 5. Next Steps

- 5.1 The results of the consultation will be discussed at HFG and Schools Forum, where a vote will be held.

## 6. Appendices

Appendix A – Equalities Impact Assessment



## Appendix A

### Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

<b>What is the proposed decision that you are asking the Schools' Forum to make:</b>	Approve the school funding formula consultation to go out to all schools.
<b>Name of Service/Directorate:</b>	<b>Finance and Property/Resources</b>
<b>Name of assessor:</b>	Melanie Ellis
<b>Date of assessment:</b>	14.10.22

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

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

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

Pregnancy and Maternity	none	none	
Race	none	none	
Religion or Belief	none	none	
Sex	none	none	
Sexual Orientation	none	none	
<b>Further Comments:</b>			

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

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>.

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

Name: Melanie Ellis

Date: 14.11.22

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

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## Budgets for Additional Funds 2023-24

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**Report being considered by:** Schools Forum on 5<sup>th</sup> December 2022

**Report Author:** Melanie Ellis

**Item for:** Decision **By:** All Forum Members / Maintained Primary School Members

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### 1. Purpose of the Report

To set out the proposed 2023-24 budgets for the Growth fund, Primary Schools in Financial Difficulty fund (SIFD) and Additional High Needs fund.

### 2. Recommendation(s)

- 2.1 Agree that the 2023-24 growth allocation is distributed to all schools via the school formula. This is estimated to be in the region of £900k.
- 2.2 To defer the decision on the PSIFD fund to the next round of meetings.
- 2.3 To set the Additional High Needs fund at £65k.

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

- 3.1 The main formula funding a school receives is retrospective and based on pupil numbers from the previous October census. Growth funding is allocated by the Department for Education (DfE) by formula and forms part of the Schools Block DSG allocation. It is allocated to meet the cost of increases in pre-16 pupil numbers either in new schools or bulge classes set up to meet basic need.
- 3.2 The formula for allocating growth funding to each local authority is based on the observed differences between the primary and secondary number on roll between the October 2021 and October 2022 school censuses. The growth is measured within each 'middle layer super output area' (MSOA). In West Berkshire there are 22 MSOAs. Changes in pupil numbers between the two censuses are identified for each MSOA, and any areas with a reduction in pupil numbers are discounted. Growth factor values are then applied:
  - (1) £1,520 for each primary growth pupil
  - (2) £2,275 for each secondary growth pupil
  - (3) £74,700 for each new school which opened in the previous year.
- 3.3 The SIFD fund is de-delegated and supports maintained primary schools in deficit or close to deficit.

3.4 Funding is set aside annually from the high needs block to fund schools with a disproportionate number of high needs pupils that meet the agreed criteria.

#### 4. West Berkshire Growth Allocation Estimate 2023-24

4.1 The DfE issue a growth calculator to generate illustrative growth allocations for 2023-24. Pupil numbers by school (September 2022) have been provided by the Education Place Planning team based upon school ESS SIMS data. These have been checked for reasonableness but there may obviously be some variation to those recorded on the October 2022 census.

4.2 Although there is a decrease in primary pupil numbers within the authority, 9 of the MSOA's have an overall growth (171 pupils in total), thereby generating eligible primary growth.

4.3 There is actual growth in secondary school pupil numbers with all schools, bar one, demonstrating an increase in pupil numbers, based upon the ESS data.

4.4 The illustrative growth allocation for 2023-24 is £905k. The actual value will be confirmed in December 2022.

	Estimate								Actual
	Eligible primary growth (a)	Eligible secondary growth (b)	ACA (c)	Allocation for primary growth (d)  (a)*(c) * £1,520	Allocation for secondary growth (e)  (b)*(c) *£2,275	No. of new schools (f)	Allocation for new schools (g)  (c) * £74,700	Total growth allocation (h)	2022-23 growth allocation
<b>2023-24</b>	171	270	1.03480	£268,965	£635,627	0	£0	£904,592	
<b>2022-23</b>	69	320	1.03475	£105,257	£735,087	1	£73,260	£913,605	<b>£874,544</b>

#### 5. Growth Fund

5.1 The Schools Forum must be consulted on the total size of the growth fund and criteria for use. The criteria formed part of the Schools Funding consultation and was supported.

5.2 As it 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.

5.3 The growth fund balance at 31.03.22 was £1.3m. Support for Highwood Copse will continue be drawn from the fund over the next few years, estimated to be around £300k between 2022-24. Additionally, some of the allocated growth fund will need to be used annually to support Highwood Copse as a growing school. This is because the funding allocated by the DfE via the Authority Proforma Tool (APT) is based upon lagged pupil numbers and, as such, as an authority we will need to estimate and fund the increase in pupil numbers each year.

5.4 The table below shows the estimated draw on the growth fund up to 31.3.24. Based upon the unconfirmed pupil data, Highwood and possibly Trinity and the Calcots will be eligible for growth funding in 2022-23. A contingency has been built in to cover

three cases per year. This gives an estimated balance of £588k at 31.03.24 prior to adding any 2023-24 growth allocation, estimated at £905k.

	Diseconomies of Scale	Growth	Balance
<b>Balance 31.03.22</b>			<b>-1,283,430</b>
<i>Highwood Underwriting Contingency</i>	155,000		-1,128,430
<b>Est Balance 31.03.23</b>		192,500	<b>-935,930</b>
<i>Highwood Underwriting Contingency</i>	155,000		-780,930
<b>Est Balance 31.03.24</b>		192,500	<b>-588,430</b>

5.5 In 2022-23, it was agreed that the projected balance of the growth fund was sufficient and the 2022-23 allocation was added into the school formula and allocated to schools and not used to further increase the growth fund.

5.6 Based upon the projected growth fund balance at 31.03.24, it is proposed to once again add the DSG growth funding allocation for 2023-24 into the school formula and allocate to schools. Some of this estimated £905k allocation will be required to support the increase in pupil numbers at Highwood Copse (Sept 2023 - March 2024). This is estimated to be in the region £100k. The remainder would be distributed to all schools.

5.7 A summary table is shown below:

Growth Fund	Top up £	Spend £	Cumulative Balance £
2018/19	280,710	87,500	193,210
2019/20	655,800	183,048	665,962
2020/21	904,945	69,836	1,501,071
2021/22	0	217,640	1,283,431
2022/23	0	107,388	1,176,043

## 6. Primary Schools in Financial Difficulty Fund

6.1 In 2022-23, bids of £15k have been approved, but a decision needs to be made to de-delegate this service in 2022/23, and what level to top up the fund to if approved. Previously £200k top up has been agreed. This decision will be made at the next round of meetings.

Primary Schools in Financial difficulty fund	Top up £	Spend £	Cumulative Balance £
2018/19	379,120	127,073	252,047
2019/20	0	70,880	181,167
2020/21	18,833	30,179	169,821
2021/22	27,500	102,250	95,071
2022/23	30,000	14,939	110,132

## 7. Additional High Needs Funding

7.1 Funding needs to be set aside from the high needs block in order to fund those schools qualifying for additional high needs funding. It is proposed that be increased to £65k.

<b>Additional High Needs Funding</b>	<b>Budget £</b>	<b>Spend £</b>
2018/19	100,000	83,609
2019/20	100,000	68,001
2020/21	100,000	33,550
2021/22	40,000	51,609
2022/23	42,000	70,000

## 8. Proposals

- To distribute the 2023-24 growth allocation to all schools via the school formula.
- To defer decisions on the PSIFD to the next round of meetings.
- To set the Additional High Needs fund at £65k.

## 9. Appendices

Appendix A – Equalities Impact Assessment



## Appendix A

### Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

<b>What is the proposed decision that you are asking the Schools' Forum to make:</b>	Approve the budgets for additional funds.
<b>Name of Service/Directorate:</b>	<b>Finance and Property/Resources</b>
<b>Name of assessor:</b>	Melanie Ellis
<b>Date of assessment:</b>	29/11/2022

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

<b>(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?</b>	
<b>Aims:</b>	To approve the budgets for additional funds
<b>Objectives:</b>	To approve the budgets for additional funds
<b>Outcomes:</b>	To approve the budgets for additional funds
<b>Benefits:</b>	To approve the budgets for additional funds

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

Pregnancy and Maternity	none	none	
Race	none	none	
Religion or Belief	none	none	
Sex	none	none	
Sexual Orientation	none	none	
<b>Further Comments:</b>			

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

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

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

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

Name: Melanie Ellis

Date: 29.11.22

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

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**Report being considered by:** Schools Forum on 5<sup>th</sup> December 2022

**Report Author:** Lisa Potts

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

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### 1. Purpose of the Report

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

### 2. Recommendation

2.1 That representatives of maintained primary schools should agree to de-delegate funds in the 2023/24 financial year for:

- Behaviour Support Services
- Ethnic Minority Support
- Trade Union Representation
- CLEAPSS
- School Improvement
- Statutory and Regulatory Duties comprising:
  - Statutory accounting functions in respect of schools
  - Internal Audit of schools
  - Administration of pensions for school staff
- Health and Safety Service to Schools

2.2 That representatives of maintained secondary schools should agree to de-delegate funds in the 2023/24 financial year for:

- Behaviour Support Services
- Ethnic Minority Support
- Trade Union Representation
- CLEAPSS
- School Improvement
- Statutory and Regulatory Duties comprising:
  - Statutory accounting functions in respect of schools
  - Internal Audit of schools
  - Administration of pensions for school staff
- Health and Safety Service to Schools

2.3 That representatives of maintained special, nursery and PRU heads should agree to de-delegate funds in the 2023/24 financial year for:

- Trade Union Representation
- CLEAPSS (Special schools and PRU only)
- Statutory and Regulatory Duties comprising:

- Statutory accounting functions in respect of schools
- Internal Audit of schools
- Administration of pensions for school staff
- Health and Safety Service to Schools

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

	2023/24 Primary Budget £	Agreed by HFG	2023/24 Secondary Budget £	Agreed by HFG	2023/24 Early Years & High Needs Budgets £	Agreed by HFG
Therapeutic Thinking Support	£199,959	Yes	£58,440	Yes	n/a	n/a
Ethnic Minority Support	£184,145	Yes	£2,873	Yes	n/a	n/a
Trade Union Representation	£49,387	Yes	£14,434	Yes	£2,003	Yes
CLEAPSS	£1,941	Yes	£1,272	Yes	£66*	Yes
School Improvement and Governor Support	£161,715	Yes	£47,262	Yes	n/a	n/a
Education Functions	£106,093	Yes	£31,006	Yes	£4,302	Yes
Health & Safety services to schools	As per banding	Yes	As per banding	Yes	As per banding	Yes

\*special schools only

### 4. Introduction

- 4.1 This report sets out the details, cost, and charges to schools of the services on which maintained school representatives are required to vote (on an annual basis).
- 4.2 De-delegated services consist of Behaviour Support, Ethnic Minority Support, Trade Union Local Representation, Schools in Financial Difficulty fund (primary), Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS) and School Improvement
- 4.3 Education functions consist of the statutory and regulatory duties held by the local authority in respect of maintained schools.
- 4.4 The Health and Safety service provides a compliance, advice and training role for schools.
- 4.5 In the consultation held with schools between 19<sup>th</sup> October 2022 to 9<sup>th</sup> November 2022, the following question was asked:

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

There were 17 responses received, 16 yes and 1 no.

- 4.6 An additional meeting was held with the members of the Heads Funding Group on 10<sup>th</sup> November 2022 where all areas of de-delegation were discussed, with the

exception of the Primary Schools in Financial Difficulty Fund. An overview of each service was given followed by questions and debate. As a result the EMTAS service was to be reviewed to reduce the costs. The result of this is shown below.

- 4.7 Heads Funding Group also met on 22<sup>nd</sup> November, and supported the view of the consultation to accept the de-delegation proposals. However, they felt there had not been sufficient discussion regarding the PSIFD fund, so it was agreed for a further consultation to take place with Primary schools about this fund, with results reported back to the next round of meetings, where a decision would be made.

## 5. De-delegated Services

- 5.1 De-delegated services are for maintained schools only. Funding must first be allocated to schools through the formula, but can then be passed back, or de-delegated for maintained primary and secondary schools with Schools Forum approval.
- 5.2 Funds cannot be de-delegated from Special and Nursery Schools and PRUs for these services, but those schools will have the option to buy back these services at a cost based on the same amount per pupil as for primary and secondary schools. Academies may also be given the option to buy into the service.
- 5.3 The schools funding regulations for 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.
- 5.4 Primary and secondary school representatives are required to recommend to Schools Forum on whether each service is to be de-delegated or not. The services below were 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

## 6. Therapeutic Thinking Service (previously Behaviour Intervention)

- 6.1 The Therapeutic Thinking Service proposal for 2023/24 is set out in Appendix B.
- 6.2 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 £17.51 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	£17.51	£199,959
Maintained Secondary Schools	3,337	£15.17	£50,628	3,337	£17.51	£58,440
<b>Total</b>			<b>£223,858</b>			<b>£258,399</b>

## 7. Ethnic Minority and Traveller Achievement Service

- 7.1 The detail of the Ethnic Minority and Traveller Achievement Service (EMTAS) is set out in Appendix C.
- 7.2 Table 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 £258.82 per pupil but the final rate will be determined according to the number of EAL pupils in the October 2022 census.
- 7.3 The figures have been reviewed and reduced since the HFG meeting and a summary of the changes can be seen in Appendix C.

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	£258.82	£184,145
Maintained Secondary Schools	11	£233.70	£2,594	11	£258.82	£2,873
			<b>£168,864</b>			<b>£187,018</b>

## 8. Trade Union Representation

- 8.1 The detail of the service provided by Trade Union representatives to schools is set out in Appendix D.
- 8.2 Table 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 £4.33 per pupil.



<b>TABLE 3</b>	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	£4.33	£49,387
Maintained Secondary Schools	3,337	£3.95	£13,198	3,337	£4.33	£14,434
			<b>£58,356</b>			<b>£63,820</b>

## 9. Schools in Financial Difficulty

- 9.1 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.
- 9.2 Further to the additional meeting of the Heads Funding Group, it has been decided that the Primary Schools In Financial Difficulty de-delegation will be voted on at the next meeting.

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

- 10.1 The detail of the service provided by this subscription is set out in Appendix E.
- 10.2 As the actual pricing from CLEAPSS will not be available until after the schools budget has been set, an assumption has been made on the 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.

<b>TABLE 4</b>	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
				<b>£3,213</b>				<b>£3,213</b>

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

## 11. School Improvement Team

- 11.1 The detail of the service provided by the School Improvement Team is set out in Appendix F.
- 11.2 Since 2017, the School Improvement Team has been funded by a grant. A 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.

- 11.3 Table 5 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 £14.16 per pupil.

TABLE 5	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	£14.16	£161,715
Maintained Secondary Schools	3,337	£10.48	£34,957	3,337	£14.16	£47,262
			<b>£154,569</b>			<b>£208,977</b>

## 12. Education Functions for Maintained Schools

- 12.1 Education responsibilities held by local authorities for **all** schools are funded from the Central Schools Services Block of the DSG. Education functions held by local authorities for **maintained schools only** can be funded from maintained schools budget shares and de-delegated, with agreement of the maintained schools members of schools forums.
- 12.2 Education functions consist of the statutory and regulatory duties held by the local authority in respect of maintained schools. These consist of Accountancy, Internal Audit and Pension scheme administration. The Accountancy, audit and pension administration services are described in appendix G.
- 12.3 Representatives of all maintained schools (including Special and Nursery Schools and PRUs) are required to recommend to Schools Forum whether or not these services should be funded from maintained school budget shares and de-delegated for 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

- 12.4 Academies and other non-maintained schools also may be able to choose to buy into any of the above services subject to service provider agreement.
- 12.5 Table 6 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 £9.29 per pupil.

TABLE 6	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	£3.46	£52,626	£39,485	£11,540	£1,601
Audit	£3.29	£50,075	£3.48	£52,911	£39,699	£11,602	£1,610
Pension Scheme Administration	£2.37	£36,025	£2.36	£35,864	£26,909	£7,864	£1,091
<b>Total Education Functions</b>	<b>£9.06</b>	<b>£137,856</b>	<b>£9.29</b>	<b>£141,401</b>	<b>£106,093</b>	<b>£31,006</b>	<b>£4,302</b>

### 13. Health and Safety Service to Schools

- 13.1 As the Council is the employer and therefore the principal legal duty holder (notwithstanding any delegated responsibilities to a schools, Head Teachers and Governors) in relation to health and safety, it makes sense to ensure an adequate, effective and efficient health and safety service is provided to all Local Authority maintained schools and a buy-back option offered to non-maintained schools.
- 13.2 The Health and Safety Team provide a compliance, advice and training role for schools and the Team continue to be heavily involved in assisting schools developing and reviewing covid secure arrangements, plans and risk assessments.
- 13.3 Following a decision to change the way the service operated in 2020/21, for the last year all maintained schools have had the Level Two (Enhanced) service. This is a comprehensive health and safety support service and covers all aspects of health and safety management and support including necessary health and safety training.
- 13.4 It is proposed to provide the full schools health and safety service to all maintained schools, continuing on from the previous year. This will meet the requirements of the employer under the Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations and other related legislation.
- 13.5 Schools will pay a graduated fee based on pupil numbers for the Level 1 element of the service and a top up cost to cover the combined service. All maintained schools will need to agree to be part of this collective agreement to equitably fund the service.
- 13.6 A buy-back option would continue to be offered to schools such as academy and independent schools. Income generated from buy-back services would be invested in the service or offset to reduce costs for the schools in the collective agreement.
- 13.7 Table 8 below shows the 2023/24 cost if all Local Authority maintained schools, Voluntary Controlled, Voluntary Aided and special schools agree to one equal service.

**Table 8**

<b>Pupil No's</b>	<b>Band A 0-60</b>	<b>Band B 61 - 100</b>	<b>Band C 101-200</b>	<b>Band D 201-300</b>	<b>Band E 301-650</b>	<b>Band F 650+</b>	<b>Band G Secondary</b>
<b>21/22</b>	<b>£800.00</b>	<b>£1,300.00</b>	<b>£1,600.00</b>	<b>£2,000.00</b>	<b>£2,600.00</b>	<b>£4.47 Per pupil</b>	<b>£4.47 Per pupil</b>
<b>22/23</b>	<b>£800.00</b>	<b>£1,300.00</b>	<b>£1,600.00</b>	<b>£2,000.00</b>	<b>£2,600.00</b>	<b>£4.57 Per pupil</b>	<b>£4.57 Per pupil</b>
<b>23/24</b>	<b>£832.00</b>	<b>£1,352.00</b>	<b>£1,664.00</b>	<b>£2,080.00</b>	<b>£2,704.00</b>	<b>£5.89 Per Pupil</b>	<b>£5.89 Per Pupil</b>

## 14. Consultation and Engagement

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

## 15. 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, I and J – Health and Safety service to schools

Appendix K – Equalities Impact Assessment

Indicative De-Delegations for 2023/24 - Based on October 2021 Census Data											
	De-delegations								Education functions for maintained schools		Total De-delegations and Education Functions
	Therapeutic Thinking	Ethnic Minority Support	Trade Union Representation	CLEAPSS	School Improvement & Governor Support	Statutory Accounting Functions	Internal Audit of Schools	Pension Scheme Administration			
Proposed Primary Delegation	£199,959	£184,145	£49,387	£1,941	£161,715	£39,485	£39,699	£26,909			£703,240
Proposed Secondary Delegation	£58,440	£2,873	£14,434	£1,272	£47,262	£11,540	£11,602	£7,864			£155,287
<b>Total Proposed Delegation</b>	<b>£258,399</b>	<b>£187,018</b>	<b>£63,820</b>	<b>£3,213</b>	<b>£208,977</b>	<b>£51,025</b>	<b>£51,301</b>	<b>£34,773</b>			<b>£858,527</b>
Estimated income from other maintained schools	£0	£0	£2,003	£66	£0	£1,601	£1,610	£1,091			£6,371
<b>Total Cost of Service</b>	<b>£258,399</b>	<b>£187,018</b>	<b>£65,823</b>	<b>£3,280</b>	<b>£208,977</b>	<b>£52,626</b>	<b>£52,911</b>	<b>£35,864</b>			<b>£864,898</b>
Cost per primary pupil	£17.51	£258.82	£4.33	£0.17	£14.16	£3.46	£3.48	£2.36			£304
Cost per secondary pupil	£17.51	£258.82	£4.33	£0.17	£14.16	£3.46	£3.48	£2.36			£304
Cost per other maintained school pupil	n/a	£258.82	£4.33	£0.17	£14.16	£3.46	£3.48	£2.36			£287
Fixed cost per secondary school	n/a	n/a	n/a	£235.00	n/a	n/a	n/a	n/a			£235
School	Pupil No's	EAL No's									
Aldermaston Church of England Primary School	159	3.6	2,785	929	688	27	2,252	550	553	375	8,158
Basildon Church of England Primary School	47	0.0	823	0	203	8	666	163	163	111	2,137
Beeton Church of England Controlled Primary School	50	0.0	876	0	216	9	708	173	174	118	2,273
Birch Copse Primary School	425	14.1	7,443	3,647	1,838	72	6,019	1,470	1,478	1,002	22,699
Bradfield Church of England Primary School	156	0.0	2,732	0	675	27	2,209	539	542	368	7,092
Brightwalton Church of England Aided Primary School	99	3.6	1,734	937	428	17	1,402	342	344	233	5,438
Brimpton Church of England Primary School	54	0.0	946	0	234	9	765	187	188	127	2,455
Bucklebury Church of England Primary School	114	0.0	1,996	0	493	19	1,615	394	396	269	5,183
Burghfield St. Mary's Church of England Primary School	204	0.0	3,573	0	882	35	2,889	705	709	481	9,274
Calcot Infant School & Nursery	201	31.6	3,520	8,176	869	34	2,847	695	699	474	17,314
Calcot Junior School	272	13.0	4,763	3,365	1,176	46	3,852	941	946	641	15,731
Chadwellorth St. Andrew's Church of England Primary School	30	0.0	525	0	130	5	425	104	104	71	1,364
Chieveley Primary School	198	7.1	3,468	1,830	856	34	2,804	685	688	467	10,832
Cold Ash St. Mark's Church of England Primary School	178	0.0	3,117	0	770	30	2,521	616	619	419	8,092
Compton Church of England Primary School	188	4.7	3,292	1,209	813	32	2,663	650	654	443	9,756
Curridge Primary School	92	2.3	1,611	588	398	16	1,303	318	320	217	4,770
Downton Primary School	214	8.1	3,748	2,107	926	36	3,031	740	744	504	11,836
Enborne Church of England Primary School	75	1.2	1,313	303	324	13	1,062	259	261	177	3,713
Englefield Church of England Primary School	105	1.2	1,839	316	454	18	1,487	363	365	247	5,089
Falkland Primary School	420	22.1	7,355	5,723	1,817	71	5,949	1,452	1,460	990	24,817
Garland Junior School	230	9.1	4,028	2,360	995	39	3,258	795	800	542	12,817
Hampstead Noreys Church of England Primary School	89	0.0	1,559	0	385	15	1,261	308	309	210	4,046
Hermitage Primary School	195	4.7	3,415	1,224	843	33	2,762	674	678	460	10,089
Hungerford Primary School	348	17.2	6,094	4,460	1,505	59	4,929	1,203	1,210	820	20,281
The Isleys' Primary School	61	1.1	1,068	277	264	10	864	211	212	144	3,050
Inkpen Primary School	64	2.4	1,121	626	277	11	906	221	223	151	3,536
John Rankin Infant & Nursery School	251	21.6	4,396	5,601	1,086	43	3,555	868	873	592	17,012
John Rankin Junior School	358	15.1	6,270	3,903	1,548	61	5,070	1,238	1,245	844	20,179
Kennet Valley Primary School	204	22.7	3,573	5,868	882	35	2,889	705	709	481	15,142
Kintbury St. Mary's Church of England Primary School	145	3.4	2,539	872	627	25	2,054	501	504	342	7,464
Long Lane Primary School	210	12.8	3,678	3,321	908	36	2,974	726	730	495	12,868
Mortimer St. Johns Church of England Infant School	172	13.8	3,012	3,577	744	29	2,436	595	598	405	11,397
Mortimer St. Mary's Church of England Junior School	237	2.0	4,150	518	1,025	40	3,357	820	824	559	11,292
Mrs. Bland's Infant & Nursery School	155	13.5	2,714	3,489	670	26	2,195	536	539	365	10,326
Pangbourne Primary School	191	13.6	3,345	3,510	826	32	2,705	661	664	450	12,193
Parsons Down Infant School	107	15.3	1,874	3,957	463	18	1,515	370	372	252	8,822
Parsons Down Junior School	233	6.1	4,080	1,574	1,008	40	3,300	806	810	549	12,166
Rurley Church of England Infants School	104	5.8	1,821	1,512	450	18	1,473	360	362	245	6,240
Robert Sandilands Primary School & Nursery	232	20.7	4,063	5,350	1,003	39	3,286	802	807	547	15,897
Shaw-cum-Donnington Church of England Primary School	90	8.0	1,576	2,063	389	15	1,275	311	313	212	6,154
Shefford Church of England Primary School	60	1.2	1,051	305	260	10	850	207	209	141	3,033
Springfield Primary School	304	15.4	5,324	3,996	1,315	52	4,306	1,051	1,057	716	17,817
Spurcroft Primary School	417	37.3	7,303	9,646	1,804	71	5,906	1,442	1,450	983	28,604
St. Finian's Catholic Primary School	193	8.3	3,380	2,159	835	33	2,733	667	671	455	10,933
St. John the Evangelist Infant & Nursery School	178	40.1	3,117	10,366	770	30	2,521	616	619	419	18,458
St. Joseph's Catholic Primary School	203	71.7	3,555	18,545	878	35	2,875	702	706	478	27,774
St. Nicolas Church of England Junior School	247	24.0	4,326	6,212	1,068	42	3,498	854	859	582	17,441
St. Pauls Catholic Primary School	319	41.9	5,587	10,847	1,380	54	4,518	1,103	1,109	752	25,350
Stockcross Church of England Primary School	100	0.0	1,751	0	433	17	1,416	346	348	236	4,546
Streasley Church of England Voluntary Controlled Primary School	103	1.1	1,804	287	446	18	1,459	356	358	243	4,970
Sulhamstead and Utton Navel Church of England Voluntary Aided Pr	95	1.1	1,664	295	411	16	1,345	329	330	224	4,614
Thatcham Park Church of England Primary School	325	12.4	5,692	3,202	1,406	55	4,603	1,124	1,130	766	17,977
Theale Church of England Primary School	311	10.5	5,446	2,723	1,345	53	4,405	1,075	1,081	733	16,862
Welford and Wickham Church of England Primary School	80	0.0	1,401	0	346	14	1,133	277	278	189	3,637
Westwood Farm Infant School	180	25.7	3,152	6,654	779	31	2,549	622	626	424	14,838
Westwood Farm Junior School	239	13.0	4,186	3,365	1,034	41	3,385	826	831	563	14,230
The Willows Primary School	336	15.2	5,884	3,939	1,453	57	4,759	1,162	1,168	792	19,215
The Winchcombe School	448	65.5	7,846	16,953	1,938	76	6,345	1,549	1,558	1,056	37,320
Woolhampton Church of England Primary School	102	1.2	1,786	303	441	17	1,445	353	355	240	4,940
Yattendon Church of England Primary School	90	0.0	1,576	0	389	15	1,275	311	313	212	4,092
<b>The Downs School</b>	1,016	2.0	17,793	525	4,395	408	14,390	3,513	3,533	2,394	46,951
Little Heath School	1,314	4.1	23,012	1,051	5,684	458	18,610	4,544	4,569	3,097	61,024
The Willink School	1,007	5.0	17,635	1,297	4,356	406	14,262	3,482	3,501	2,373	47,313
<b>PRIMARY TOTAL</b>	<b>11,418</b>	<b>711.47</b>	<b>199,959</b>	<b>184,145</b>	<b>49,387</b>	<b>1,941</b>	<b>161,715</b>	<b>39,485</b>	<b>39,699</b>	<b>26,909</b>	<b>703,240</b>
<b>SECONDARY TOTAL</b>	<b>3,337</b>	<b>11.10</b>	<b>58,440</b>	<b>2,873</b>	<b>14,434</b>	<b>1,272</b>	<b>47,262</b>	<b>11,540</b>	<b>11,602</b>	<b>7,864</b>	<b>155,287</b>
<b>TOTAL ALL PRIMARY AND SECONDARY SCHOOLS</b>	<b>14,755</b>	<b>723</b>	<b>258,399</b>	<b>187,018</b>	<b>63,820</b>	<b>3,213</b>	<b>208,977</b>	<b>51,025</b>	<b>51,301</b>	<b>34,773</b>	<b>858,527</b>
<b>88530</b>											<b>0</b>
<b>Other Maintained Schools</b>											
Hungerford Nursery	36.58		n/a	n/a	158	n/a	n/a	126	127	86	498
Victoria Park Nursery	35		n/a	n/a	153	n/a	n/a	122	123	83	482
<b>Total Within Early Years Block</b>			<b>0</b>	<b>0</b>	<b>311</b>	<b>0</b>	<b>0</b>	<b>249</b>	<b>250</b>	<b>170</b>	<b>980</b>
Brookfields Special School	193		n/a	0	835	33	0	667	671	455	2,661
The Castle Special School	138		n/a	0	597	23	0	477	480	325	1,903
icollege	60		n/a	0	260	10	0	207	209	141	827
<b>Total Within High Needs Block</b>			<b>0</b>	<b>0</b>	<b>1,691</b>	<b>66</b>	<b>0</b>	<b>1,352</b>	<b>1,359</b>	<b>921</b>	<b>5,391</b>
<b>Total for All Other Maintained Schools</b>	<b>462.98</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>2,003</b>	<b>66</b>	<b>0</b>	<b>1,601</b>	<b>1,610</b>	<b>1,091</b>	<b>6,371</b>
<b>Total all Maintained Schools</b>	<b>15,218</b>	<b>723</b>	<b>258,399</b>	<b>187,018</b>	<b>65,823</b>	<b>3,280</b>	<b>208,977</b>	<b>52,626</b>	<b>52,911</b>	<b>35,864</b>	<b>864,898</b>

## 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	228,018	
Other Costs	6,870	6,870	6,890	
Support Service Recharges	20,434	21,477	23,491	
Total Cost	224,776	236,243	258,399	8.57%
Less Surplus Brought Forward	0	-12,385	0	
<b>Amount to be De-Delegated</b>	<b>224,776</b>	<b>223,858</b>	<b>258,399</b>	<b>13.4%</b>

The overall cost of delivering the service has increased by 13.4% 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 £17.51 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 £	New proposal 23/24
Staffing Costs	171,455	177,120	191,200	169,080
Other Costs	26,020	26,020	26,170	17,020
Support Service Recharges	19,748	20,314	21,737	18,610
<b>Total Cost</b>	<b>217,223</b>	<b>223,454</b>	<b>239,107</b>	<b>204,710</b>
Less Surplus Brought Forward	-31,496	-54,590	-17,692	-17,692
<b>Amount to be De-Delegated</b>	<b>185,727</b>	<b>168,864</b>	<b>221,415</b>	<b>187,018</b>

The cost of delivering the service has decreased by 7.5%.

**Reduction of overall costs – update from service**

As requested I have reviewed the budgets and service provision as a new Service Manager, taking on board the new financial climate. I have looked at ways to potentially reduce the cost with the current staffing structure and limiting the impact on support for schools however I would be prepared if this is not sufficient to come back to Heads with more lower cost options bearing in mind that this will have a direct impact on staffing and provision.

All staffing to remain as is.

Package of support will be:

- Contextual inclusion support for schools by tailoring support/training to needs of the school for example classroom observations and training for TAs
- Comprehensive training package to schools at a minimum of ½ termly – academy buy back – including assessment training
- INSET day training in schools where there are high numbers of EAL pupils or for clusters of schools on inclusion and strategies to support EAL pupils
- Development of comprehensive website information, resources and support
- Arranging advice and support for individual pupils, including those with EAL and SEND, EHC planning.
- Limited one to one direct pupil assessment & reports prioritised where SEN need is identified at point of admission.
- Leading training for teachers and teaching assistants on EAL and Equalities.
- Advice, guidance documents and resources to schools.

- Support 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.
- 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.
- 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.
- Include direct payments to schools with EAL students for TA support for up to 20 hours per head at a cost of £10.43 per hour up to a total of £17k – approx. 80 pupils with 20 hours support

Savings have been made by streamlining supplies, reducing some of the direct work completed and redistributing managerial responsibilities.

### **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 £258.82 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.

**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	£18,543
NEU (previously NUT)	£32,188	£34,373
NAHT	£3,843	£4,104
ASCL	£2,640	£2,819
<b>Total Direct Costs</b>	<b>£56,036</b>	<b>£59,839</b>
Support Service Recharges	£5,604	£5,984
<b>Total Cost</b>	<b>£61,640</b>	<b>£65,823</b>
Income from Nursery and Special Schools and PRUs	£2,187	£2,003
<b>Cost to Primary and Secondary Schools</b>	<b>£59,453</b>	<b>£63,820</b>

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 1<sup>st</sup> 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 £4.33 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 6<sup>th</sup> 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 2023/24

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	292,681
Other Costs	11,860	15,480
Support Service Recharges	30,122	30,816
<b>Total Cost</b>	<b>331,338</b>	<b>338,977</b>
Forecast grant funding	-135,769	0
De-delegation underspend from 2017/18	-41,000	0
Less Surplus Carried Forward		-130,000
<b>Amount to be De-Delegated</b>	<b>154,569</b>	<b>208,977</b>

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 £14.16 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: £52,626

0.7 FTE Accountants; 0.34 FTE Senior Accountant; 0.05 Schools Accountancy Manager;  
0.12 FTE Finance Manager

**Total FTE 0.88**

**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: £35,864

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: £52,911

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	52,626
Audit	50,075	52,911
Pension Scheme Admin	36,025	35,864
<b>Total Cost</b>	<b>137,856</b>	<b>141,401</b>
Less income from Special and Nursery Schools and PRUs	4,194	4,302
<b>Amount to be De-Delegated</b>	<b>133,662</b>	<b>£137,099</b>

**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 £9.29 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

#### 16. Introduction

- 16.1 The Council has an established, professional and well regarded Health and Safety Team that already supports West Berkshire schools.
- 16.2 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.

#### 17. Background and Legislative Context

- 17.1 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.
- 17.2 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.
- 17.3 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.
- 17.4 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.
- 17.5 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.
- 17.6 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.

17.7 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.

## **18. The Councils Health & Safety Support Service to Schools**

18.1 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.

18.2 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.

18.3 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.

18.4 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.

## **19. Update on position since last year**

19.1 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.

## **20. Proposals**

20.1 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.

20.2 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.

20.3 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.

- 20.4 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	£5.89 Per Pupil	£5.89 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.

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

Table 2	2023/24 Proposed £
Staffing Costs	136,973
Other Costs	5,000
Support Service Recharges	14,197
Total Cost	156,170
De-delegated basic level one income @ £5.89 per pupil	-89,559
Remainder cost to be met by all Maintained Primary and Secondary Schools via a top up for enhanced Health & Safety package	<b>66,611</b>

## 21. Recommendation

- 21.1 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.

## 22. Conclusion

- 22.1 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.

- 22.2 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.
- 22.3 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.
- 22.4 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**

<b>Health and Safety Enhanced Service</b>
<p><b>Summary</b></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
<b>1) Advice</b>	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.
<b>2) Health and Safety Needs Assessment</b>	<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>
<b>3) School Safety Policy:</b>	<p>Review existing against a model H&amp;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>
<b>4) Safety Organisation:</b>	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.
<b>5) Planning and implementing:</b>	<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>
<b>6) Health and Safety Risk Assessment:</b>	<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.
<b>7) Telephone/Incident response:</b>	<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>
<b>8) Health and Safety Training</b>	<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  <a href="http://info.westberks.gov.uk/index.aspx?articleid=29858">http://info.westberks.gov.uk/index.aspx?articleid=29858</a>.</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>
<b>9) Fire Management</b>	<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>
<b>10) Asbestos Management</b>	<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>
<b>11) Legionella Management</b>	<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.
<b>12) Playground Equipment</b>	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

## 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.**

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

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

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

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

Pregnancy and Maternity	None	<b>None</b>	
Race	None	<b>None</b>	
Religion or Belief	None	<b>None</b>	
Sex	None	<b>None</b>	
Sexual Orientation	None	<b>None</b>	
<b>Further Comments:</b>			

<b>(3) Result</b>	
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>.

<b>(4) Identify next steps as appropriate:</b>	
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: 29/11/22

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



## Language and Literacy Centre (LAL) Funding

**Report being considered by:** Schools' Forum on 5 December 2022

**Report Author:** Karen Bartlett / Jane Seymour

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

### 1. Purpose of the Report

1.1 To reach a decision on the Theale LAL funding deficit and LAL budgets for 2023-24

### 2. Recommendation(s)

2.1 To agree a contribution to the deficit which has built up in the Theale LAL budget due to under-funding of the LALs

2.2 To increase the budget allocation to both LALs from 2023-24 to cover costs.

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

3.1 West Berkshire maintains two Language and Literacy Centres to support children of primary age with specific literacy difficulties, at Theale and Winchcombe Primary Schools. The LALs are an important part of the Authority's provision for children with specific literacy difficulties and help to prevent placements in costly specialist schools for children with dyslexia.

3.2 The funding for the LALs over the past 4 years has not been adequate to cover costs which has resulted in the Theale LAL accruing a deficit of approximately £69,000. By the end of 2020-21. The Winchcombe LAL does not have a deficit due to being without a teacher in charge for two terms which enabled them to balance their budget.

3.3 The table in section 4 below shows that between 2019-20 and 2021-22 the budget allocated for the LALs did not fully cover the cost of the teacher in charge. In 2022-23 the budget was increased and now covers the teacher's salary, but still does not allow sufficient funding to cover other costs related to the LAL.

3.4 The table sets out a proposed model for funding of the LALs which would increase the budget from £67,870 to £80,845, a difference of £12,984 per LAL. The table also sets out what LAL funding would have been in the previous three financial years if this model were applied retrospectively, and therefore what would be an appropriate amount to contribute to the Theale LAL deficit. It is suggested that £51,813 is contributed towards the accrued deficit. The rationale for the proposed funding model is set out below. It should be borne in mind that children who attend LAL are not on the roll of the host school and therefore the host school does not attract AWPU funding for these pupils, unlike schools with resourced provision.

3.5 The teacher in charge of a LAL needs to have a Master’s level qualification in SpLD. This means most people applying for the post will already be on UPS1-3. To reflect the responsibility and the required qualification an SEN point and TLR are also paid. The proposed budget for the teacher in charge is therefore based on UPS plus SEN & TLR, plus on costs.

3.6 There is an agreement in place, which is historical, that the LAL budgets will include an allowance for the Governors to pay the Headteacher additional management points for running the LAL. This was previously allowed for in the LAL budgets, but as the costs of the teachers’ salaries have increased, the funding to meet this cost has effectively been eroded. The model below includes an allowance for this purpose.

3.7 An allowance has been included for administrative support for the LAL of 0.1FTE.

3.8 The allowance for premises costs enables the school to recharge the LAL budget for premises costs relating to the area occupied by the LAL, including heating, lighting, maintenance etc. The amount has been based on an average of actual amounts charged for premises by both schools which host LALs.

3.9 The “other costs” line in the proposed budget is to cover supply teacher insurance, stationery, postage, phones, travel expenses, training, photocopying, equipment, resources and a share of the schools’ buy back costs for Finance, Payroll etc.

3.10 The allowance for IT is intended to allow the school to replace the laptop for the teacher in charge approximately every 5 years.

#### 4. Supporting Information

##### 4.1 Proposed LAL funding model

	2019/20 £	2020/21 £	2021/22 £	2022/23 £	2023/24 £
<b>Staffing</b>					
Teacher	57474	58992	63597	65064	67241
Management Points	6110	6215	6324	6324	6324
Admin	2661	3012	3012	3208	3580
Premises Costs	1500	1500	1500	1500	1500
Other Costs	2000	2000	2000	2000	2000
IT	200	200	200	200	200
<b>Total proposed LAL budget</b>	<b>69945</b>	<b>71919</b>	<b>76723</b>	<b>78296</b>	<b>80845</b>
Actual LAL Budget	58100	58100	61000	67870	
Difference	11845	13819	15723	10426	
<b>Total proposed contribution to Theale LAL deficit</b>				<b>51813</b>	
<b>Total proposed budget for each LAL for 23/24</b>					<b>80845</b>

## **5. Options for Consideration**

- 5.1 To increase the budgets for both LALs as set out above in 2023-24
- 5.2 To contribute £51,813 towards the deficit at Theale as detailed in 4.1

## **6. Proposals**

- 6.1 As above as set out in 5.1 and 5.2 above.

## **7. Conclusion**

7.1 This report sets out a proposal to increase the LAL budgets from April 2023 to cover actual costs as well as contribute to the deficit incurred at Theale which has come about as a result of the budget allocated not adequately covering true costs. Winchcombe LAL does not have a deficit due to a vacancy saving.

## **8. Consultation and Engagement**

- 8.1 Karen Bartlett, Jane Seymour and Lisa Potts

## **9. Appendices**

Appendix A – Equalities Impact Assessment

## Appendix A

### Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

<b>What is the proposed decision that you are asking the Schools' Forum to make:</b>	To agree a contribution to the deficit which has built up in the Theale LAL budget due to under-funding of the LALs
<b>Name of Service/Directorate:</b>	<b>Education</b>
<b>Name of assessor:</b>	Karen Bartlett
<b>Date of assessment:</b>	20 <sup>th</sup> September 2022

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

<b>(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?</b>	
<b>Aims:</b>	To ensure appropriate funding for LAL provision
<b>Objectives:</b>	
<b>Outcomes:</b>	Children attending LALs will receive appropriate support.
<b>Benefits:</b>	

<b>(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?</b>			
<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>			
<b>Group Affected</b>	<b>Potential Positive Impacts</b>	<b>Potential Negative Impacts</b>	<b>Evidence</b>
Age			
Disability	Children with dyslexia will receive appropriate resourced		

	provision.		
Gender Reassignment			
Marriage and Civil Partnership			
Pregnancy and Maternity			
Race			
Religion or Belief			
Sex			
Sexual Orientation			
<b>Further Comments:</b>			

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

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>.

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

Name: Karen Bartlett

Date: 20<sup>th</sup> September 2022

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

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<b>Update on HNB Invest to Save Projects</b>		
<b>Report being considered by:</b>	Schools' Forum on 5 December 2022	
<b>Report Author:</b>	Jane Seymour, Michelle Sancho	
<b>Item for:</b>	Decision	<b>By</b> All Forum Members

## 1. Purpose of the Report

1.1 To update the Schools Forum on the Invest to Save projects agreed in 21-22 (and carried forward in to 22-23).

1.2 To ask the Schools' Forum to consider ongoing funding of these projects.

## 2. Recommendation

2.1 That the Schools Forum agrees ongoing permanent funding of these projects.

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

3.1 In 2020-21, the Schools Forum agreed to transfer 0.25% of the Schools Block to the High Needs Block for initiatives which were aimed at reducing spending in the longer term. The total value of this first tranche of invest to save initiatives was £274,000. The initiatives included increased investment in the Vulnerable Children Grant (a grant which schools can access for assistance with children who have Social, Emotional and Mental Health difficulties), the creation of a Therapeutic Thinking Officer post to oversee the roll out of therapeutic thinking approaches in schools and the recruitment of two Higher Level TAs in the Autism Team to work intensively with children at risk of placement breakdown or becoming emotionally based school avoiders. These projects were also approved for continuation in to 2021-22. An impact report on these projects was considered by HFG/ Schools Forum in October 2021 and it was subsequently agreed that permanent funding for them should be incorporated in to the 2022-23 HNB budget.

3.2 The Schools Forum also made a decision on 8<sup>th</sup> March 2021 that a further 0.25% transfer from the Schools Block to the HNB, amounting to **£274,000**, could be made for a second tranche of invest to save initiatives. After some discussion and further meetings it was agreed that a fund which schools could access in order to support children with autism, the Autism Fund, would be created, and that half of the remaining funding would be allocated directly to secondary schools to support pupils who were Emotionally Based School Avoiders and the other half would be retained centrally to fund support for pupils in primary schools who were EBSA. The centrally funded service included the creation of an EBSA fund which participating schools can access through the Local Authority's EBSA Forum, creation of three part time EBSA posts (Education Welfare Officer, Educational

Psychologist and mental health worker in the Emotional Health Academy). Secondary schools were given the option to buy in to the centrally funded EBSA Service and one school, The Downs, chose to do so in 2021-22.

#### 4. ASD Fund (2021-22) Impact

4.1 The allocation for this initiative was **£52,685** in 2021-22. The fund is available to schools to support children with an autism diagnosis (or on the autism pathway) and can be accessed through application to the Autism Team. Applications must evidence need and demonstrate how the funds will be spent. Funding is capped at a maximum of £2000 per child. Bids are considered monthly by a panel consisting of the Learning Support Services Manager, the Autism Team Co-ordinator and a member of the Autism Team. Where funds are allocated, schools are expected to complete an 'evaluation of impact' document following the implementation of the additional support.

4.4 Schools may seek support for provision which may include but is not exclusive to:

- Resources for therapies (ie Lego, Art, Sports)
- Sensory resources
- 1:1 time each day with a professional in school
- Online tutoring

4.5 Schools are encouraged to apply for funding for interventions which benefit groups of students and where the impact will live on beyond the intervention such as:

- Social skills groups
- Emotional regulation and mindfulness sessions
- Involvement of parents/carers

4.6 Schools have welcomed the availability of this funding without the need for an EHCP and also the fact that it is available to children on the autism pathway (waiting for assessment / possible diagnosis by CAMHs) as well as to children with a diagnosis, given the very long waiting times for assessment.

4.7 The objectives of creating the fund were:

- Reduce levels of EBSA (where applicable)
- Reduce anxiety
- Support children to learn skills to better manage their anxiety
- Improve staff knowledge of suitable interventions and resources to support autistic pupils
- Increase the child's level of engagement in learning and school attendance
- Increase engagement with professionals and education
- Supporting schools to keep more complex pupils in mainstream

4.8 In 2021-22 the funding supported 41 pupils in 22 schools (2 secondary schools and 20 primary schools).

4.9 The attached report (Appendix One) sets out how the funding was used and provides a number of case studies demonstrating impact, with feedback in the schools' own words.

4.10 It can be seen from the case studies that schools were creative in their use of funding, and whilst some was used for TA support for the child, in many cases the funding was used in a broader range of ways including social skills groups; the purchase of resources to implement specific techniques and approaches; on line learning; access to types of support such as mindfulness and also facilitation of joint working, for example, in one case, a member of school staff working alongside a clinical psychologist. In some cases parents were included in the work being done with the child, so there was also a knock on effect on the parents' ability to manage their child at home.

4.11 The case studies in the attached report demonstrate a number of positive outcomes for children who were supported, including:

- Children who struggle with relationships forming new friendships
- Children learning better collaboration skills
- Improved attendance; for one child the trigger for this was the social skills group funded from the Autism Fund
- Improved learning skills and ability to access the curriculum; in one case a child had not even been attempting work but through support produced enough work for the school to be able to properly assess him for the first time
- One young person achieved GCSE Maths, partly as a result of accessing on line learning through the Autism Fund
- Children showing reduced anxiety and learning strategies to manage their anxiety, which avoided them becoming dysregulated
- Children being given an insight in to their autism
- Reduced number of behavioural incidents in school
- Parents less anxious about their child and more confident about using strategies at home

4.12 In all cases, the objectives of the project (see 4.7) were met, other than those which were not relevant, eg. improved attendance would not be relevant as an objective for all children supported.

4.13 In addition, risks which had been identified by the schools at the time funding was requested were considered at the end of the intervention to consider whether risks were avoided. None of the children supported through the Autism Fund became EBSA or were excluded. 4 of the pupils supported had already been identified as needing specialist placements at the time funding was allocated and were waiting for placements to become available. The additional funding enabled them to have better access to the curriculum in the interim period than would otherwise have been possible. The other 5 children are continuing to have their needs met in their mainstream schools. Specialist placements for children with autism who also display challenging behaviours when dysregulated are now costing approximately **£80,000** per child per year, so cost avoidance is potentially very significant. It cannot be assumed on the basis of a relatively short intervention that none of these children will in future need a specialist placement. However, impact reports from schools indicate that in each case there has been an identifiable shift, not just in the child's presentation, but also in how the child is being supported by the school on a longer term basis, so the chances of retaining the child in mainstream school are certainly higher than they would have been without the intervention. Schools were all asked to consider how

they would make interventions put in place sustainable, as funding is only designed to be short term, and most were able to say how this would happen

## 5. EBSA Fund & EBSA Posts (2021-22) Impact

5.1 The allocation for this initiative was **£110,657** in 2021-22 to support pupils at risk of poorer long term outcomes due to experiencing emotionally-based school avoidance (EBSA). This allocation was split into two parts i) £54,500 to appoint 3 part time EBSA posts to offer specialist support to schools, pupils and families and ii) £56,157\* as an EBSA Fund for schools to implement interventions directly to support specific pupils.

5.2 One secondary school chose to contribute their share of the funding distributed to secondary schools (£11,065 per school) to the project, which increased the EBSA fund to \*£67,222.

5.3 The objectives of the funding were to:

- reduce rates of persistent absence due to school anxiety
- increase pupil attendance
- reduce the number of EBSA pupils moving to alternative provision

5.4 To access the EBSA Team and/or EBSA Fund, schools are required to make a referral into a multi-disciplinary panel (EBSA Forum) chaired by the Principal Educational Psychologist & Service Manager: Mental Health & Wellbeing and attended by representatives from: the SEN Team, the Education Welfare Service, the Children in Care team, the Autism Team, the Therapeutic Thinking Support Team (TTST), the Mental Health Support Team (MHST) and Children and Adolescent Mental Health Service (CAMHS). This panel considers requests for both the EBSA Fund and EBSA Team support. As part of the referral process, schools must demonstrate the school support and progress to date.

5.5 Due to the complex and sometimes entrenched nature of EBSA difficulties, the main drivers of school referrals have been varied. Principally, schools cited anxiety (general and separation) and family-related factors as the main drivers for persistent school absence along with other pupil, home and school based factors.

5.6 Across the year, 25 referrals were made into the EBSA Forum from 13 schools. Almost 90% of referrals were for pupils at EBSA Level 3 (still in school but showing patterns of non-attendance) and EBSA Level 4 (no longer attending school) whom had been out of school for a significant period of time. It is acknowledged that the longer a pupil has been out of school, the longer it will take to re-integrate them back into school. It is possible that the majority of referrals were Level 3 and 4 as prior to establishing the EBSA Forum, schools were not able to access specialist support.

5.7 In addition, approximately 60% of referrals were identified as having or as likely to have special educational needs (SEN) and 24% either had an education, health and care plan (EHCP) or had submitted a referral for a needs assessment. Just less than half (48%) had either a diagnosis of Autism Spectrum Disorder (ASD) or were awaiting assessment and a further three pupils were awaiting assessments on the Attention Deficit Hyperactivity Disorder (ADHD) and Anxiety and Depression pathways.

5.8 Four schools applied for EBSA Funds to support six pupils with their individual EBSA needs. These requests included a range of support types e.g. transport to get to/from school, TA support at key times of the day and support to meet other needs/increase pupil engagement. The total cost for EBSA Fund support was £12,098.36.

5.9 All other EBSA referrals were considered by the EBSA Forum and support was assigned to the EBSA Team. Initial support was offered from the EBSA Co-ordinator then the EBSA EP and EBSA MHW worked with the school, parents and pupil to firstly understand the situation before putting in place bespoke interventions. This often included a combination of home/school visits, assessments, psychoeducation, therapy and practical support. The team were innovative and creative in their approach and AV1s (telepresence robots) were also used by five pupils (four schools). These are robots that enable a pupil to interact with the classroom remotely. The AV1 sits in the classroom, whilst the pupil operates the AV1 from another room in school or home via their smart phone/tablet.



**AV1 robot**

5.9 The attached report (Appendix B) documents the support offered to schools and provides information demonstrating outcomes and impact, with feedback from schools, pupils and parents.

5.10 It can be seen from the report that the objectives of the project (see 5.3) were met.

5.11 It should be acknowledged that in many cases, the EBSA situations were far more complex than had been previously understood. Reasons for this included:

- Relationship break down between school/home
- Schools/parents expecting/needing a rapid, emergency response/service from the EBSA Team
- Long term entrenched school avoidance behaviours i.e. the pupil having been out of school (Level 4) for a long period of time
- Schools not being supportive of the pupil's return to school
- Parents not being supportive of the pupil's return to school

5.12 Despite these challenges, the report demonstrates a number of positive outcomes for children who received EBSA support, including:

- attendance increased for 61.5% EBSA cases
- the EBSA Level reduced for 46% EBSA cases
- the attendance level rose to over 90% for 15% EBSA cases
- engagement in learning increased for 54% EBSA cases
- school anxiety reduced for 54% cases

5.13 There are of course additional short term benefits that are not able to be measured quantitatively; however, have a significant impact upon long term pupil outcomes e.g.

- the pupil being able to trust a professional and talk about their difficulties for the first time
- reduced parental anxiety
- improved family functioning
- improvements in the pupil's level of confidence
- the pupil being better able to take part in daily activities e.g. have a hair cut
- the pupil having improved social skills/engagement e.g. being able to travel independently by train, engage with a tutor

5.14 Due to the complexity of EBSA cases, especially the time taken to build trust, the need for collaborative working with schools and families and the need to try a range of approaches before finding out 'what works' for each pupil, it can be difficult to quantify the financial impact of EBSA involvement. However, a **cost saving of approximately £138,657** has been estimated based upon a reduction in the time needed to support these pupils and a reduced need for alternative placements for eight pupils.

5.15 Whilst difficult to quantify, the longer term benefits of supporting pupils back into school cannot be under-estimated and short term benefits have already been seen for both pupils and families.

5.16 Feedback from schools and families has been positive and the EBSA support welcomed. There is a need for further future work to ensure that schools are better equipped in their knowledge, awareness and understanding of EBSA, and to ensure earlier identification of difficulties. There will also be a need for continued support for more complex and entrenched EBSA cases.

## 6 EBSA Funding allocated to secondary schools

6.1 As stated above, secondary schools have been allocated funding to support young people who are EBSA. The schools have been asked to give feedback on the impact of this funding. Responses from Trinity, Little Heath and St. Bart's are attached.

## 7 Options for Consideration

6.1 Cease funding both projects at the end of 22-23

6.2 Continue funding both projects for one further year for 2023-24, pending further evaluation.

6.3 Confirm permanent funding for both projects as part of the HNB budget from 2023-24.

## 7. Proposals

7.1 That both projects are permanently funded through the HNB given their impact on outcomes for children and the current and future potential for cost avoidance on the HNB.

## 8 Conclusion

8.1 Both projects have demonstrated a positive impact, including cost avoidance, which is disproportionate to the relatively low level of investment. The HFG is therefore asked to consider ongoing funding for both projects from the HNB.

## 9 Consultation and Engagement

Michelle Sancho, Karen Bartlett, Jackie Smith

### Appendices

Appendix 1 – Equalities Impact Assessment

- a. Appendix A – Autism Fund Impact report
- b. Appendix B – EBSA Fund Impact report
- c. Appendix C – Trinity EBSA Impact report
- d. Appendix D – Little Heath EBSA Impact report
- e. Appendix E – St. Bartholomew's EBSA Impact Report

# Appendix A

## Equality Impact Assessment (EqIA) - Stage One

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

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

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

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



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

What is the proposed decision that you are asking the Schools' Forum to make:	N/A
Name of Service/Directorate:	Education
Name of assessor:	Jane Seymour
Date of assessment:	29.11.22

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

<b>(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?</b>	
<b>Aims:</b>	To support children with autism and children who do not attend school due to anxiety (emotionally based school avoidance) to be able to access education and have their needs met
<b>Objectives:</b>	
<b>Outcomes:</b>	Children with autism who access the Autism Fund will have their needs more effectively met in their mainstream school  Children who are EBSA will have improved attendance and better educational outcomes
<b>Benefits:</b>	

<b>(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?</b>			
<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>			
<b>Group Affected</b>	<b>Potential Positive Impacts</b>	<b>Potential Negative Impacts</b>	<b>Evidence</b>

Age			
Disability	<p>Children with autism will have access to additional support as additional resources will be available to schools</p> <p>Children who are EBSA will have support with their anxiety and emotional needs so that they are able to attend school on a more regular basis</p>	<b>None</b>	
Gender Reassignment			
Marriage and Civil Partnership			
Pregnancy and Maternity			
Race			
Religion or Belief			
Sex			
Sexual Orientation			
<b>Further Comments:</b>			

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

**Please provide an explanation for your answer:**

See above

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

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

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

**Name: Jane Seymour**

**Date: 29.11.22**

**Please now forward this completed form to Pamela Voss, Equality and Diversity Officer ([pamela.voss@westberks.gov.uk](mailto:pamela.voss@westberks.gov.uk)), for publicatio**

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# Impact Report for Autism Fund Financial Year 2021-22

## Context

- In 2015 there were approximately 600 young people with a diagnosis of autism on the autism team's caseload. By September 2021, this had doubled to 1200 autistic young people. As of Oct 2022, there are 1506 pupils with a diagnosis.
- The number of Year 6 pupils transitioning with a diagnosis has more than doubled. In 2015 approximately 50- 60 pupils were transitioning from Year 6 to 7. In September 2022 there were 120.
- The Autism Advisory Team consists of one primary school advisor, one secondary school advisor, one part-time family advisor, and two full-time TAs. The team is more able now to cover demand but our Service Evaluation consistently reports that schools would still benefit from more visits. Following the service evaluation in July 2022, we have been able to add to capacity and from Sept 1<sup>st</sup> there is now an additional day of Advisory Teacher time within the team.
- The Advisory Teachers advise on strategies and the TAs model them. However, the TAs can't remain in schools long-term, the Autism Funding provides a way of supporting the implementation of strategies and use of resources, which are supported by the TAs. They can also demonstrate the interventions, structures, and strategies discussed in training sessions, giving staff confidence in their abilities to carry these out in their settings.
- The Autism Fund can be used for pupils on the pathway, as well as those with a diagnosis which means more pupils are being supported and the impact is more long-lasting.

## Project Purpose and Method

The funding (£52k) is available to provide schools with additional resources to support Autistic pupils or those on the pathway. The funding is allocated through an application process that provides evidence of the need and how the money will be spent. Funding is capped at a maximum of £2000 per child.

Bids are reviewed monthly by the panel which consists of Karen Bartlett (Learning Support Services Manager), Lesley Botchway (Autism Team Co-ordinator), and Sue Granger (Autism Team Advisory Teacher).

Schools may seek support for provision which may include but is not exclusive to:

- Resources for therapies (i.e. Lego, Art, Sports)

- Sensory resources such as weighted blankets, body socks, and sensory sacks
- 1:1 time each day with a professional in school
- Specific interventions
- Group support such as social skills
- Online tutoring

Applications were particularly welcomed where the intervention benefits groups of students and where the impact will live on beyond the intervention such as:

- Social skills groups
- Emotional regulation and mindfulness sessions
- Involve parents/carers

## Outcomes and Data Collection

The aims of the project were:

- Reduce levels of EBSA
- Reduce anxiety
- Support children to learn skills to better manage their anxiety
- Improve staff knowledge of suitable interventions and resources to support Autistic pupils
- Increase the level of engagement in learning and school attendance
- Increase engagement with professionals and education
- Supporting schools to keep more complex pupils in mainstream

Schools were required to complete an Evidence of Impact report after the funding had been spent.

### Quantitative data

In 2021-22 the funding supported 41 pupils in 22 schools (2 secondary schools and 20 primary schools). 16 of the schools returned the Evidence of Impact form

Strategies Implemented	Number of pupils supported
Social Skills Groups	13
1:1 TA support	13
Online Tuition	2
5 Point Scales, Happy boxes/ calm kits produced for pupils	3
Other strategies and interventions taught/used with pupils (Mindful Brain, Lego Therapy, small garden, CBT, play therapy, SALT intervention, board games, and craft materials.	10

## Qualitative data

### Examples of the use of funding with evidence of impact (provided by the school).

<b>Case Study One</b>	
<b>Social Skills group – Secondary School</b>	
<b>Reason for requesting funding</b>	<p>The request was made for a group of 6 pupils who were experiencing the following challenges:</p> <ul style="list-style-type: none"> <li>• Difficulty making friends and not engaging in discussions in class – very able but not making progress due to lack of engagement.</li> <li>• Difficulties making and maintaining friendships, X misreads social situations causing anxiety and upset. X struggles to access learning as she is focused on one thought pattern.</li> <li>• Difficulty with self-regulating and is at risk of self-harming or harming others. Shuts down and won't talk to anyone. Finds lessons stressful and has low self-esteem.</li> <li>• Highly anxious so attendance is poor, bright, and capable but anxiety is a barrier.</li> <li>• Struggles to make conversations with their peers and he comes across as immature so his peers struggle to relate.</li> </ul>
<b>Use of funding</b>	<p>Social skill groups were run separately for both girls and boys. To model good practice, one of the Autism Team TAs ran the group initially with a member of the school staff observing. The member of staff then ran the group using strategies and approaches modelled by the Autism TA.</p>
<b>Impact of funding</b> <i>Direct quotes from schools</i>	<p><i>Both groups really enjoyed working collaboratively and they have developed relationships that may not have happened otherwise. Some of the students have really grown in confidence. For example, X was struggling to speak in front of the group initially but by the end was visibly more confident.</i></p> <p><i>Each group worked on a series of team-building games and activities. It was clear that some find it very difficult to work in less structured formats e.g. the group was asked to give each other roles e.g., designer, builder, and architect, and to design and build a town using Lego. Some found it difficult to build without following instructions, whilst others enjoyed the task freely. Some could work in a collaborative way whilst others preferred to work individually but all students did manage to collaborate at some level.</i></p> <p><i>X who is an EBSA student has managed to attend most of the sessions. He says that he enjoys coming in for the Autism Boys groups as he gets to see his friends and do fun activities. His attendance at the sessions has been 90%. It has meant that we have been able to build on this and X is now attending school for 3 sessions each week. The groups have continued all year to ensure that X attends school, at least partially.</i></p>

	<i>All of the students involved in the sessions have stated that they do not want the sessions to end. They have become an embedded part of the school schedule. Groups have continued and we hope to continue them into the new school year.</i>	
<b>Outcomes Achieved</b>		
Reduce levels of EBSA		√
Reduce anxiety		√
Support children to learn skills to better manage their anxiety		√
Improve staff knowledge of suitable interventions and resources to support Autistic pupils		√
Increase the level of engagement in learning and school attendance		√
Increase engagement with professionals and education		√
Supporting schools to keep more complex pupils in mainstream		√

<b>Case Study Two</b>	
<b>Support from a 1:1 TA – Primary</b>	
<b>Reason for requesting funding</b>	The pupil has difficulty accessing the curriculum as learning behaviours are repetitive and based on topics of interest and favoured resources. The school wanted the funding to support him in learning specific skills to ensure his interactions with others are positive and sustained. He requires support to manage his emotions and sustain attention and his ability to access learning tasks. He also requires support with toilet training
<b>Use of funding</b>	TA support for meet and greet, for him to take part in a speech and language programme, provide sensory breaks, provide fine and gross motor skills intervention and provide support with social interactions with his peers and other adults.
<b>Impact of funding</b> <i>Direct quotes from schools</i>	<p><i>The funding has meant X has been able to have directed 1:1 support, using topics that he is interested in such as trains and fire engines. Having additional adult support has meant that X can be supported outside of the classroom, as he can find the classroom distracting and overwhelming.</i></p> <p><i>X is met by an adult when coming down from before school club to support routine and settling into the day; this has allowed him to be ready for the first lesson of the day (phonics – small group of 4 children). At times he is completing 1:1 activities to support his learning. He has daily fine motor activities including hands-on practical tasks as well as the Write from the Start programme. Sometimes another child can join him.</i></p> <p><i>Social skills games guided by an adult have given him time to explore social interactions and model social skills. X has some flexibility to explore play in continuous provision-type activities, where he can choose his learning. X has been using blank levels to develop understanding and he is now using</i></p>



<p><i>colourful semantics to support verbal sentence structure and development on why/ how questions.</i></p> <p><b>Successes:</b></p> <ul style="list-style-type: none"> <li>• <i>achieved the phonics check pass threshold</i></li> <li>• <i>accessed the Salford Reading assessment reading age 6.5years</i></li> <li>• <i>write his name in recognisable letters</i></li> <li>• <i>working with numbers to 10</i></li> </ul> <p><b>Sustainability of the funding:</b></p> <p><i>To ensure he is supported now that the funding has ended, he will continue to have a personalised curriculum and adult support to access activities. The school will continue to provide 1:1 LSA support and intend to apply for an EHCP.</i></p> <p><b>Impact the funding has had on the school's ability to support the child and other children with Autism:</b></p> <ul style="list-style-type: none"> <li>• <i>Less distraction for peers in the classroom</i></li> <li>• <i>He can access an individual curriculum to support his needs</i></li> <li>• <i>Development of fine and gross motor skills to support writing skills</i></li> <li>• <i>As part of developing social skills, other children at times have been able to access the support.</i></li> </ul>	
<b>Outcomes Achieved</b>	
Reduce levels of EBSA	n/a
Reduce anxiety	√
Support children to learn skills to better manage their anxiety	√
Improve staff knowledge of suitable interventions and resources to support Autistic pupils	√
Increase the level of engagement in learning and school attendance	√
Increase engagement with professionals and education	√
Supporting schools to keep more complex pupils in mainstream	√

<b>Case Study Three</b>	
<b>Support from a 1:1 TA – Primary</b>	
<b>Reason for requesting funding</b>	X is working on his own away from the classroom and the school would like to provide sensory resources and curriculum material to support his learning within this space. This will include emotional regulation support, cooking, and heavy work activities such as gardening.
<b>Use of funding</b>	TA support for meet and greet and handover to parents at the end of the day as well as to implement support detailed above. Purchase of required resources.

<p><b>Impact of funding</b> Direct quotes from schools</p>	<p><i>X was supported with this funding to be educated in his own learning space to ensure a more positive school experience was gained. He has a bespoke timetable which includes Maths, English, weekly gardening, weekly cooking and lots of sensory movement breaks through the day including bubble making, popping bubbles, playing with sand, shaving foam, climbing on outdoor apparatus, etc. His afternoons are spent in Foundation to concentrate on developing play skills. Money was used to purchase ingredients, gardening seeds, plants, and sensory materials.</i></p> <p><i>Our approach to teaching X changed and we have followed PDA strategies as advised and purchased trays to put individual tasks in and reward trays with motivating items which we have purchased from this funding – these have included large floormat dinosaur puzzles, activities linked to the World and Flags, books of high interest, dinosaur stencils, play dough, etc.</i></p> <p><i>We have also recruited another member of staff with a mental health background to be able to work 1.5hrs a day with X so that staff complete shifts. X is staffed 1:1 from the school budget currently and this money has helped us fund this.</i></p> <p><i>X is now a happier boy and enjoys coming to school. He is eager to go to his learning space, has developed good relationships with his key adults, and is completing work asked of him without severe behaviour incidents which were dangerous and difficult. X's incident levels have reduced (CPOMS data) from 49 verbal and physical incidents against staff and peers before moving from his classroom to 24 but only 2 are of verbal and physical harm to staff.</i></p> <p><i>The remainder of these incidents are now related to him copying other children's behaviour when out at unstructured times and are related to copying the inappropriate language of others. A few are when he has hurt himself at play and finds it hard to regulate his emotions and let staff attend to his injury. This is a great success for X.</i></p> <p><i>X continues to control his learning, fitting with a PDA profile, however, in this environment it is easier to swap for example the English and Maths around as he chooses than it is in the classroom with his 29 other peers. This has reduced X's anxiety immensely.</i></p> <p><i>X has enjoyed the bespoke activities and we have been able to add another peer to work with him when cooking. Parents are much happier and pleased that X is enjoying school again.</i></p> <p><i>X now has work in his books that is completed and well thought out to enable us to more accurately assess him as we had limited evidence of his ability as often work was not even attempted. Teacher Assessment – GD Reading, WTS Writing, WTS Maths. He has also been able to complete his</i></p>
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<p><i>Hodder and Salford assessments fully this term in one sitting - Hodder SS130+, Salford SS130+</i></p> <p><i>The evidence has been sufficient for us to prove what works for X and will support the need for an EHCP assessment request as X will need to continue working in this manner. We will continue with what we have in place and apply for an EHCP as a priority which we hope will enable us to continue long-term working with X in this way. Staffing is remaining the same for X for the next academic year.</i></p> <p><i>The funding has helped us immensely to quickly put in place what was needed and advised. We did not have spare staff so needed to appoint and the school had not planned for this in the budget. We also needed to turn a small kitchen area into a learning space that was safe, and welcoming and needed resources of high interest to X, knowing the resources would be available just for X so that he can dip into them as and when we needed according to his presentation each day.</i></p>	
<b>Outcomes Achieved</b>	
Reduce levels of EBSA	n/a
Reduce anxiety	√
Support children to learn skills to better manage their anxiety	√
Improve staff knowledge of suitable interventions and resources to support Autistic pupils	√
Increase the level of engagement in learning and school attendance	√
Increase engagement with professionals and education	√
Supporting schools to keep more complex pupils in mainstream	√

<b>Case Study Four</b>	
<b>Online Tuition – Secondary</b>	
<b>Reason for requesting funding</b>	We are requesting this extra funding to provide online tutoring for X. Whilst working in Inclusion, work is set for X but she does not receive direct teaching. We have explored the provider Nisai and would like to put in place online teaching for X for Maths as she is on track for all subjects except maths.
<b>Use of funding</b>	Online tuition from Nisai. This would involve 4 x 30-minute lessons online, delivered by a qualified teacher. The cost for one subject is £1750 per year subscription. This cost cannot be met through existing school budgets as X is accessing Inclusion on a full-time basis and additional support from the EP. Teachers are also currently planning bespoke lesson resources for X to complete in Inclusion.
<b>Impact of funding</b> <i>Direct quotes from schools</i>	<i>X was highly anxious and spent all her lessons based in Inclusion. As a result of this, X had no direct teacher input as the Inclusion Manager is non-teaching. X was on track for almost all subjects but Maths was an area of concern. To remedy this, we applied to the Autism Limited Funding for</i>

<p><i>£2000 to put towards a Maths GCSE course provided by Nisai. This enabled X to join online live lessons, taught by a Maths teacher. X interacted brilliantly during these sessions and very much liked the set-up of the programme as there were no cameras. In terms of engagement and self-esteem, this has been brilliant for X. Without the funding, X would have had no direct teacher input for an area of the curriculum she was struggling with. It has been fantastic for what it has given X both academically and emotionally.</i></p> <p><i>X passed her GCSE maths with a grade 4 and this enabled her to access her first choice of Post-16 course.</i></p>	
<b>Outcomes Achieved</b>	
Reduce levels of EBSA	x
Reduce anxiety	√
Support children to learn skills to better manage their anxiety	x
Improve staff knowledge of suitable interventions and resources to support Autistic pupils	√
Increase the level of engagement in learning and school attendance	√ - learning but not attendance
Increase engagement with professionals and education	√
Supporting schools to keep more complex pupils in mainstream	√

<b>Case Study Five</b>	
<b>Mindful Brain intervention – Primary</b>	
<b>Reason for requesting funding</b>	<p>We would like some additional funding for X so that we can engage Katie Purdy who runs a mindfulness business. She is known to the school and has worked with many children as a teacher in local schools. We would like her to work with X as someone with a fresh approach who is new to him and not someone he associates with at school.</p> <p>In-school sessions with a teaching assistant for an hour a week over an agreed number of weeks. These sessions will explore his diagnosis and what this means to him in real terms. She will also look at building mindfulness and resilience with him.</p> <p>In the home – parents have expressed interest in working with Katie. During these sessions, she would work with the whole family looking at the use of language and consistency in approach. The sessions would involve both parents and older sibling. Parents are really proactive and would welcome the opportunity to work as a family to be able to support X.</p> <p>The reason for the relatively early application is so that we can ensure a successful start to X's time in school. He has the potential to do well both academically and socially and we believe this early input would help him in the long term and especially with his eventual transition to secondary school.</p>

<b>Use of funding</b>	Proposed support to be completed by Katie Purdy – Mindfulness coach on a 1:1 well-being project (emotional regulation & mindfulness sessions) with a professional at school/ parents.	
<b>Impact of funding</b> <i>Direct quotes from schools</i>	<p><i>We worked with Katie Purdy from Mindful Brain to support X in his understanding of his autism diagnosis as well as learning how to manage his behaviour when feeling overwhelmed and anxious.</i></p> <p><i>Before starting the course X was at risk of exclusion. His behaviour deteriorated rapidly at the start of the autumn term when he moved to Year 5 and when his older sibling moved to Secondary School. He became aggressive, argumentative, and reluctant to engage in school and would often leave the class/school building. His parents found managing his behaviour at home very challenging.</i></p> <p><i>Katie completed a 9-week course with him – looking at the ‘Super Powers’ all of us have to be able to manage and understand our emotions. Initially, X was reluctant to engage and his behaviour deteriorated. However, given time and the support of his parents and TA we turned a corner. Both mum and the class TA and teacher attended some of the sessions and together all were supported to understand autism challenges.</i></p> <p><i>Given clear examples and language (scripts) to use with X has resulted in the following:</i></p> <ol style="list-style-type: none"> <li><i>1 – Fewer incidents (if any) when he is overwhelmed.</i></li> <li><i>2 – He no longer leaves the classroom</i></li> <li><i>3 – He consistently wears ear defenders – small and white</i></li> <li><i>4 – His behaviour at home is calmer and he can use and refer to the gems super powers.</i></li> <li><i>5 – He is more engaged in school work and contributes to class.</i></li> <li><i>6 – Although not always in assemblies he has attended.</i></li> <li><i>7 – Parents report feeling more confident in their ability to manage</i></li> </ol> <p><i>We can continue to support him beyond the funding as the TA that attended the training still checks in with X and will be in his class in Year 6. We can also more confidently support other pupils as staff now feel more empowered.</i></p>	
<b>Outcomes Achieved</b>		
Reduce levels of EBSA		n/a
Reduce anxiety		√
Support children to learn skills to better manage their anxiety		√
Improve staff knowledge of suitable interventions and resources to support Autistic pupils		√
Increase the level of engagement in learning and school attendance		√
Increase engagement with professionals and education		√
Supporting schools to keep more complex pupils in mainstream		√

<b>Case Study Six</b>	
<b>CBT Intervention – Primary School</b>	
<b>Reason for requesting funding</b>	X has high levels of anxiety. X has been working alongside the Clinical Psychologist for over a year and it has taken that long to build trust. He is developing the skills but isn't putting them into practice.
<b>Use of funding</b>	To fund a TA to work alongside a Clinical Psychologist to learn how to deliver CBT strategies.
<b>Impact of funding</b> <i>Direct quotes from schools</i>	<p><i>The impact of the intervention:</i></p> <ul style="list-style-type: none"> <li>• <i>Increase in Attendance - before starting the intervention, X had been attending on a reduced timetable of mornings only, and his attendance for the 2<sup>nd</sup> term (1.11.21 – 20.12.21) was 65.71%. The intervention began at the start of January and the pupil's attendance increased to 79.55% during the third term (3.1.22 – 14.3.22)</i></li> <li>• <i>Able to complete daily anxiety grids with the TA. Able to discuss different strategies and which help him most when previously he had been unable even to indicate to a trusted adult that he needed help.</i></li> <li>• <i>Following identifying patterns in the anxiety analysis grids and X being able to talk about things that worry him, the TA was able to more effectively identify the subtle signs when he was becoming escalated or dysregulated and intervene proactively to help X to regulate or de-escalate situations</i></li> <li>• <i>X started to proactively apply the strategies he had learned in different situations. On a daily basis X would unprompted and without fail, ask to complete his anxiety grids and be keen to discuss what strategies he preferred.</i></li> </ul> <p><i>Please note that due to other factors (e.g. anxiety about the transition to secondary school) X has struggled to be in school during this term and provision is being met by the Medical Home Tuition service. However, the impact of the intervention allowed him to remain in school and to increase his attendance during the earlier terms of the year which may not have been the case without the intervention and consequent support in the classroom.</i></p> <p><i>X is moving to secondary school and once he can make the transition to the school, he will be able to apply the strategies he has learned during the intervention in the new environment. Information about the strategies he developed was shared with the secondary school at a transition meeting.</i></p> <p><i>Our TA was upskilled by working collaboratively with the Clinical Psychologist and developed a good working understanding of a range of different strategies to help manage anxiety e.g. zones of regulation, putting</i></p>

	<i>on different glasses, etc. She developed skills in identifying triggers, planning the next steps, implementing strategies, and monitoring their impact. She has been able to apply these strategies to support other children with Autism or on the Autism pathway within the school with their anxiety. She has also been able to disseminate this information to other staff within the school and help support them to improve outcomes for children.</i>	
<b>Outcomes Achieved</b>		
Reduce levels of EBSA		√
Reduce anxiety		√
Support children to learn skills to better manage their anxiety		√
Improve staff knowledge of suitable interventions and resources to support Autistic pupils		√
Increase the level of engagement in learning and school attendance		√
Increase engagement with professionals and education		√
Supporting schools to keep more complex pupils in mainstream		√

## Key Findings and Discussion

- The impact of the funding was positive for all those that were awarded funding.
- Most funding was used for 1:1 TAs but there was some evidence of creativity such as using external providers of well-founded interventions such as Mindful Brain and CBT. The latter was much more effective in reaching more pupils and creating an impact beyond the life of the funding. In 2022-23, we want to encourage applications that benefit more pupils so have amended the application form to reflect this and to encourage schools to apply for money to support interventions/resources. This will also ensure the impact extends beyond the period of the initial funding.
- Some of the funding was granted on the understanding that the SENCO shared the impact at a SENCo Network meeting and/or worked with someone from the Autism Advisory team. This was really successful as it ensured more people became aware of interventions that had an impact.
- The funding has enabled risks to be reduced. Most of the children who applied for funding were at risk of falling further behind academically, becoming EBSA, being excluded or needing specialist placement. The following table summarises which of these risk factors applied to each of the 41 pupils who were awarded funding. The evidence is taken from each of the application forms:

Risk of falling further behind academically	40	Of the 40 children identified as being at risk of falling further behind academically, most maintained or accelerated their previous levels of progress.
Risk of EBSA	12	None of the students identified as being at risk of becoming EBSA became EBSA. All children who were already EBSA either maintained or improved their attendance, apart from one child we moved on to Medical Home Tuition.
Risk of Exclusion	9	None of the children supported through the Autism Fund had fixed term or permanent exclusions.
Risk of requiring specialist placement	9	4 pupils were already identified as needing specialist placements at the time funding was allocated and were waiting for placements to become available. The additional funding enabled them to have better access to the curriculum in the interim period than would otherwise have been possible. The other 5 children are continuing to have their needs met in their mainstream schools.



**Emotionally-based School Avoidance (EBSA) Invest to Save Evaluation Report**  
**April 2021 – March 2022**  
**CONFIDENTIAL**

**Context**

In 2021/22, the Schools Forum allocated £110,657 to a new Invest to Save project to support pupils experiencing emotionally-based school avoidance (EBSA). The main aim of the funding was to help schools reduce their rates of persistent absence due to anxiety, increase pupil attendance and reduce the need for alternative provision. The funding was split into two parts i) £54,500 to appoint 3 part time EBSA posts from September 2021, hereby known as the 'EBSA Team', to offer specialist support to schools, pupils and families and ii) £56,157\* as an EBSA Fund to directly support interventions requested by schools for individual pupils. One secondary school chose to contribute their share of the funding distributed to secondary schools (£11,065 per school) to the project, which increased the EBSA fund to \*£67,222. To access the EBSA team and/or EBSA Fund, schools were required to make a referral into the EBSA Forum.

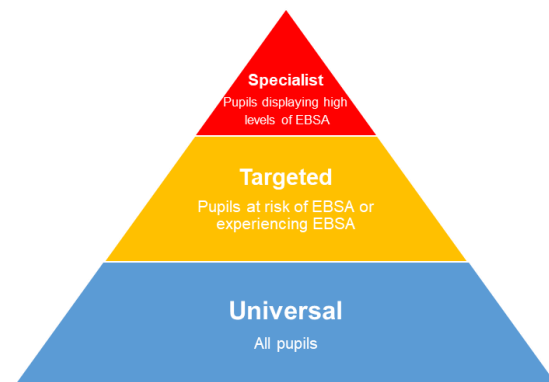
This report provides a summary of the referrals into the EBSA Forum, the support offered, pupil outcomes and the overall impact of EBSA support for the financial year 2021/22.

NB: This report reflects only 7 months of work by the EBSA Team. This gives a snapshot of work undertaken, but it must be appreciated that this is a short timescale to have been able to progress some of the cases due to their complexity.

**EBSA Forum**

As part of a graduated approach to reducing persistent absence, the EBSA Forum was established to offer specialist support to those schools whose previous initiatives to address EBSA behaviours (universal and targeted approaches) had been unsuccessful.

This multi-disciplinary panel chaired by Dr Michelle Sancho (Principal Educational Psychologist & Service Manager: Mental Health & Wellbeing) met monthly and panel members included representatives from: the SEN Team, the Education Welfare Service, the Children in Care team, the Autism Team, the Therapeutic Thinking Support Team (TTST), the Mental Health Support Team (MHST) and Children and Adolescent Mental Health Service (CAMHS). Schools were invited to refer individual pupils and to gain advice and support. As part of the referral process, schools were asked to complete an EBSA referral form, EBSA risk profile and an EBSA plan demonstrating the school support and progress to date.



As part of the referral process, schools were asked to complete an EBSA referral form, EBSA risk profile and an EBSA plan demonstrating the school support and progress to date.

*Referrals*

Across the year, 25 referrals were made into the EBSA Forum from 13 schools. Of these, 10 referrals were received from one secondary school. Table 1 shows the number of referrals into the EBSA Forum from April 2021 – March 2022 by month.

Table 1

	May	June	July	Sep	Oct	Nov	Dec	Jan	Feb	Mar	No. of referrals (No. of schools)
<b>Primary</b>	0	0	0	0	3	3	1	3	2	3	15 (12)
<b>Secondary</b>	2	4	0	1	1	0	2	0	0	0	10 (1)
<b>Total</b>	2	4	0	1	4	3	3	3	2	3	25 (13)

Each referral reflected the individual's unique story and schools were encouraged to use the 'EBSA Level' (shown below) to indicate the level of complexity/severity.

<b>EBSA Continuum*</b>			
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
The pupil is attending school but shows occasional reluctance to attend and/or is anxious about attending lessons/school.	The pupil is attending school but they are experiencing higher levels of anxiety. Parents express that pupils may be reluctant to attend school. Occasional absences may occur.	The pupil increasingly displays periods of sporadic absence (from lessons/school). There may be patterns to be absence. Parents may be increasingly concerned.	The pupil is absent from school over an extended period of time. They have strong, negative feelings about school.

\*EBSA Guidance (Educational Psychology Service 2020)

The majority of referrals into the EBSA Forum were for pupils at Level 3 (still in school but showing patterns of non-attendance) and Level 4 (no longer attending school) whom had been out of school for a significant period of time. Obviously the longer a pupil has been out of school (e.g. EBSA Level 4), the longer it will take to re-integrate them back into school. It is possible that the majority of referrals were Level 3 and 4 as prior to establishing the EBSA Forum, there was no opportunity to access specialist support. Going forward, it is hoped that now there is an appropriate team to refer to, schools can be encouraged to make referrals to the EBSA Forum earlier on, to address issues earlier/avoid issues becoming entrenched, and therefore to decrease the time taken to integrate pupils back into school.

Table 2 shows the number of referrals into the EBSA Forum from April 2021 – March 2022 by EBSA Level (as stated on the EBSA referral form).

Table 2

	EBSA Level			
	1	2	3	4
<b>Primary</b>	0	2	7	6
<b>Secondary</b>	0	1	4	4
<b>Total</b>	0	3	11	11

Of the referrals, approximately 60% were identified as having or as likely to have special educational needs (SEN) and 24% either had an education, health and care plan (EHCP) or had submitted a referral for a needs assessment. Just less than half (48%) had either a diagnosis of Autism Spectrum Disorder (ASD) or were awaiting assessment and a further 3 pupils were awaiting assessments on the Attention Deficit Hyperactivity Disorder (ADHD) and Anxiety and Depression pathways. Table 3 shows the number of referrals into the EBSA Forum from April 2021 – March 2022 for pupils with EHCP/SEN.

Table 3

No. pupils = 15	EHCP	EHCNA application	ASD diagnosis	ASD pathway	ADHD pathway	Anxiety and Depression pathway
<b>Primary</b>	2	3	4	7	1	0
<b>Secondary</b>	0	1	1	0	0	2
<b>Total*</b>	2	4	5	7	1	2

\*The total number of pupils with SEN/EHCP is greater than the number of pupils in this table due to comorbid conditions

Schools were asked to explain the main drivers for the pupil's EBSA behaviours and these were again reported to be varied and complex. Principally, schools cited anxiety (general and separation) and family-related factors as the main drivers for school absence along with other pupil, home and school based factors. It should be noted that separation anxiety is often cited by the school as being a reason for school avoidance; however, in our understanding it is often the case that the pupil doesn't feel safe or that their needs are not being met in school, and therefore pupils do not want to leave home or the safe adults in the home.

Table 4 shows the number of referrals into the EBSA Forum from April 2021 – March 2022 by the main drivers of EBSA (as stated on the EBSA referral form).

Table 4

No. pupils = 25	Drivers of EBSA								
	Anxiety (separation anxiety)	Family related factors	ASD related factors	ACEs*	Covid related factors	Mental health factors	Sensory factors	Medical factors	Social factors
<b>Primary</b>	14 (6)	7	4	5	2	0	2	1	0
<b>Secondary</b>	7 (1)	3	2	1	3	3	1	1	2
<b>Total</b>	21 (7)	10	6	6	5	3	3	2	2

\*ACEs stands for Adverse Childhood Experiences

Schools were asked about the help they would like from the EBSA Forum and most requested individual support for the pupil (13) to help with access to school, access to learning or anxiety reduction. In addition, there were requests for specific support in school (6) and for support for the family (5). One third of schools requested general help as they were unsure how best to support the pupil and 3 schools requested a change of placement. Table 5 shows the number of referrals into the EBSA Forum from April 2021 – March 2022 by the type of support requested (as stated on the EBSA referral form).

Table 5

No. pupils = 25	School support		Pupil support				Family support	Other	
	TA	AV1 <sup>±</sup>	Online tutor	Taxi	Therapy for pupil	EBSA Team	Parental support	Change of provision	General help
Primary	2	1	0	0	3	1(MHW)	4	2	4
Secondary	3	0	2	3	1	2(MHW) 1 (EP)	1	1	0
<b>Total</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>4</b>

<sup>±</sup> AV1s are robots that are the eyes, ears and voice of a pupil who is not able to physically access the classroom. For more information, please see AV1 section below.

### **EBSA support**

Following the school's presentation of the case at the EBSA Forum, the panel made decisions on the type of support that could be offered to help reduce the pupil's anxiety and increase their level of attendance. Some cases were referred back to schools for more information, others were subject to monitoring, referred to more appropriate services or offered EBSA funding or EBSA Team support from September 2021. In most cases, the EBSA Forum suggested a combination of support approaches e.g. pupil/school support via the EBSA team, funding for a specific intervention and/or AV1 usage. Table 6 shows the decisions made by the EBSA Forum from April 2021 – March 2022.

Table 6

No. pupils = 25	EBSA Forum support*					
	Refer back to school <sup>a</sup>	Monitor <sup>b</sup>	Refer to other services <sup>c</sup>	Allocate EBSA Fund <sup>d</sup>	Assign to the EBSA Team <sup>e</sup> (EP, MHW, PATH meeting)	AV1 <sup>f</sup>
Primary	1	1	4	3	14	4
Secondary	2	1	2	3	5	2
<b>Total</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>6</b>	<b>19</b>	<b>6</b>

\*Multiple decisions were made per case, so the total support offered is higher than the number of EBSA pupils.

#### **<sup>a</sup>Refer back to school**

Some EBSA cases were referred back to schools so they could implement initiatives or to obtain more information from the teacher/pupil/family.

#### **<sup>b</sup>Monitor and refer to EBSA team**

It was agreed to monitor some EBSA cases whilst awaiting outcomes of school interventions, where family situations had changed or whilst awaiting the outcome of an education, health and care needs assessment (EHCNA). It was agreed that these cases would be brought back to the EBSA Forum for allocation to the EBSA Team if still appropriate.

#### **<sup>c</sup>Refer to other services**

It was decided that some EBSA cases needed referrals to other services e.g. to the school educational psychologist (EP), the Autism Team and to the Mental Health Support Team (MHST) for parental support e.g. access to the 'Overcoming Your Child's Fears and Worries' course.

#### **<sup>d</sup>Allocate EBSA Fund**

Schools were able to apply for funding to support individual pupils. These requests included a range of support types e.g. transport to get to/from school, TA support at key times of the day and support to meet other needs/increase pupil engagement. Table 7 below shows the type and value of EBSA Funds allocated from April 2021 - March 2022.

Table 7

No. of pupils = 6	TA time	Taxi to/from school	Other
Primary	£661.36 £2,555.00		Breakfast club £442
Secondary		£5,990 £1,850	(JAC) Stables £600
<b>Total</b>	<b>£3,216.36</b>	<b>£7,840</b>	<b>£1,043</b>
<b>Total EBSA Fund</b>			<b>£12,098.36</b>

**e Assign to the EBSA Team**

The EBSA Team was established in September 2021 and consists of: an EBSA Co-ordinator, an EBSA Mental Health Worker and an EBSA Educational Psychologist (EP). Table 8 shows the roles of the key personnel with their associated costs.

Table 8

Role Title	Role description	Cost
<b>EBSA Co-ordinator (2.5 days/wk.)</b>	<ul style="list-style-type: none"> <li>• Single point of contact for schools and families and WBC teams</li> <li>• Co-ordination of EBSA cases and reviews</li> <li>• Co-ordination of EBSA funding</li> <li>• Organisation of person-centred meetings</li> <li>• Co-ordination of AV1 usage</li> </ul>	£20,675
<b>EBSA Mental Health Worker (2.5 days/wk.)</b>	<ul style="list-style-type: none"> <li>• Provision of support for families and pupils using solution-focused therapy to reduce anxiety and increase attendance</li> <li>• Graphic facilitation of person-centred meetings</li> </ul>	£17,205
<b>EBSA Educational Psychologist (1 day/wk.)</b>	<ul style="list-style-type: none"> <li>• Use of psychological approaches and assessment to understand the pupil and barriers to attendance</li> <li>• Provision of psychological advice and support for schools, families and pupils</li> <li>• Facilitation of person-centred meetings</li> </ul>	£16,620
<b>Total cost</b>		<b>£54,500</b>

Once pupils were referred to the EBSA Team, the EBSA Co-ordinator contacted the school and parents for more information and the team met to discuss the cases and plan their activities. In many cases, the EBSA situations were far more complex than reflected in the referral paperwork or shared at the EBSA Forum. Reasons for this included:

- Relationship break down between school/home
- Schools/parents expecting a rapid, emergency response/service from the EBSA team
- Long term entrenched school avoidance behaviours i.e. the pupil having been out of school (Level 4) for a long period of time
- Schools not being supportive of the pupil's return to school
- Parents not being supportive of the pupil's return to school

Following the initial engagement, the EBSA EP and EBSA MHW worked with the school, parents and pupil to understand the situation and put in place bespoke interventions to increase attendance and reduce anxiety, this often included a combination of home/school visits, assessments, psychoeducation, therapy and practical support. Table 9 shows the support offered by the EBSA team.

Table 9

No. of pupils = 19	EBSA EP	EBSA MHW	PATH meetings**
Primary	5	6	4
Secondary	2	3	0
Total	7	9	4

\*\*NB: Whilst PATH (Planning Alternative Tomorrow's with Hope) meetings were recommended for 4 EBSA pupils by the EBSA Forum, these were delayed and a different type of person-centred meeting (MAP – Making Action Plans – thought to be a more therapeutic approach) were held for them in June 2022, which is outside of the scope of this report.

**f AV1**

AV1s are robots that enable a pupil to interact with the classroom remotely. The AV1 sits in the classroom, whilst the pupil operates the AV1 from another room in school or home via their smart phone/tablet. Following an initial trial, where 5 AV1s were rented from No Isolation (£3,000), West Berkshire Council purchased 5 AV1s to loan out to schools at a cost of £15,840. Reference: [No Isolation |No Isolation](#)

The AV1s were used by 5 pupils (4 schools) and Table 10 shows AV1 usage from April 2021- March 2022 (as reported by No Isolation)

Table 10

No of AV1s included in this data collection: 5	School type	Mins/hours Autumn	Mins/hours Spring	Additional comments
AV1 1	primary	-	11h 12	
AV1 2	primary	2hr 6	6h 9	
AV1 3	secondary	6hr 22	23m	Usage for 2 pupils
AV1 4	primary	1h 15	38m	
AV1 5	-	-	-	Allocated to school but not used

### **EBSA costs**

Total costs for the EBSA project April 2021 – March 2022 are shown in Table 11.

Table 11

	<b>EBSA support costs</b>
EBSA team	£54,500
EBSA fund spend	£12,098.36
AV1s	£18,840
<b>Total EBSA costs</b>	<b>£85,438.36</b>

### **EBSA pupil outcomes**

Due to the individual nature of EBSA difficulties, it can be difficult to consistently measure the outcomes of involvement; however, the following measures are reported:

- Number of pupils with increased attendance
- Number of pupils with a reduction in EBSA level
- Number of pupils where attendance is now above 90%
- Number of pupils with increased engagement in learning
- Number of pupils with a reduction in school anxiety

Of the 25 referrals, 6 EBSA cases were closed without receiving any support due to a change of circumstances following the referral (4 of these cases were taken on prior to the EBSA team being in place) so 19 pupils received EBSA support. Of those, 2 EBSA cases were put on hold, 1 was monitored due to alternative support being in place and 3 were newly referred in March 2021, so it is only possible to review the data for 13 EBSA cases in the financial year 2021/22.

Pre/Post measures for the 13 cases showed that as a result of EBSA involvement:

- attendance increased for 61.5% EBSA cases
- the EBSA Level reduced for 46% EBSA cases
- the attendance level rose to over 90% for 15% EBSA cases
- engagement in learning increased for 54% EBSA cases
- school anxiety reduced for 54% cases

Table 12 shows a summary of the change in attendance and anxiety levels for all EBSA cases (both closed and live) in the year ending March 2022.

Table 12

No. of pupils = 13	No. of cases	No. of cases with increased attendance †	No. of cases with attendance above 90% †	No. of cases with reduction in EBSA level	No. of cases with increase in engagement in learning	No. of cases with reduction in school anxiety ∞
Closed EBSA cases	6	4	1	3	5	4
Live (ongoing) EBSA cases	7	4	1	3	2	3
Total cases	13	8	2	6	7	7

† As measured by school attendance data

∞ As measured by anxiety scales

### ***Closed EBSA cases***

A number of cases were closed in this financial year due to reasons outside of EBSA control i.e. pupils moving provision or a school no longer buying into EBSA support. Pre/Post measures of these closed cases showed that as a

result of EBSA involvement attendance increased in 66% cases, the EBSA Level reduced in 50% cases, engagement in learning increased in 83% cases and school anxiety reduced in 66% cases. As pupils experiencing EBSA are at high risk of poor life outcomes, it is also important to note additional benefits that have been noticed following EBSA support. These impacts, whilst difficult to quantify are reported below and a table containing the details of individual cases is included in the appendix. Additional impacts included:

- the pupil being able to trust a professional and talk about their difficulties for the first time
- improved family functioning
- improvements in the pupil's level of confidence
- the pupil being better able to take part in daily activities e.g. have a hair cut
- the pupil having improved social skills/engagement e.g. being able to travel independently by train, engage with a tutor

### **CASE STUDY – Pupil X**

**Background:** Year 7 pupil

**Referral to EBSA:** Fear of being in school, using the school bus, attending lessons, worries over safety of his mother whilst in school, general anxiety around safety in cities and the behaviour of others.

**Attendance at time of referral:** 15%

**EBSA support: (Sept 2021- Mar 2022)**

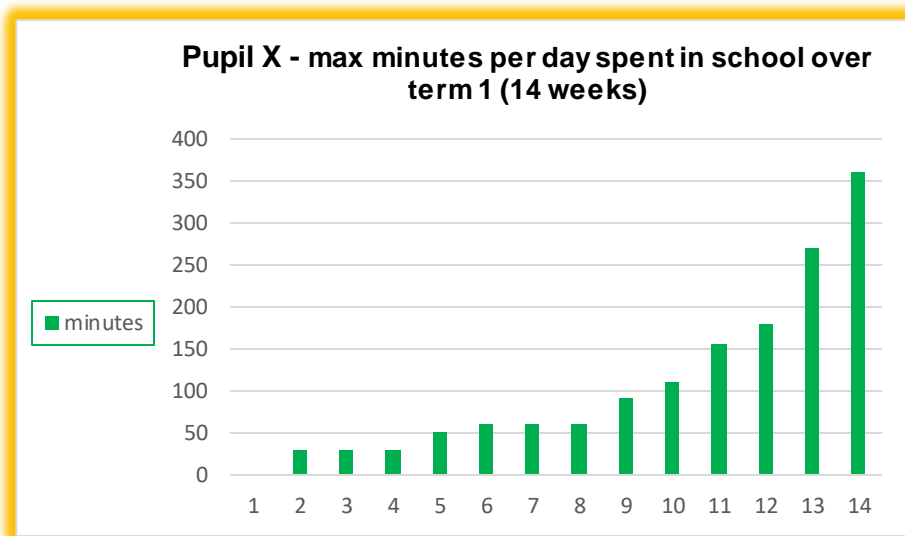
- EBSA MHW solution-focused support (weekly)
- AV1 use
- Support for parent (including MHST support)
- Collaboration with school

**Pupil outcomes:**

- Accepted support and engaged well with professionals
- Moved from Level 3/4 to Level 1
  - Slow initial increases in attendance – minutes per day
  - Rise in attendance from 15% to 50% (end October) then 80% (end December) and 100% (end January)



AV1 robot



**Pupil feedback regarding the AV1:**

*“It was fun. It was interesting. It definitely helped me. The other boy was using the AV1 also to go into lessons. I wanted to go into lessons and wanted to feel a sense of achievement.”*

*“The AV1 helped me to see what the classroom looked like and how the teacher taught before I went into the class.”*

**Parent feedback:**

*“The EBSA MHW has been absolutely amazing! She was able to form a positive relationship with X very quickly – which is very important to X. She has a magical way of just talking to X without overwhelming him, and this rapport that she has built is what is allowing him to make the progress. I can't fault the EBSA MHW, or speak highly enough of the support that she's given to X and me”*

### *Live EBSA cases*

A further 13 cases remained active within this financial year and support continued post April 2022. Two of those cases were put on hold whilst awaiting EHCNA applications and another was monitored due to school EP involvement. Of the remaining 10 cases, 3 had only been referred in March 2022, so there was no time to implement EBSA support before the end of the financial year.

Therefore, pre/post measures for the remaining 7 live cases indicated that as a result of EBSA involvement attendance has so far increased in 57% cases, the EBSA Level has reduced in 43% cases, engagement in learning has increased in 29% cases and school anxiety has reduced in 43% cases. It should be noted that support for these pupils is ongoing, so this is a snapshot of their progress to date. As above, EBSA support so far has impacted the lives of these pupils and families in a range of ways that are outside the scope of reported pupil outcome measures (above) so this information and live EBSA case data is included in the appendix.

### **Impact of EBSA involvement**

The impact of EBSA involvement evaluates the support offered by the EBSA Forum to pupils experiencing emotionally based school avoidance, which includes the work of the EBSA Team, which was only established in September 2021, so reflects their work across a 7 month period. Due to the individual complexity of EBSA cases, especially the time taken to build trust, the need for collaborative working with schools and families and the need to try a range of approaches before finding out 'what works' for each pupil, it can be difficult to quantify the financial impact of EBSA involvement. Considerations are outlined below that relate to both short and long term benefits of EBSA involvement and potential cost savings.

#### *Long term benefits*

Long term benefits are difficult to quantify; however, by supporting a pupil to remain in school or to return to school/education, their life chances will be improved. This will not only benefit the pupil themselves, but also their family, and benefit and reduce costs to society in the future.

Research shows that pupils experiencing EBSA risk poorer long term outcomes:

- Reduced access to, or engagement with education, employment or training post compulsory schooling (Taylor, 2012)
- Increased risk of lower socio-economic status in future (DfE, 2012)
- Impaired social functioning & social exclusion in adulthood and poor relationships with peers (Havik et al., 2015; Gonzalez et al., 2019)
- Higher risk of experiencing poor mental health in childhood, as adolescents and as adults (Kearney, 2008; Lyon and Cotler, 2007)
- Increased levels of risky behaviours such as suicide attempts, substance misuse and teenage sexual activity (Kearney, 2008)

Therefore, by supporting pupils with EBSA difficulties, we help to avoid these risks in the future, thereby increasing the pupil's life chances and reducing costs to society.

#### *Short term benefits*

The EBSA team has not only helped to support the pupil staying in/returning to school/education, but also supported the family/system, which can be chaotic, due to the EBSA issue and/or other contributing factors. To make change happen, it is acknowledged that regular communication with families is vital to improve relationships, their motivation for change and family functioning. The EBSA Team have been able to offer this and in so doing, have filled a gap in the system. They have achieved this by:

- The EBSA Coordinator providing regular check-ins/support for families and acting as a single point of contact when families feel that no-one else is listening and they have nowhere else to turn.
- The EBSA EP providing a clear bespoke EBSA plan after assessing the pupil's needs.
- The EBSA mental health workers supporting the pupil with their anxieties, and supporting both the pupil and their families to be able to make necessary changes in order to re-engage with education.

#### *Short term cost savings*

In order to quantify potential cost savings as a result of EBSA involvement, information was gathered from a number of sources (EBSA referral form, discussions with schools, discussions with and knowledge about parents and their circumstances, and results from a survey monkey questionnaire) to answer the following questions:

- How likely the pupil was to stay at/return to/engage with their current school before EBSA involvement
- If the pupil was unlikely to return to school (or unsure about this), which alternative provision/placement would be most likely for them?
- At the end of EBSA involvement/end of the financial year, had the pupil returned to school?

From this information, potential cost savings have been estimated where pupil attendance/engagement is greater post EBSA involvement than previously expected by the school. Table 15 shows school views about the likelihood of the pupil returning to school pre EBSA involvement compared with the pupil status post involvement/at the end of the financial year and any potential cost savings. NB: The view of the school does not necessarily reflect those of the family and their individual circumstances.

Table 15

Pupil	Pre EBSA involvement		Post EBSA involvement / current situation	
	Pupil likely to stay at/return to school? (Yes; No; Unsure)	Likely alternative placement?	Status	Potential cost saving?
Pupil A	No	SEMH placement	Moved to SEMH provision (closed)	n/a – pupil referred too late for EBSA support to be effective
Pupil B	Unsure	Medical Tuition Service	Attending school (closed)	Y
Pupil C	Unsure	Elective Home Education	Attending school (closed)	Y
Pupil D	Unsure	Medical Tuition Service	Attending school (closed)	Y
Pupil E	Unsure	Medical Tuition Service	Attending school (closed)	Y
Pupil F	No	Medical Tuition Service	Medical Tuition Service	n/a – MTS was recommended as part of EBSA plan
Pupil G	Unsure	Elective Home Education	Attending school	Y
Pupil H	Unsure	Medical Tuition Service	Attending school (live)	Y
Pupil I	No	Permanent Exclusion / iCollege	Engaged well with EBSA EP	Y
Pupil J	Yes	n/a	Attending school (live)	N
Pupil K	Yes	n/a	Attending school (live)	N
Pupil L	No	Autism resource	Not attending school (live)	N
Pupil M	Unsure	SEMH placement	Attending school (live)	Y

Based upon the above information from schools, cost savings have been estimated by considering the potential reduction in the need for alternative educational provision/placement as shown in Table 16. The amounts included consider the approximate cost to the local authority for a one year period.

Table 16

Impact of EBSA support	No of pupils	Cost per pupil p.a.	Total cost saving p.a.
<b>Reduction in need for alternative placement</b>			
Reduction in need for Elective Home Education (EHE)	3	n/a	n/a
Reduction in need for alternative placement due to permanent exclusion e.g. iCollege	1	£20,000	£20,000
Reduction in need for alternative 1:1 SEMH placement e.g. Engaging Potential	0	£40,000	0
Reduction in need for Medical Tuition Service (MTS) N.B. These are costs to schools, which are a contribution towards the cost of MTS. WBC covers the rest of the costs (tutors time, travel costs etc), therefore this saving will be higher than the actual amount shown.	4 (1 primary, 3 secondary)	<u>Primary</u> £4,042.74 <u>Secondary</u> £5,044.26	£19,157.52
Reduction in need for ASD resource placement	0	£10,000	0
Reduction in need for SEMH placement e.g. New Barn/Unicorn	1	£80,000	£80,000
<b>Total potential cost saving</b>			<b>£119,157.52</b>

As these pupils were all experiencing high levels of EBSA (Level 3-4), there may also be additional cost savings attributable to EBSA involvement due to a reduction in support costs e.g. EP support. Table 17 shows the estimated additional cost savings.



Table 17

Impact of EBSA support	No of pupils	Approx. cost per pupil	Approx. cost saving
<b>Reduction in time to support the pupil</b>			
Reduction in EHA/MHST time/support	9	£1,000	£9,000
Reduction in need for EP time/assessment	7	Approx. £1500 per assessment (3 days EP time)	£10,500
<b>Total cost saving</b>			<b>£19,500</b>

Table 18 shows the estimated total cost savings attributable to EBSA involvement.

Table 18

Impact of EBSA support	No of pupils	Total cost saving
Reduction in need for alternative placement	8	£119,157.52
Reduction in time to support the pupil	16	£19,500
<b>Total cost saving</b>		<b>£138,657.52</b>

*EBSA Feedback*

To further evaluate the impact of EBSA involvement, regular feedback was gathered from pupils, schools and families. Key questions included:

- What has changed as a result of EBSA involvement?
- How helpful has EBSA involvement been?
- How satisfied have you been with EBSA involvement?

**School feedback**

Throughout the course of EBSA involvement, SENCOs were contacted to give feedback. Their comments included:

From SENCO: *“The EBSA EP was amazing and gave my colleague and I, as well as the family a good amount of time to really understand the challenges. (MHST) has been wonderful too and we can see that she is dedicated to helping (pupil name).” 9/10 for EBSA service.*

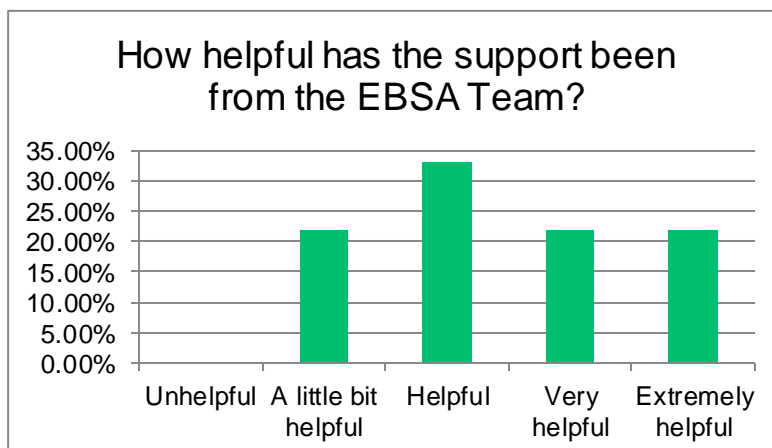
From key school contact/ELSA: *“Without EBSA it would have taken a lot longer to help (pupil name), it’s good to have an intermediate agency that can support and guide. As an ELSA I recommend to all I can!”*

From Headteacher: *“They were great, having accessed the service I now feel in a much better place to refer sooner.”*

From SENCO: *“(Pupil name) is due to come into school for the first time in 6 months tomorrow, hopefully this will break the cycle and a reintegration timetable will start next academic year if all goes well.”*

Nine SENCOs also responded to a Survey Monkey questionnaire about how helpful/satisfied they were with EBSA Team involvement. 77% of SENCOs found the EBSA support helpful-extremely helpful and were satisfied-extremely satisfied with the support. The results are shown in Charts 1-2.

Chart 1



Comments

**School 1**

*Worked with pupil at home and had good link with school.*

**School 2**

*Quick access to EP was great. AV1 trial was a success.*

**School 3**

*I'm sure the child enjoyed the sessions with the EBSA MHW but her overall attendance has decreased.*

**School 4**

*Whilst it has not helped us to achieve anything with the child, it has enabled us to access medical tuition.*

**School 5**

*The AV1 was great. Work done with the student by EBSA forum was useful to the student but caused a number of unnecessary difficult situations for the school with the family.*

**School 6**

*Support at home with ASD team has been invaluable.*

**School 7**

*Reassurance and guidance.*

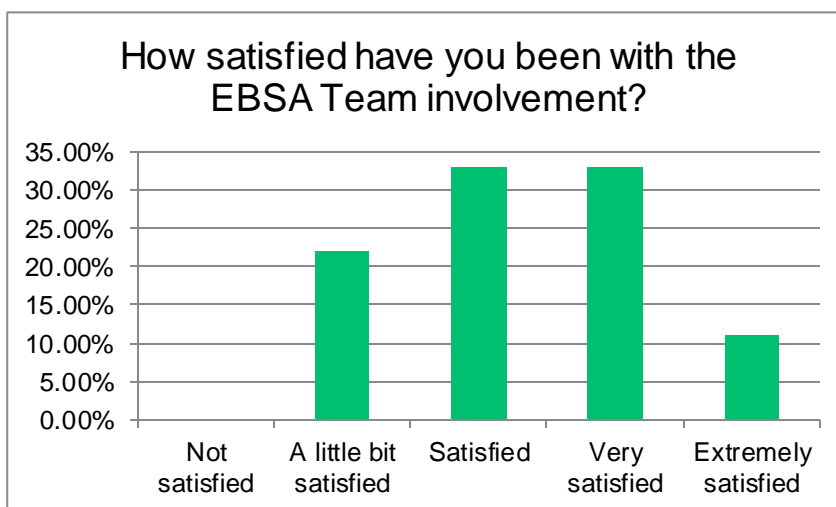
**School 8**

*Useful for annual review although not much info in relation to how pupil is doing before or since this meeting.*

**School 9**

*No comments given*

Chart 2



Comments

**School 1**

*EBSA team spoke to parents and school in timely manner and built relationships quickly.*

**School 2**

*I felt included at every stage and kept informed.*

**School 3**

*I found the process longwinded. The forms were very complex and the forum itself although useful to talk around the problem, and it did come up with a solution that partly worked the overall result is not good.*

**School 4**

*On the whole, it was helpful, but mainly the AV1. We are more than capable of taking the lead with a flexible bespoke plan for our students. On this occasion however, it was made difficult for us when the EBSA support made suggestions that were unrealistic and unhelpful, and which risked affecting our relationship with the family. Whilst*

*working together is important, we were not in need of someone to take the lead in the journey with the student and despite repeated attempts to convey this, it was very hard to get that message through.*

**School 5**

*We have been able to access medical tuition.*

**School 6**

*I do not know exactly what involvement has looked like for EBSA with this child currently so it is hard to comment.*

**School 7**

*Good communication*

**School 8/9**

*No comments given*

**Parent feedback**

Throughout the course of EBSA involvement, parents were contacted to give feedback. Their comments included:

From parent: *“A big thank you to the EBSA MHW for helping him to find himself again, his teacher said the other day ..‘the old (pupil name) is back’..*

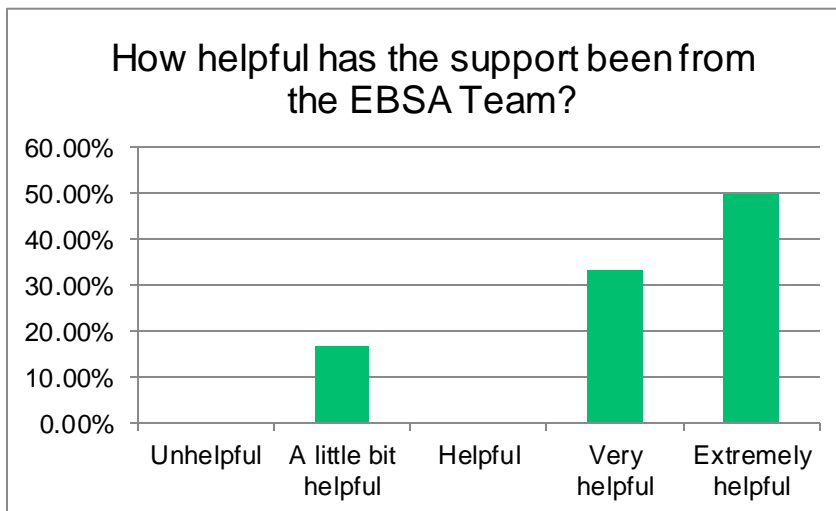
From parent: *“I can’t thank you guys enough again for all the help you have provided for (pupil name). I’m praying things start to get better soon for him.”*

From parent: *“Can’t thank the EBSA team enough for what they’re doing for (pupil name) and for me”*

From parent: *“You (EBSA MHW) really understand (pupil name) and have this magical of way of just talking to him without overwhelming him and this rapport that you have built is what is allowing him to make the progress.”*

Six parents also responded to a Survey Monkey questionnaire about how helpful/satisfied they were with EBSA Team involvement. 83% of parents found the EBSA support helpful and were satisfied-extremely satisfied with the support. The results are shown in Charts 3-4.

Chart 3



Comments

**Parent 1**

*Our support worker was able to engage with (pupil name) and that in itself was a victory as she was completely shut down. Again had we been given sufficient time, I’m sure some progress and impact could have been made but the sessions were only available for a limited period.*

**Parent 2**

*EBSA have been very helpful, they have given support and guidance which has been valuable, they have helped with school having a better understanding and being more supportive in ways they can help.*

**Parent 3**

*I felt the team worked well with (pupil name), they showed interest in him and made him feel comfortable enough in time to be able to engage and open up a little, something I feel school have completely failed to do.*

**Parent 4**

*My child's support came from the EBSA MHW. Her approach to supporting my child was incredibly effective and she was able to engage with him from the outset. She also provided excellent guidance to me as his parent, helping me understand what he was experiencing and how best to support. She coordinated with the school so we were working as a team with the school's support manager, this was so important to my child's progress and gradual introduction to school/lessons etc. I couldn't fault the support provided by the EBSA team.*

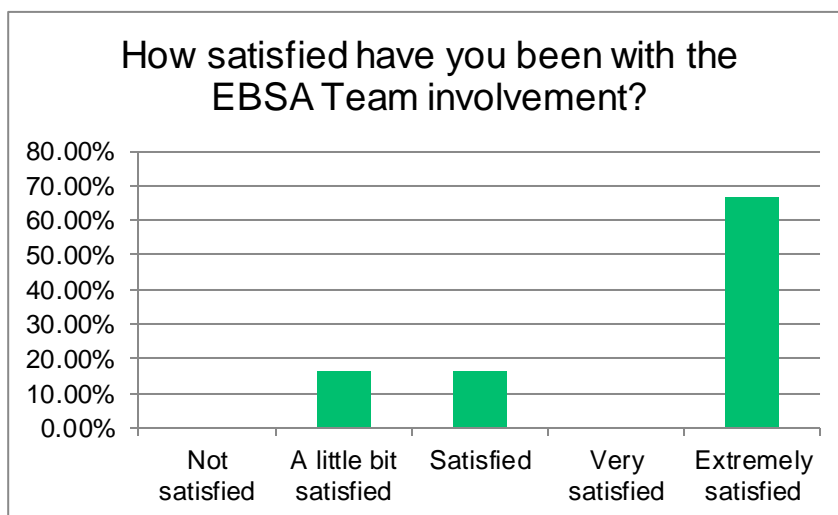
**Parent 5**

*Getting to school vastly improved.*

**Parent 6**

*No comments given*

Chart 4



**Comments**

**Parent 1**

*Very satisfied. It's an amazing support that families especially SEN children need as they cannot conform/perform like most children in a school environment.*

**Parent 2**

*I'm very happy with the work that has taken place with (pupil name), I feel it would have worked out better if both primary and secondary schools were fully on board with, and actually did the things that they were supposed to.*

**Parent 3**

*Breakfast club plus working with the EBSA MHW had a very positive impact on my daughter.*

**Parent 4**

*I'm sure score will be higher once things planned happen.*

**Parent 5**

*Again not long enough or early enough.*

**Parent 6**

*No comment given*

**Pupil feedback**

*There were also opportunities to capture some comments from pupils about their EBSA support:*

**Pupil 1**

*After using the AV1 – 'I got so much more work done!' and 'It was like I was in the classroom!'*

**Pupil 2**

*After using the AV1 and sessions with the EMSA MHW*

*"I absolutely frickin love school. I can't wait for each day. It's the friends I've made and the people outside my tutor group as well. There are so many supportive people that understand. There is so many people who totally understand.*

*Someone I'm really good friends with had anxiety and she totally understand and she gets it. I've got to know so many brilliant people so... umm yeah...teachers understand too. My science teacher's really nice.*

*You look at it (school and lessons) and think it's impossible... but when you get out there an challenge yourself you see that there is people there that are supportive and I've got my friends there and my teachers there and they will speak to me and try and distract me and do everything they can to try and help me. I look forward to seeing my friends every day now and I don't want to not be there.'*

*'A big factor was getting out at break and lunch and meeting those people. I want to be around them.'*

He also said about (other EBSA pupil):

*'(Pupil name) is now out at break and walking around with his back pack on his back. Before he wouldn't come out at break and he wouldn't walk around with his back pack on. Now I seen (pupil name) also out before registration. He has definitely improved as well. He fuelled me to use the AV1 and I fuelled him to go outside.'*

### **Pupil 3**

When asked whether Pupil 3 had any advice about coping, following his sessions with the EBSA MWH, he said:

*'What is there to worry about really? There are big problems and there are little problems. If it's a small worry then try and tackle it. If it's a big worry then break it down into smaller ones and take small steps. After all - it's just school.'*

Pupil 3's 'tag line' *If a teacher shouts, they will calm down and be ok - they won't be angry the next day.'*

*'Learn from your mistakes.'*

## **Learnings**

Over the past year, there have been many learnings about how best to support pupils experiencing EBSA. These include:

- There is no 'typical' EBSA case, each pupil's situation is different based on a range of complex and interacting factors. It is important to understand these factors before developing and implementing interventions to maximise their effectiveness.
- Working with the pupil alone is not enough, robust efforts need to be taken to support and communicate with the whole system (school and family) around the pupil.
- It can take a long time to engage those pupils who are no longer able to attend school due to intense levels of anxiety. It takes time to build up the relationship and trust that is needed to most effectively work with them.
- In some situations, parents can also maintain the cycle of anxiety and/or block attempts towards school re-attendance. We need to work with parents to help them to understand that their child needs to take (supported) steps to challenge their anxieties, and support the parents in being able to do this.
- Early referral and intervention is most effective. Late referrals can mean that pupils are less likely to engage and/or are no longer able to access mainstream education due to the entrenched nature of their difficulties and school/family relationship breakdown.
- It can be difficult to measure the impact of EBSA support when the pupil is not yet back in school. School attendance is a key measure; however, some pupils are so anxious that they are no longer able to leave their bedrooms, so smaller indicators of change should also be measured. Developing broader life and social skills for these pupils is imperative.
- For optimal EBSA success, all parties (school, family and pupil) must want the pupil to return to school. Where relationships have broken down and this is not the case, then it is much harder to achieve the attendance goals. Negative pupil narratives can hinder successful re-integration.
- Use of AV1s can be successful but there needs to be SLT buy-in and support to set up, practice and engage pupils, families and staff.
- Differences in registration practices means that whilst some EBSA pupils are being penalised for non-attendance i.e. unauthorised absence and EWO engagement, other schools are authorising attendance. This subtle but important difference can act as a barrier to re-engagement as seeing absence as 'pupil refusal' rather than non-attendance due to a range of emotional/social factors, can encourage a narrative of blame and negativity about the pupil/family. Attendance is everyone's responsibility so clarification is needed for schools about how to mark EBSA pupils consistently on the register and encourage them to understand the reasons for non-attendance.

## **Future considerations**

Due to the complex and individual nature of difficulties, it is key for support to be tailored to pupil needs. Referrals have been focused on individual pupils; however, it is recognised that there are many other factors affecting pupil non-attendance. To this end, a more systematic approach should be considered to reduce anxiety and increase attendance. In the future, EBSA solutions need to:

- Facilitate more collaborative working
- Address factors impacting the system around the child
- Champion the pupil voice
- Educate adults supporting pupils experiencing/at risk of experiencing EBSA
- Encourage earlier identification of EBSA difficulties

## **Conclusion**

The Invest to Save grant of £110,657 has supported pupils experiencing emotionally-based school avoidance. As these pupils are at high risk of poor life outcomes, it has been important to understand the complex nature of their difficulties and to develop bespoke interventions to meet their needs. As a result, figures for the year 2021/22 are encouraging with attendance increasing in over 60% of cases, engagement increasing in 54% cases and anxiety reducing in 54% cases. In addition, it is estimated that there has been a cost saving of approximately £138,657 due to a reduction in the time needed to support these pupils and a reduced need for alternative placements. Whilst difficult to quantify, the longer term benefits of supporting pupils back into school cannot be under-estimated and short term benefits have already been seen in both pupils and families who have felt that someone has listened to them for the first time, and as a result their confidence has grown and they are better able to function as a family and engage in society. Supporting EBSA pupils means believing that non-attendance is a symptom of wider factors, not simply refusal and collaboration is required to support the family and system around the pupil to understand their needs and encourage change. Without this support, the longer term impact to society will be costly.

**Use of EBSA Funding by secondary schools 2021-22 financial year –TRINITY SCHOOL**

**Funding allocated** £11,000

**Please state how funding was spent using the categories below:**

	Cost (annual)	Details (including FTE / hours for staffing lines)
Teaching staff	£35 000	Full time member of staff Trained English teacher –M6 plus TLR 80% role EBSA teacher/20% main school
TA time	£20 000	HLTA TIO
Tutors		
Mental health support		
Other staff (please specify)	£2,400 Art for wellbeing	30 minute sessions with a designer/artist.
On line learning		
Resources		
Equipment		
Transport		Petrol costs for home visits
Off site activities		
Other		
Other		
Other		

**Please explain why you chose to spend the funding allocation for EBSA in this way and what your objectives were at the start of the project**

We have two groups of EBSA students:  
 Group 1: Students who are not attending school at all as a result of high levels of anxiety. Many of these students experience low mood, depression and refuse to leave the home. Some have a diagnosis of Autism, many are on the waiting list for CAMHs and have been seen by EHA or have failed to engage so they have been closed to services.  
 Group 2: Students who attend school more regularly but refuse to go to lessons when in school. They actively truant internally are defiant when supported to go into lessons and cannot really explain why they can't go in to lessons but display some level of anxiety.

There was no capacity in the pastoral team to work intensively with these two groups of students and so very little progress was being made in getting them in to school.  
 We needed a bespoke approach for each student. This involves a triage approach to decide on the package students need. The EBSA worker goes out to the home to make initial contact and works with the students in getting them back in to school. This may involve getting out socially first and then coming into school for short time periods and then building up the amount of time in school. At first they work with the EBSA teacher with a view to getting them back into lessons. The pace at which the programme moves depends on the students.

**To what extent were your objectives met?**

The programme started fully in Summer Term 1 once the EBSA teacher took up post. Prior to this the EBSA TA was carrying out home visits and taking work for students to complete. The programme is in its second term and the programme is up and running.

<p><b>How many students benefited from the support? Please show numbers by NC Year Group</b></p>
<p><b>Group 1</b>  Year 7 – 3 (TP, IF, RT)  Year 8 – 1 (HG)  Year 9 – 5 (MSG, MH, ED, NG, BP)  Year 10 – 6 (AH, RJ, LP, CL, NB)  Year 11 – 1 (JE)</p> <p><b>Group 2</b>  Year 9 – 3  Year 10 – 1</p>
<p><b>What were the outcomes for the students who received support? (Please provide data where possible, eg. of increased attendance)</b></p>
<p>Group 1  AH – Attendance this academic year 97.3%, up from 22.9% last year. AH has been 'discharged' from EBSA, knowing support is there if she needs it.  RJ – Attendance in the last 30 days 48.39%. Attendance between 02/09/21-30/07/22 was 5.4%.  EG – Attendance in the last 30 days 21.88%. Attendance between 02/09-30/07/22 was 4.2%.  LP – Attendance in the last 30 days 21.88%. Attendance between 02/09-30/07/22 was 8.6%. EHCP being applied for.  JE – Attendance remains at 0%. Parents are exploring EHE and/or change of placement.  CL – Attendance this academic year 45.9% compared to 24.7% last academic year.  BP – Attendance this academic year 6.9% compared to 2.7% last academic year.  MH – Attendance in the last 30 days 40.63%. Attendance 02/09/21-01/06/22 was 18.8%  ED – Attendance this academic year 10.8% due to ongoing CP process. ED is supported by EBSA who provide a safe space to be able to attend school and conduct home visits when ED hasn't attended school for a few days.  NG – NG has been recently referred to EBSA, NG has attended school after two home visits. The EBSA team are working closely with NG's MHST to support their Graded Exposure approach.  IF – Has been referred to EBSA Nov 2022. Home visits scheduled.  RT – Has been referred to EBSA Nov 2022. Home visits scheduled.  HG – Attendance in this academic year has been 75% compared to 59.1% last year. HG is receiving a 'graded exposure' programme to reintegrate him into classroom lessons.  TP – Attendance September 2022 was 31.6% having not attended year 6. School supporting transition to medical home tuition while TP is assessed through the ASD and ADHD CAMHS pathway.  MSG – Parents have taken MSG off role to home educate.  NB – Parents have taken NB off role to home educate.</p> <p>*we would hope that attendance will continue to increase as we are aware that we are only in term 2 of this academic year so comparisons to whole year last year may result in the data looking more positive at this stage. However, early signs of positive engagement with the programme are promising.</p> <p>Group 2  Attendance in lessons has increased and there have been less incidents for these students.</p>
<p><b>Have there been any savings to the school or the Local Authority as a result of this project?</b></p>



The school has spent considerably more than the £11 000 allocated so there have been no real savings for the school. It would be hoped that savings would be made in the longer term as students will be back in school and parents may not be requesting EHCPs, however there is no evidence of this.

**Any other comments**

One unexpected outcome has been that some parents have chosen to move their children to EHE as the students refused to engage with the programme after the initial stages. We found some students just wanted to continue with the home visits but not progress any further. These students and families have often had open referrals to EHA but they have also failed to engage so their case has been closed.

Please return this form to Jane Seymour, Service Manager, SEN & Disabled Children's Service, by **Friday 11<sup>th</sup> November**

[Jane.seymour@westberks.gov.uk](mailto:Jane.seymour@westberks.gov.uk)

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<b>Use of EBSA Funding by secondary schools 2021-22 financial year LITTLE HEATH</b>		
<b>Funding allocated</b>		<b>£11,000</b>
<b>Please state how funding was spent using the categories below:</b>		
	Cost	Details (including FTE / hours for staffing lines)
Teaching staff	£4560	Inclusion team support
TA time	£1555	Inclusion team support
Tutors		
Mental health support		
Other staff (please specify)		
On line learning		
Resources		
Equipment		
Transport		
Off site activities		
Medical Tuition Team	£11 769	
Other		
Other		
<b>Please explain why you chose to spend the funding allocation for EBSA in this way and what your objectives were at the start of the project</b>		
<p>We focused most of our funding on those pupils who were either refusing to come to school at all due to EBSA or whose attendance was incredibly poor due to this.</p> <p>Firstly, we worked alongside the Medical Tuition Team for two Year 11 pupils (PW &amp; AW). Both pupils had had poor attendance and SEMH difficulties over time and the resulting referrals to the MTT during Year 10 were useful to meet their needs.</p> <p>Secondly, we worked with the Inclusion team within school so as to provide a long-term facility for 1 year 11, 2 year 10 and 1 Year 9 pupil who were experiencing EBSA. (CG, IP, EG)</p>		
<b>To what extent were your objectives met?</b>		
<p>AW started to have some lessons in school between PPEs in November 21 and the actual GCSE examinations in May 22. AW attended some of her PPEs and all of her actual GCSEs. AW achieved a grade 4 in English Language, grade 4 in Maths and a grade 4 and 5 in Science – a huge achievement considering the path AW has had to navigate. AW is now working for Dad’s business 3 days a week and seeking full time employment.</p> <p>PW found coming onto school site much harder and did not attend her PPE examinations but she did come in for all of her actual GCSEs. PW achieved a grade 7 in English Language, a grade 4 in Maths and a grade 5 and 5 in Science – again a huge achievement considering lack of attendance and personal struggles. PW is now on roll at LHS sixth form and when she is on site she is working well but attendance is still the biggest barrier to her currently.</p> <p>CG spent time in Inclusion and receiving lots of support from a number of colleagues and was able to complete her GCSE examinations. CG achieved a grade 3 in Maths, a grade 4 in English Language and a grade 3 and 4 in Science. CG is now working with New Meanings in Reading.</p>		

<p>IP – worked within the Inclusion area for the majority of year due to EBSA as well as medical investigation. IP was able to sustain coming in to school most days due to the area she worked in and the support we were able to give her.</p> <p>EG – struggled throughout the end of Year 8 and into Year 9. EBSA was definitely a factor in her poor attendance but she was also with the ARFID clinic due to an eating disorder.</p>
<p><b>How many students benefited from the support? Please show numbers by NC Year Group</b></p>
<p>AW and PW were the most successful as we have GCSE grades to show this – it is clear that the focus on these 2 pupils paid dividend and core GCSE results were acquired.</p> <p>CG was successful in that she has also achieved passes in core GCSE subjects.</p> <p>IP continues to access school and it is hoped we will witness increased attendance over time.</p> <p>An application for an EHCP was put in for EG but was turned down by the local authority. We continue to work with the consultant as to next steps for her. We are possibly look to a referral to the MTT but are awaiting their letter to state she is not fit for school.</p>
<p><b>What were the outcomes for the students who received support? (Please provide data where possible, eg. of increased attendance)</b></p>
<p>As stated above.</p>
<p><b>Have there been any savings to the school or the Local Authority as a result of this project?</b></p>
<p>Yes and no. Little Heath would have funded this work with or without the EBSA funding BUT the funding has meant that we have been able to use school funding for other pupils.</p>
<p><b>Any other comments</b></p>

Please return this form to Jane Seymour, Service Manager, SEN & Disabled Children’s Service, by **Friday 11<sup>th</sup> November**

[Jane.seymour@westberks.gov.uk](mailto:Jane.seymour@westberks.gov.uk)

<b>Use of EBSA Funding by secondary schools 2021-22 financial year ST. BARTHOLOMEW'S</b>		
<b>Funding allocated</b>	<b>£11,000</b>	
<b>Please state how funding was spent using the categories below:</b>		
	Cost	Details (including FTE / hours for staffing lines)
Teaching staff		
TA time		
Tutors		
Mental health support		
Other staff (please specify)		
On line learning		
Resources	£830	
Equipment	£1741	
Transport	£2159	
Off site activities	£7570	
Other		
Other		
<b>Please explain why you chose to spend the funding allocation for EBSA in this way and what your objectives were at the start of the project</b>		
<p>Objectives were focussed on developing enrichment opportunities, particularly those which offered opportunities for group work and interpersonal skill development. Our aim was to increase the opportunities for students at risk of becoming, or those who had already become, EBSA to strengthen their opportunities to experience success or achievement (such as through activities like the climbing wall at the Waterside Centre) and to deepen a sense of community and belonging through shared activities.</p> <p>Our view was that attending and engaging in enrichment activities beyond the curriculum would help to build confidence about attending lessons with the PL area where curriculum work could be completed with peers and re-integration to school (or increased attendance) would be more achievable.</p> <p>We also allocated some of the funding to increase the resources within the Personalised Learning area in order to be able to offer more therapeutic or enrichment activities in house, particularly to allow for a space for those struggling with attendance or anxiety about school to access resources during the school day to help them regulate.</p>		
<b>To what extent were your objectives met?</b>		
<p>The external activities which we engaged with were beneficial for key students and have helped some of our most vulnerable to engage with staff and peers beyond the school environment in a perceived 'neutral' space. This has in some cases eased the re-integration to school as we had hoped and we've been able to build on these events to establish some pair and small group teaching sessions.</p> <p>In the cases where we haven't necessarily been able to move that on to curriculum engagement, we do still feel that the opportunities we've been able to offer this group of students has been important in and of itself for student wellbeing and socialisation.</p>		

**How many students benefited from the support? Please show numbers by NC Year Group**

Directly, the below numbers have engaged with provision

Year 7: 8

Year 8: 9

Year 9: 2

Year 10:6

Year 11: 0

Indirectly – many more as care was taken in identifying the resources and equipment we have bought to support this group of students and ensure that those could also be valuable to the wider group of students supported by the Personalised Learning team.

**What were the outcomes for the students who received support? (Please provide data where possible, eg. of increased attendance)**

For two of the students in last year's year 10 group who took part in coaching activities beyond school, unfortunately wider circumstances mean that one has been permanently excluded (and will be finishing their education at iCollege) and the other is pursuing full time alternative education provision at Reading College. Notable that in each case, the mentoring work that they have begun with the wider provision we put in place with this funding continues for each and has had a significantly positive wider impact on their potential engagement with education in other settings – and their longer term chances of remaining in education / training in some capacity. While it did not have the intended outcome of helping to ensure they successfully finished year 11 here, it arguably continues to have a positive impact on them overall and a benefit that will be felt by the wider educational provision they are going on to. (It could also be argued that it was a positive intervention that helped them remain engaged in mainstream education for as long as they did as in both cases these developments have unfolded in recent weeks, but it is difficult to predict what outcomes may have been in other circumstances).

For the remaining year 10 students, there are mixed outcomes in terms of attendance – none have slipped further, some continue to struggle to engage in mainstream lessons but are engaging well in home tuition, small group learning and other enrichment activities that we are providing this year. We feel that the opportunities provided within this project have had a positive impact on their sense of self and achievement and have helped prevent a further decline.

The impact was greatest for those lower down the school, and it is with these students where we feel we also had the capacity to put this support in place prior to levels of non-attendance reaching a critical point where we were unlikely to manage to engage them longer term. As such, the students identified for this support while in year 7/8 were much more a preventative group of those showing early signs rather than a reactionary support put in place when other approaches hadn't succeeded.

The group identified, particularly those in year 7 and 8 were those in whom we were seeing the early warning signs of anxiety or the beginning of low-level attendance concerns that we felt had the potential to develop. While impossible to predict how those may have developed, it is pleasing that only two have gone on to have significant attendance issues (and in both cases, there are wider factors at play – both have been assessed for EHCPs for wider SEN need and both have had police and / or social services involvement for wider needs). It is hard to point to the attendance figures of the rest of these cohorts as we were intentionally working to identify early

signs of issues and prevent development rather than target those who were already quite far down the EBSA route but of the remaining students in these groups we have not seen the decline in attendance we had anticipated and we have seen a positive impact on their engagement with PL more widely – attending wider enrichment / social activities within the PL area or the wider school supported by PL staff and we feel that the aims of building a sense of belonging and community have certainly been met which we hope will safeguard against the risk of school avoidance going forward.

**Have there been any savings to the school or the Local Authority as a result of this project?**

It is hard to know what the savings here may have been. In terms of preventative support, it is hoped that this project (and the ongoing interventions we are continuing to fund currently that began with funding from this project), will dramatically reduce the school's spending on alternative education provision – and reduce the demand for long term home tuition in those cases where school based anxiety lead to long term absences. While we didn't see that long term in the two cases in the higher years of the school, it could be argued that we saw it in the short-term. That being said, going forward, much of our focus will be on the earlier prevention support we can put in place as that is where it has the greatest potential to ensure long term improvement in student outcomes – and potential

In thinking carefully about resourcing the internal provision for enrichment activities for this cohort, we sought to make sustainable choices that mean that they can continue to be used by a wider range of students over the coming years, so there is a cost saving there in looking to set up some internal provision (such as in gardening equipment for internal programmes to use with the EBSA identified group that can also be used to enhance provision for others more widely)

**Any other comments**

Please return this form to Jane Seymour, Service Manager, SEN & Disabled Children's Service, by **Friday 11<sup>th</sup> November**

[Jane.seymour@westberks.gov.uk](mailto:Jane.seymour@westberks.gov.uk)



<b>Funding of children with SEN in maintained nursery schools</b>		
<b>Report being considered by:</b>	Schools' Forum on 5 December 2022	
<b>Report Author:</b>	Jane Seymour	
<b>Item for:</b>	decision	<b>By</b> All Forum Members

### 1. Purpose of the Report

1.1 This purpose of this report is to propose an alternative method of funding children with SEND in the Local Authority's maintained nursery schools, Victoria Park Nursery and Hungerford Nursery.

### 2. Recommendation

2.1 To agree to the proposed method of funding children with SEND at Victoria Park and Hungerford Nursery Schools

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

3.1 Victoria Park and Hungerford Nursery Schools are the only two maintained nursery schools in West Berkshire.

3.2 Both nursery schools have developed over time a positive reputation for meeting the needs of children with SEND and have consequently attracted a high number of children with additional needs. 27% of children on roll at Victoria Park Nursery have SEND and 28% of children at Hungerford Nursery have SEND. The data shows that these numbers are increasing, a trend which is likely to continue.

3.3 The nursery schools are also increasingly being asked by parents to retain children with complex SEND for an additional year in to reception, due to concerns that they are not yet ready for primary school. This has proved beneficial in these cases, but places an additional financial burden on the nursery schools.

3.4 Nursery schools, unlike primary and secondary schools, do not receive a delegated SEN budget. They can request Education, Health and Care assessments for children, but in many cases the child will have moved on to their next setting before the EHCP is finalised, due to the time taken for the nursery to gather evidence of the need for an EHCP and the 20 week EHCP timescale.

3.5 In order to access funding for children with SEND who do not have an EHCP, the nursery schools have to apply to the Local Authority's SEN Panel for Early Years

SEND funding. This process requires completion of forms and gathering of evidence, much like the EHC process, and is time consuming and bureaucratic for the schools and the Local Authority, as it is necessary to make a separate application for every individual child who requires additional resources, in the absence of a delegated SEND budget. Having to make applications for funding for each child also means delays in providing support.

3.6 In addition to the bureaucratic burden of having to apply for funding for each individual child with SEND, the volatility of the nursery schools' funding for SEND means that it is difficult for them to retain trained and experienced support staff.

### 4. Supporting Information

4.1 Historic data shows that the funding allocated to the maintained nursery schools as Early Years SEND Funding or for EHCPs has remained fairly stable over the last 3 years.

4.2 It is therefore proposed that a sum of money is allocated to each nursery school for the 2023-24 financial year, as a notional SEND budget, based primarily on historical funding. This would provide the nursery schools with a fixed SEND budget for the financial year.

4.3 The advantages of this approach would be:

- reduced bureaucracy for the nursery schools and the Local Authority
- the ability to provide support in a timely way for children with SEND, without having to wait for applications to be written and SEN Panel decisions to be made
- enhanced progress and better outcomes for children, as a result of receiving support in a more timely way
- better preparation for children to move on to their next setting
- the schools would have a secure budget and would be able to plan their staffing on this basis and be better able to retain high quality staff

### 5. Options for consideration

5.1 Retain the current system of funding children with SEND in nursery schools, with its associated disadvantages

5.2 Move to the proposed system of funding children with SEND in maintained nursery schools, from 2023-24.

5.3 Identify an alternative means of allocating a delegated SEN budget to the nursery schools, other than historic allocations. However, it is more difficult to apply a formulaic approach to delegated funding for nurseries due to the lack of data to use as proxy measures.

## 6. Proposals

6.1 It is proposed that the maintained nursery schools are funded for SEND in 2023-24 in line with the proposal set out above.

## 7. Conclusion

7.1 The proposed funding method would reduce bureaucracy for the nursery schools, allow support to be accessed by children who require it in a more timely way, thus maximising their development and progress, and enable the schools to plan their SEND provision and retain skilled and experienced staff.

## 8. Consultation and Engagement

8.1 Maria Morgan, Headteacher, Victoria Park Nursery, Suzanne Taylor, Headteacher, Hungerford Nursery, Nicola Ponton, Principal SEN Manager, Lisa Potts, Accountancy.

## 9. Appendices

Appendix A – EIA

## Appendix A

### Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

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

<b>What is the proposed decision that you are asking the Schools' Forum to make:</b>	Revise the method of funding children with SEND in maintained nursery schools
<b>Name of Service/Directorate:</b>	<b>Education</b>
<b>Name of assessor:</b>	Jane Seymour
<b>Date of assessment:</b>	4.11.22

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

<b>(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?</b>	
<b>Aims:</b>	To deliver additional funding to maintained nursery schools in a more efficient way
<b>Objectives:</b>	
<b>Outcomes:</b>	Children will receive additional support in a more timely way and from high quality staff which will enhance their development and progress
<b>Benefits:</b>	

<b>(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?</b>			
<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>			
<b>Group Affected</b>	<b>Potential Positive Impacts</b>	<b>Potential Negative Impacts</b>	<b>Evidence</b>
Age			
Disability	Children will receive additional	None	

	support in a more timely way and from high quality staff which will enhance their development and progress		
Gender Reassignment			
Marriage and Civil Partnership			
Pregnancy and Maternity			
Race			
Religion or Belief			
Sex			
Sexual Orientation			
<b>Further Comments:</b>			

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

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>.

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

**Name:** Jane Seymour

**Date:** 4.11.22

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

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## Scheme for Financing Schools

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**Report being considered by:** Schools Forum on 5<sup>th</sup> December 2022

**Report Author:** Melanie Ellis

**Item for:** Information **By:** All Maintained schools representatives

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### 1. Purpose of the Report

- 1.1 To advise of the consultation responses on the updated Scheme for Financing Schools.

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

- 2.1 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. The local authority has reviewed the current scheme to ensure that all sections are still appropriate and proposed a number of changes.
- 2.2 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. Consultation

- 3.1 A three week consultation with maintained schools was undertaken between 19 October and 9 November 2022. There were no suggested changes.

### 4. Conclusion

- 4.1 The updated Scheme for Financing Schools will be adopted from 6 December 2022.

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## Central Schools' Services Block Budget 2022/23

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**Report being considered by:** Schools' Forum on 22<sup>nd</sup> November 2022

**Report Author:** Michelle Sancho & Lisa Potts

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

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### 1. Purpose of the Report

- 1.1 To set out the budget proposal for services funded from the Central Schools' Services (CSSB) block of the DSG and to propose measures to enable the budget for this block to be balanced.

### 2. Recommendation

- 2.1 To balance the Central Schools Services Block by finding further cost savings, transferring funds from other blocks or setting a deficit budget.

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

- 3.1 The CSSB covers funding allocated to Local Authorities (LAs) to carry out central functions on behalf of pupils in state-funded maintained schools and academies in England. All the services funded by this block are statutory and have to be carried out.
- 3.2 The provisional allocation of funding for the Central Schools Services Block for 2022/23 is £967,149, which is a £25k or 2.5% reduction on the previous year.

### 4. Budget Requirement for the Central Schools Services Block

- 4.1 The following table shows the budget requirement for the services that fall within the Central Schools Services Block for 2023/24 compared to 2022/23.

Central Schools Services Block (CSSB)		2022/23 Budget	2023/24 Budget Requirement	Increase/Decrease	Change
		£	£	£	%
<b>Budget Requirement:</b>					
1	School Admissions	215,312	224,165	8,853	4%
2	National Copyright Licences	153,504	152,398	-1,106	-1%
3	Servicing of Schools Forum	53,081	53,163	82	0%
4	Education Welfare	208,098	219,494	11,396	5%
5 Statutory & Regulatory Duties:					
a	Provision of Education Data	190,709	202,328	11,619	6%
b	Finance Support for the Education Service	78,902	84,268	5,366	7%
c	Strategic Planning of the Education Service	84,450	84,610	160	0%
<b>Total Budget Requirement</b>		<b>984,056</b>	<b>1,020,427</b>	<b>36,371</b>	<b>3.7%</b>

- 4.2 At the end of 2021/22 the Central School Services Block was in deficit by £64k.
- 4.3 In order to balance the 2022/23 budget, a full review was carried out on staff costs.
- 4.4 For 2023/24, staff on council pay grades have been budgeted at 4% pay award, which is where the majority of the increased costs have come from.
- 4.5 The cost of copyright licence for schools is determined by the relevant national agencies. Details of all the other services included in the Central Schools Services Block (including a breakdown of costs) is given in Appendix A.
- 4.6 The table below shows the 2023/24 shortfall on the block of £53k, arising from a £36k increase in costs and a £25k decrease in funding.

Central Schools Services Block (CSSB)	2022/23 Budget	2023/24 Budget Requirement	Increase/Decrease from 22/23	Change
	£	£	£	%
<b>Total Budget Requirement</b>	<b>984,056</b>	<b>1,020,427</b>	<b>36,371</b>	<b>3.7%</b>
<b>Funding:</b>				
Central Schools Services Block DSG	-991,948	-967,149	- 24,799	-2.5%
Grant funding towards reducing block deficit	7,892			
<b>Total Funding</b>	<b>-984,056</b>	<b>-967,149</b>		
<b>Balance</b>	<b>0</b>	<b>53,278</b>		

## 5. Proposals for discussion

- 5.1 Finding further cost reductions, which would have an impact on service delivery.
- 5.2 A transfer of funds from one of the other funding blocks.
- 5.3 Setting a deficit budget for 2023/24.

## Details and Costs of Central Schools' Services

	Number of Posts	% Charged to CSSB	2023/24 £
<b>School Admissions</b>			
<b><u>Description of Statutory Duties covered</u></b>			
Administration of admissions process for maintained schools and academies			
<b><u>Staffing Structure</u></b>			
Admissions and Transport Manager	1.00	80%	
Admissions Officers	2.50	80%	
<b><u>Breakdown of Costs</u></b>			
Staff salary costs			145,150
Employee Expenses			18,700
Supplies and Services			1,320
Capita One recharge			23,981
Support Service Recharges			35,014
<b>TOTAL ELIGIBLE EXPENDITURE FOR ADMISSIONS</b>			<b>224,165</b>
<b>Servicing the Schools Forum</b>			
<b><u>Description of Statutory Duties covered</u></b>			
Setting agendas, minute taking, co-ordination and distribution of papers for Schools Forum and its sub groups			
<b><u>Staffing Structure</u></b>			
Head of Education	1.00	10.00%	
Schools Finance Team	1.81	10.00%	
Schools Forum Clerk			
<b><u>Breakdown of Costs</u></b>			
Staff salary costs			44,550
Room hire, consumables and members expenses			1,610
Support Service Recharges			7,003
<b>TOTAL ELIGIBLE EXPENDITURE FOR SERVICING THE SCHOOLS FORUM</b>			<b>53,163</b>

	Number of Posts	% Charged to CSSB	2023/24 £
<b>Education Welfare</b>			
<b>Description of Statutory Duties covered</b>			
Tracking of children who can be legally removed from the school roll.			
Monitoring of elective home education.			
Issuing and monitoring of child work permits and performance licences.			
Attendance at core group meetings for specific pupils			
Advice on keeping registers			
Progress cases to court where appropriate. Maintain up to date knowledge of legal processes and proceedings			
<b>Staffing Structure</b>			
Principal Education Welfare and Safeguarding Officer	1.00	40%	
Senior Education Welfare Officer	0.40	90%	
Education Welfare Officers	3.54	38%	
Assistant Education Welfare Officer	1.00	90%	
Administrative Assistant	0.40	90%	
<b>Breakdown of Costs</b>			
Staff salary costs			168,635
Employee expenses/car allowances			6,500
Other non staffing costs			3,030
Income from fines			-11,350
Capita One Recharges			10,660
Support Service Recharges			42,017
<b>TOTAL ELIGIBLE EXPENDITURE FOR EDUCATION WELFARE</b>			<b>219,492</b>
	Number of Posts	% Charged to CSSB	2023/24 £
<b>Provision of Education Data</b>			
<b>Description of Statutory Duties covered</b>			
Statutory returns to DfE			
Data analysis and reporting e.g. Exam results, performance			
School census administration and reports			
<b>Staffing Structure</b>			
Staffing	2.00	75%	
<b>Breakdown of Costs</b>			
Staff salary costs			78,850
Capita One recharge			109,472
Support Service Recharges			14,006
<b>TOTAL ELIGIBLE EXPENDITURE FOR PROVISION OF EDUCATION DATA</b>			<b>202,328</b>

	Number of Posts	% Charged to CSSB	2023/24 £
<b>Finance Support for the Education Service</b>			
<b><u>Description of Statutory Duties covered</u></b>			
DSG services budget preparation, monitoring, and year end			
Education services budget preparation, monitoring, and year end			
School funding formula and early years funding formula			
Administration of funding allocations to all schools for early years and high needs			
Statutory returns e.g. APT, S251, CFO deployment of DSG			
<b><u>Staffing Structure</u></b>			
Chief Mgt Accountant	1.00	5%	
Education Finance Manager	0.81	15%	
Education Senior Accountant	0.61	50%	
Education Accountant	0.50	65%	
Accountant	1.00	50%	
<b><u>Breakdown of Costs</u></b>			
Staff salary costs			63,260
Support Service Recharges			21,008
<b>TOTAL ELIGIBLE EXPENDITURE FOR FINANCE SUPPORT</b>			<b>84,268</b>
<b>Strategic Planning of the Education Service</b>			
<b><u>Description of Statutory Duties covered</u></b>			
Strategic planning and management of the Education service as a whole			
<b><u>Staffing Structure</u></b>			
Head of Education	1.00	55%	
Other staffing	1.00	42%	
<b><u>Breakdown of Costs</u></b>			
Staff salary costs			82,680
Other staff costs			1,930
Support Service Recharges			0
<b>TOTAL ELIGIBLE EXPENDITURE FOR PLANNING OF EDUCATION SERVICE</b>			<b>84,610</b>

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## Dedicated Schools Grant 2023-24: Provisional Allocations

**Report being considered by:** Schools Forum on 5<sup>th</sup> December 2022

**Report Author:** Melanie Ellis

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

### 1. Purpose of the Report

1.1 To set out the provisional Dedicated Schools Grant (DSG) allocation for 2023-24.

### 2. Recommendation

2.1 To note the provisional funding allocation for 2023-24.

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

3.1 The National Funding Formula (NFF) is used by the Department for Education (DfE) to calculate the blocks within the Dedicated Schools Grant (DSG) that will be allocated to local authorities in December 2022.

3.2 The DSG consists of four blocks: Schools, High needs, Central School Services and Early Years.

### 4. Overall position

4.1 The following table shows the provisional 2023-24 DSG allocation based on the October 2021 census pupil numbers. This will be updated in December 2022 for the October 2022 census.

DSG Allocation	Schools Block (before growth)	High Needs Block	Central Schools Services Block	Early Years Block	Total
	£m	£m	£m	£m	£m
<b>2022/23</b>	<b>119.19</b>	<b>25.32</b>	<b>0.99</b>	<b>10.02</b>	<b>155.52</b>
<b>2023/24 (provisional)</b>	<b>125.60</b>	<b>27.35</b>	<b>0.97</b>		
<i>Change from last year</i>	<i>6.41</i>	<i>2.03</i>	<i>-0.02</i>		<i>8.41</i>
<i>Percentage change</i>	<i>5.4%</i>	<i>8.0%</i>	<i>-2.3%</i>		<i>11.1%</i>

### 5. Schools Block

5.1 2023-24 is the first year of the transition to the direct NFF for schools. In 2023-24, local authorities will only be allowed to use NFF factors in their local formulae, and must use all NFF factors. Local authorities will also be required to move their local

## Provisional Allocations

formulae factors 10% closer to the NFF values, compared to where they were in 2022-23, unless they are already mirroring the NFF.

5.2 Nationally, funding through the NFF is increasing by 1.9% overall in 2023-24, and by 1.9% per pupil compared to 2022-23.

5.3 The provisional allocation for 2023-24 is shown below before any allocation for growth:

Schools Block	2022/23 Total funding	2023/24		
		Unit of funding	Number of pupils	Total funding
Primary	59,679,321	4,832.32	12,996.00	62,800,794
Secondary	57,946,639	6,034.83	10,142.50	61,208,270
<b>Total before growth allocation</b>	<b>117,625,960</b>			<b>124,009,064</b>
Growth allocation	874,544			
<b>DfE total allocation</b>	<b>118,500,504</b>			<b>124,009,064</b>
Block transfer (22/23 0.25%)	- 300,165			
<b>Total formula funding after NDR allocation</b>	<b>118,200,339</b>			<b>124,009,064</b>

5.4 A 2023-24 block transfer would reduce the schools block allocation by:

(a) 0.25% = £0.314m.

(b) 0.5% = £0.628m.

## 6. High Needs Block (HNB)

6.1 The national increase in high needs funding from 2022-23 to 2023-24 is 6.3%.

6.2 The 2023-24 provisional allocation for West Berkshire is £27.35m (2022-23 £25.32m), an increase of £2m from last year (8%).

## 7. Central Schools Services Block (CSSB)

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

7.2 The provisional CSSB DSG funding for 2023-24 is £967k, a reduction of £23k from last year (2.5%).

## 8. Early Years Block

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

8.2 Funding for 2023-24 has yet to be announced.

<b>High Needs Block Budget 2023/24</b>			
<b>Report being considered by:</b>	Schools' Forum on 5 <sup>th</sup> December 2022		
<b>Report Author:</b>	Jane Seymour, Michelle Sancho, Melissa Perry		
<b>Item for:</b>	Information	<b>By:</b>	All Forum Members

### 1. Purpose of the Report

1.1 This report sets out the current financial position of the high needs budget for 2022/23 and the position as far as it can be predicted for 2023/24, including the likely shortfall.

### 2. Recommendation

2.1 To note the overall HNB budget for 2023-24. It should be noted that at this stage the figures do not include any transfer from the Schools Block.

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

3.1 Setting a balanced budget for the High Needs Block continues to be a significant challenge. The numbers of high needs pupils and unit costs of provision has continued to rise, place funding has remained static in spite of increasing numbers, and local authorities have taken on responsibility for students up to the age of 25 with SEND in FE colleges without the appropriate funding to cover the actual cost. The number of children with EHCPs is increasing significantly, in spite of the threshold for an EHCP remaining the same and being applied robustly. These pressures have been exacerbated by the Covid pandemic which has caused some children to fall further behind, resulting in more EHC requests, and which has exacerbated a pre existing issue with rising incidence of Emotionally Based School Avoidance (EBSA).

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

3.3 The pressure on the high needs block is a national issue, and many local authorities have significant over spends and have also set deficit budgets. 20 Local Authorities with the highest level of overspend are now part of the Government's Safety Valve Programme. A further 55 Local Authorities are part of the Government's Delivering Better Value (DBV) Programme. There are 3 tranches to this programme; West Berkshire is in the third tranche (due to having one of the lower levels of overspend) which means that the programme will not start in West Berkshire until summer 2023. The DBV programme

will deliver some invest to save funds but it is not clear yet what the level of funding will be.

3.4 The Local Authority's statutory duties for children with SEND are effectively open ended in that if a child requires an EHC Plan it must be provided regardless of budgetary constraints. Criteria for initiating an Education, Health and Care assessment are robustly applied by the SEN Panel (which has Headteacher representation on it). However, in spite of robust management of demand, the number of children with EHCPs continues to rise. The total number of EHCPs has increased by 41% since the Children and Families Act came in in 2014. Most of this increase is in EHCPs in specialist placements rather than mainstream schools, which is primarily what is driving the HNB budget pressure

3.5 The creation of more local provision for children with SEMH and autism, through the SEND Strategy, will alleviate these pressures to some extent, as local maintained provision will be more cost effective than independent and non- maintained provision. However, it is also critical that mainstream schools are supported to maintain more children with SEND in mainstream settings if the HNB overspend is to be effectively addressed. This includes in particular children with SEMH and autism. The invest to save projects agreed in 2021-22 and 2022-23 aim to reduce exclusions and demand from schools for children to be placed in alternative specialist placements.

3.6 Tables 2, 3, 4 and 5 in Appendix A show where the predicted 2023-24 costs exceed 2022-23 budgets.

3.7 The net shortfall in the 2023-24 HNB budget, is **£8,668,928**. This includes a predicted 22/23 overspend of £2,277,318 and carried forward overspends of £3,596,982 from previous years. Without the carried forward overspends, the shortfall in 23-24 would be **£2,794,628**.

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

#### 4. Summary Financial Position

4.1 The latest estimate of expenditure in the High Needs Block budget for both 2022/23 and 2023/24 is set out in Table 1. The figures are based on current and anticipated numbers of high needs pupils. At this point they assume no change in top up funding rates for EHCPs in West Berkshire schools. However, schools are highlighting concerns about their ability to meet the needs of children with EHCPs based on funding bands which have not increased for many years. In particular, some schools with resourced provision are raising concerns about viability of their provision based on existing funding rates, and this is something which the HFG / Schools Forum will need to consider.

4.2 Most of the DSG allocation for the high needs block is now confirmed. Part of it is estimated and will be based on the actual number of pupils in special schools in the October 2022 census, and import/export adjustments based on the January 2022 census and February 2022 ILR.

<b>TABLE 1</b>	<b>2022/23 Budget £</b>	<b>2022/23 Forecast £</b>	<b>2023/24 Estimate £</b>
Place Funding	6,482,050	6,498,050	6,502,050
Top Up Funding	16,497,950	16,913,794	17,910,900
PRU Funding (top ups only)	1,597,160	1,810,640	1,781,420
Other Statutory Services	1,851,200	1,817,007	2,149,357
Non Statutory Services	1,621,221	1,580,563	1,608,061
Support Service Recharges	191,506	191,506	192,960
<b>Total Expenditure</b>	<b>28,241,087</b>	<b>28,811,560</b>	<b>30,144,748</b>
HNB DSG Allocation	-26,234,076	-26,234,076	-27,350,120
0.25% Schools Block Transfer - Invest to save projects	-300,166	-300,166	
In year overspend	1,706,845	2,277,318	2,794,628
HNB DSG Overspend from previous year	4,187,901	3,596,982	5,874,300
<b>Total cumulative deficit</b>	<b>5,894,746</b>	<b>5,874,300</b>	<b>8,668,928</b>

4.3 There is a forecast shortfall of **£2,794,628** in the 2023/24 HNB.

Appendix A sets out the detail of the budgets included within the High Needs Block, and the reasons for the pressure on the 2023-24 HNB budget.

## 5. Appendices

Appendix A – High Needs Budget detail

## High Needs Budget Detail

### 1. PLACE FUNDING – STATUTORY

- 1.1 Place funding is agreed by the Education and Skills Funding Agency (ESFA) and has to be passed on to the institution, forming their base budget. Academy and FE places are included in the initial HNB allocation but the agreed place numbers are then deducted and paid to the institution direct (DSG top slice). In 2018/19 pre 16 resource unit place funding was reduced from £10,000 to £6,000 per place, and each pupil within the unit was included in the main school formula funding allocation.
- 1.2 The ESFA will not fund any overall increases to places. If additional places are needed in academies or FE colleges, a request can be made to the ESFA. However, any additional places agreed would be top sliced from West Berkshire's HNB allocation in 2023-24; no additional funding is made available.
- 1.3 In total the allocated planned places in 2022-23 are 747. Required place numbers are still being calculated for 2023-23, so the total planned places and total budget requirement shown below may change.
- 1.4 As it is not possible to request increased planned place funding for maintained schools, any increase in place funding needed which is over and above the number of places set out below has been allowed for in the relevant top up budgets, creating additional pressure on those budgets.

TABLE 1 - Place Funding Budget	2022/23 Budget			2023/24 Estimated Budget		
	No. of Places	£	Current No. of Pupils	Proposed No. of Places	£	Difference in number
Special Schools pre 16 (90540) –	286	2,860,000	448	286	2,860,000	0
Special Schools post 16 (90546) –	79	790,000		79	790,000	0
Resource Units Maintained – pre 16 (90584)	35	242,000	32	35	246,000	0
Special Schools and PRU Teachers Pay and Pension		312,050	n/a		312,050	0
Resource Units Academies – pre 16 (DSG top slice)	99	606,000	106	102	606,000	0
Mainstream Maintained post 16 (90551) –	5	44,000	12	6	44,000	0
Mainstream Academies post 16 (DSG top slice) –	31	186,000	32	30	186,000	0
Further Education	133	798,000		143	798,000	0
PRU Place Funding (90320)	66	660,000	84	66	660,000	0
<b>TOTAL</b>	<b>747</b>	<b>6,498,050</b>		<b>747</b>	<b>6,502,050</b>	<b>0</b>

## 2. TOP UP FUNDING – STATUTORY

2.1 Top up funding is paid to the institutions where we are placing pupils who live in West Berkshire (we do not pay our institutions top up funding for pupils who live outside West Berkshire). **Table 2** shows the budget and forecast for 2022/23 and the estimate for 2023/24.

TABLE 2 Top Up Budgets	2021/22 Budget		2022/23 Budget			2023/24	Difference 22/23 budget & 23/24 prediction
	Budget £	Outturn £	Budget £	Forecast £ (Month 7)	Over/ (under) £	Estimate £	
Special Schools Maintained (90539)	4,403,120	4,985,051	4,924,490	5,345,495	421,005	5,464,490	+540,000
Non WBC special schools (90548)	1,324,500	955,003	620,810	550,523	-70,287	430,659	-190,151
Non WBC free schools (90554)	0	0	331,700	518,097	186,397	549,403	+217,703
Resource Units Maintained (90617)	314,000	321,587	314,000	317,410	3,410	320,630	+6,630
Resource Units Academies (90026)	1,113,300	930,495	1,000,000	985,450	-14,550	976,072	-23,928
Resource Units Non WBC (90618)	170,540	207,271	180,640	150,990	-29,650	119,852	-60,788
Mainstream Maintained (90621)	818,660	974,686	850,000	1,054,109	204,109	1,087,600	+237,600
Mainstream Academies (90622)	423,560	580,039	510,000	548,920	38,920	548,920	+38,920
Mainstream Non WBC (90624)	160,510	174,581	161,780	175,220	13,440	180,000	+18,220
Non Maintained Special Schools (90575)	1,007,880	851,541	1,114,000	1,027,890	-86,110	1,061,456	-52,544
Independent Special Schools (90579)	3,535,280	3,072,415	4,656,200	4,298,250	-357,950	5,113,279	+457,079
Further Education (90580)	1,437,800	1,175,012	1,016,940	1,104,540	87,600	1,104,539	+87,599
Disproportionate HN Pupils (90627)	40,000	51,609	42,000	61,510	19,510	65,000	+23,000
New SEMH Provision at Theale	0	0	775,390	775,390	0	889,000	+113,610
<b>TOTAL</b>	<b>14,749,150</b>	<b>14,279,289</b>	<b>16,497,950</b>	<b>16,913,794</b>	<b>415,844</b>	<b>17,910,900</b>	<b>+1,412,950</b>

2.2 There will be a saving in 2023-24 in the budget for non West Berkshire special schools, ie. special schools maintained by other Local Authorities. This is partly due to lack of availability of places in other Local Authorities' special schools.

- 2.3 There is also a saving in the budget for resourced units in non West Berkshire schools and in West Berkshire academies as a result of some students leaving this type of provision.
- 2.4 In addition there will be a saving in 2023-24 in the non maintained special school budget, due to placements in this type of provision decreasing slightly, (although there is a pressure on the independent special school placement budget).
- 2.5 However, all other top up budgets are under pressure resulting in a budget requirement in 2023-24 in excess of this year's budget allocation by £1,412,950.
- 2.6 It should be noted that £889,000 of this is accounted for by the new secondary SEMH provision, The Castle@Theale, which opened in September 2022.
- 2.7 The top up budgets under most pressure are as follows:
- Maintained special schools
  - Independent special schools
  - Mainstream school EHCPs
  - Free special schools
- 2.8 The predictions of cost for specialist placements in 2023-24 take in to account existing pupils, additional known pupils whose needs can no longer be met in local schools, together with some cases which are due to go to the SEND Tribunal. It is not possible to predict all pupils who may need placements in 2023-24. The figures assume a middle ground between the best case scenario and the worst case scenario (financially) in terms of Tribunal outcomes.

### 2.9 **West Berkshire maintained special schools**

This pressure reflects increasing numbers in our special schools, the need to compensate for inadequate planned place funding through the top up budget and some very high needs pupils needing additional support to maintain their placements. As there is no additional planned place funding for special schools, the extra planned place funding has been allowed for in this budget. Another factor in this pressure is that whilst numbers of children placed at Brookfields has not gone up significantly due to restrictions on space, the proportion of West Berkshire pupils on roll has increased due to increasing numbers of children in West Berkshire mainstream schools needing special school placements, and therefore priority being given to West Berkshire pupils over Reading pupils. In addition, two new classrooms are planned at Brookfields for September 2023 / January 2024 in order to help meet increasing demand and the cost of these additional placements has been factored in to the 2023-24 budget.

### 2.10 **Independent special schools**

The pressure reflects a number of factors including the fact that some highly complex children have needed to be placed in very expensive placements in 22-23 and so have only incurred part year costs this year, but will incur full year costs in 23-24. In addition there are a number of anticipated new placements for children with a variety of needs including SEMH / Autism / EBSA, but also some very high cost children whose needs



can no longer be met in local or other LA maintained special schools or at home. (Some of these will be joint funded placements with Social Care or Health).

The forecast includes some cases where independent placements have not been agreed by the LA, but parents are appealing to the SEND Tribunal which could direct such placements if parental appeals are upheld. The number of Tribunal cases is increasing.

Another factor in this cost increase is fee increases related to the rise in the cost of living.

The reason a higher budget has been set in spite of a predicted underspend in the current financial year is that some children for whom specialist placements are required have not been placed due to lack of placement availability, but it is anticipated that they will be placed in 2023-24.

### **2.11 Mainstream top ups (maintained and academies)**

This increase reflects an increasing number of EHCPs in mainstream schools, in line with the overall increase in EHCPs. The total number of EHCPs maintained by West Berkshire has increased from 1163 in September 2021 to 1300 in September 2022, an increase of 12%. There has also been a shift towards the higher banding rates, reflecting increasing complexity of need of children in mainstream schools, plus a number of high level support packages which have been put in place to try to prevent specialist placements.

It should be noted that EHCP top up values for mainstream schools have not been increased since 2013. The budget proposed for 2022-23 does not allow for any increase in EHCP bandings, but the HFG / Schools Forum may wish to consider whether it would like to increase these values.

### **2.12 Free special schools**

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

### **2.13 Further Education**

This increase reflects two students at Newbury College with support packages which are costly in relation to other students with EHCPs at local FE Colleges, but which are more cost effective than placements in specialist FE Colleges. In addition, there is one expensive specialist FE placement which was ordered by the SEND Tribunal.

### **2.14 New Secondary SEMH Provision in Theale**

The HFG /Forum will be aware from previous reports that planning started in 2019 for a new 42 place provision for young people with complex emotional needs who may have a diagnosis of autism. This provision, The Castle@Theale, opened in September 2022, managed by The Castle School and based on the site of the old Theale Primary School. The provision has 12 pupils on roll currently, rising gradually to 42 over approximately 5 years. A revenue budget for the provision has been developed by the Local Authority in partnership with The Castle School and based on an agreed staffing model. Unit costs will inevitably be disproportionately high in the early years of opening due to low numbers, but will reduce over time to a level which is significantly lower than the average cost of an equivalent external placement. (approximately £44K compared to £82K). All pupils in this provision would have needed placements in non maintained or independent special schools if this provision had not opened.

### 3. PUPIL REFERRAL UNITS (PRU) – STATUTORY

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

<b>TABLE 3</b>	<b>2021/22 Budget</b>		<b>2022/23 Budget</b>			<b>2023/24</b>	
<b>PRU Budgets</b>	<b>Budget £</b>	<b>Outturn £</b>	<b>Budget £</b>	<b>Forecast £ (Month 7)</b>	<b>Over/ (under) £</b>	<b>Estimate £</b>	<b>Difference 22/23 budget &amp; 23/24 prediction</b>
PRU Top Up Funding (90625)	821,920	861,561	830,140	830,140	0	861,000	+30,860
PRU EHCP SEMH Placements (90628)	571,450	755,402	767,020	980,500	213,480	920,420	+153,400
Non WBC PRU Top Up Funding (90626)	0	0	0		0		0
<b>TOTAL</b>	<b>1,393,370</b>	<b>1,616,964</b>	<b>1,597,160</b>	<b>1,810,640</b>	<b>213,480</b>	<b>1,781,420</b>	<b>+184,260</b>

3.2 The current year budget was based on the previous year's forecast. Schools Forum agreed to a 50% contribution from schools for pupils that they placed. Heads have requested that this contribution remains. Permanent exclusions are funded 100% by the High Needs Block less the average pupil led funding contribution recovered from schools. The estimate for 23/24 PRU Top Up Funding is based on the profile of pupils at iCollege in the summer term.

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

### 4. OTHER STATUTORY SERVICES

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

<b>TABLE 4</b>	<b>2021/22 Budget</b>		<b>2022/23 Budget</b>			<b>2023/24</b>	
<b>Other Statutory Services</b>	<b>Budget £</b>	<b>Outturn £</b>	<b>Budget £</b>	<b>Forecast £ (Month 7)</b>	<b>Over/ (under) £</b>	<b>Estimate £</b>	<b>Difference 22/23 budget &amp; 23/24 prediction</b>
Applied Behaviour Analysis (90240)	150,470	196,912	167,910	220,257	52,347	220,257	+52,347
Sensory Impairment (90290)	247,860	229,972	243,900	251,820	7,920	282,338	+38,438
SEN Commissioned Provision (90577) Engaging Potential	584,480	572,815	584,480	618,750	34,270	636,216	+51,736

Equipment for SEN Pupils (90565)	15,000	8,090	15,000	15,000	0	15,000	0
Therapy Services (90295)	314,500	335,164	323,820	342,890	19,070	469,696	+145,876
Elective home Education Monitoring (90288)	28,240	21,889	29,310	29,310	0	30,920	+1,610
Medical Home Tuition (90282)	172,730	151,500	386,090	258,090	-128,000	389,190	+3,100
Hospital Tuition (90610)	39,280	53,847	39,950	20,150	-19,800	39,940	-10
SEND Strategy (DSG) (90281)	68,700	51,381	60,740	60,740	0	65,800	+5,060
<b>TOTAL</b>	<b>1,621,260</b>	<b>1,621,570</b>	<b>1,851,200</b>	<b>1,817,007</b>	<b>-34,193</b>	<b>2,149,357</b>	<b>+298,157</b>

#### 4.2 Applied Behaviour Analysis (ABA) / Personal Budgets

4.2.1 This budget historically supported a small number of children with EHC Plans for whom the Authority has agreed an ABA programme. ABA is an intensive intervention programme for children with autism which aims to modify behaviours which are typical of ASD in order to allow children to function more successfully in school and in society. There are now few ABA programmes funded and this budget (which will be renamed in 2023-24) supports mainly the costs of children with EHC Plans accessing other bespoke packages where this is the most appropriate and cost effective way of meeting their needs, including SEN Personal Budgets. This budget needs to increase due to increasing numbers of children with SEN Personal Budgets. However, it should be noted that SEN Personal Budgets can be a very cost effective alternative to non-maintained and independent special schools, in particular for children who are emotionally based school avoiders, for whom they are increasingly being requested by parents.

#### 4.3 Sensory Impairment

4.3.1 Support for children with hearing, visual and multi-sensory impairments is purchased from the Berkshire Sensory Consortium Service. This includes support from qualified teachers of HI and VI, audiology and mobility support. The budget will need to be higher next year due to an increase in numbers and also one blind child requiring a high package of support to access mainstream school.

#### 4.4 Engaging Potential

4.4.1 Engaging Potential is an independent special school commissioned to provide alternative educational packages for 14 young people in Key Stage 4. Students placed at Engaging Potential are those who have EHC Plans for social, emotional and mental health difficulties and whose needs cannot be met in any other provision. This can include young people who have been excluded from specialist SEMH schools. An in year increase of approximately £33K was agreed to this contract in 22-23 due to costings not having been revised for some years. The contract ends in August 2023, with the option to extend for a further two years. The contractor has the opportunity to renegotiate the contract at that point and we are allowing for a further increase in cost based on the contractor's inability to recruit and the need to increase staff ratios to meet the needs of the current cohort. Even at the anticipated higher cost for 2023-24, the unit cost of a place at £45,444 represents good value for money compared to other independent schools for SEMH.

#### **4.5 Equipment for SEN Pupils**

4.5.1 This budget is used to fund large items of equipment such as specialist chairs and communication aids for pupils with EHC Plans. The budget has been reduced a number of times in previous HNB savings programmes and was removed entirely in 2018-19 on the basis that schools would meet these costs. However, this created a pressure for nurseries as they do not have delegated SEN budgets, and for resourced schools which have a disproportionate number of children with specialist equipment needs. It was agreed in 2018-19 that a budget of £10,000 would be made available to meet these needs. In 2019-20 it was agreed that the budget should be increased again to £15,000 as demand for equipment for children in nurseries and resourced schools was increasing. It is recommended that the budget stays the same for 2023-24.

#### **4.6 Therapy Services (Contract with Berkshire Healthcare Foundation Trust)**

4.6.1 The therapy services budget covers the costs for children with SEN who have speech and language therapy or occupational therapy or physiotherapy written in to their EHC Plans as an educational need.

4.6.2 Therapy services are provided by the Authority solely to children who have the need for a service stipulated and quantified in their EHC Plan. It is a statutory duty for the Local Authority to provide these therapies in these circumstances. The service is commissioned from the Berkshire Healthcare Foundation Trust.

4.6.3 The HFG / Schools Forum will be aware from previous reports that this service is in the process of being retendered and that costs will rise due to more children with EHCPs who have therapy needs, and therefore an increased caseload, the need to provide therapies for The Castle@Theale and the need to provide capacity for therapists to assist the Local Authority in defending cases which go to the SEND Tribunal.

#### **4.7 Elective Home Education (EHE) Monitoring**

##### **Elective Home Education (EHE) Monitoring**

4.7.1 There is a statutory duty for Local Authorities to monitor arrangements for EHE made by parents and ensure that all pupils are receiving suitable education. The EHE monitoring sits within the Education Welfare and Safeguarding Service. The Elective Home Education Officer is 0.6fte. EHE numbers have been growing, both locally and nationally over recent years but since September 2020 there has been a steep rise in numbers due to COVID-19. The number of new EHE pupils continue to be a concern; there were an additional 30 new families opting for EHE last academic year which has a direct impact on capacity and is going to be reviewed this year but is likely to result in a request to increase capacity and therefore budget.

#### **4.8 Medical Tuition Service**

4.8.1 The Medical Tuition Service (previously Home Tuition Service) is a statutory service providing home tuition to children with medical conditions and illness that prevent them accessing full-time school. This budget was increased in 2022-23 due to the need to ensure that the Local Authority's duties towards children who cannot attend school for health reasons are fully met. Savings this year are based on recruitment delays. The increase in provision to meet section 19 pupils falls within this service currently and is also on the rise due to increasing mental health issues for our children and young people and prolonged waiting lists for support. The majority of cases are related to ASD, anxiety and mental health preventing access to school.

#### 4.9 Hospital Tuition

4.9.1 The Local Authority is obliged to pay the educational element of specialist hospital placements, usually for severe mental health issues. These placements are decided by NHS colleagues and we have no influence over the placement or duration of stay. As numbers and costs are impossible to predict, it is proposed that the 2023-24 budget remains the same as 2022-23.

#### 4.10 SEND Strategy Officer

4.10.1 In 2019-20 the Schools Forum agreed to fund a SEND Strategy Officer for three years initially to support implementation of the SEND Strategy 2018-23. Agreement was given by the Schools Forum in October 2020 that this post could be made permanent in order to attract and retain candidates of a suitable calibre.

### 5 NON STATUTORY Services

5.1 **Table 5** details the non-statutory service budgets for 2021-22, 2022-23, and estimates for 2023-24.

5.2 The table shows the budget for these services in 2023/24 assuming that the services continue and there are no changes to staffing levels.

5.3 Table 5 also includes ongoing funding for the “invest to save” initiatives agreed in 2021-22. The impact of these services is set out in a separate report on invest to save initiatives.

TABLE 5 Non Statutory Services	2021/22 Budget		2022/23 Budget			2023/24	Difference 22/23 budget & 23/24 prediction
	Budget £	Outturn £	Budget £	Forecast £ (Month 7)	Over/ (under) £	Estimate £	
Language and Literacy Centres LALs (90555)	122,000	122,000	135,740	135,740	0	161,690	+25,950
Specialist Inclusion Support Service (90585)	50,000	50,000	50,000	50,000	0	50,000	0
PRU Outreach Service (90582)	61,200	61,200	61,200	61,200	0	61,200	0
Cognition and Learning Team(90280)	328,100	324,416	334,140	329,140	-5,000	346,350	+12,210
ASD Advisory Service (90830)	170,430	94,397	174,080	174,080	0	174,080	0
ASD Additional High Level TA Support (90830)	59,540	59,540	61,560	61,560	0	62,580	+1,020
Therapeutic Thinking post (90372)	54,300	53,272	55,900	55,900	0	59,370	+3,470
Vulnerable Children (90961)	179,400	168,232	179,400	179,400	0	179,400	0
Early Development and Inclusion Team (90287)	58,375	57,817	62,505	62,505	0	64,405	+1,900
Dingley's Promise (90581)	30,000	30,000	30,000	30,000	0	30,000	0

<b>Invest to save projects 2021-22</b>							
ASD Fund - Additional support (90830)			52,690	32,690	-20,000	52,690	0
Emotionally Based School Avoidance (EBSA) (WBC led)	121,730	65,623	123,840	123,840	0	123,840	0
Emotionally Based School Avoidance (EBSA) (school led)	99,860	99,585	110,966	110,966	0	110,966	0
<b>Invest to save projects 2022-23</b>							
0.4fte additional support EDIT team			26,390	26,390	0	0	-26,390
0.4fte additional support Speech and Language			31,324	15,662	-15,662	0	-31,324
SEMH Practitioner			41,490	41,490	0	41,490	0
Extension of i-college			90,000	90,000	0	90,000	0
<b>TOTAL</b>	<b>1,387,625</b>	<b>1,238,771</b>	<b>1,621,225</b>	<b>1,580,563</b>	<b>-40,662</b>	<b>1,608,061</b>	<b>-13,164</b>

## 5.4 Language and Literacy Centres (LALs)

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

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

## 5.5 Specialist Inclusion Support Service

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

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

## 5.6 PRU Outreach

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

## 5.7 Cognition and Learning Team

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

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

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

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

## 5.8 **ASD Advisory Service**

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

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

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

## 5.9 **Vulnerable Children**

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

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

5.9.3 It was agreed in 2020-21 that this budget would be increased, as an invest to save initiative, in order to support the roll out of Therapeutic Thinking in West Berkshire schools. This increase was further extended in 2021-22 and 2022-23 and was agreed as a permanent addition to the HNB budget, along with the Therapeutic Thinking post.

## 5.10 **Early Development and Inclusion Team**

5.10.1 The service comprises of 1.7 teachers who are specialists in early years and SEND. Children under 5 who are identified by Health professionals as having significant SEND are referred to this service. Staff initially visit children in their homes (if they are not yet in an early years setting) in order to promote their educational development and model strategies and resources for parents to use to support their child's progress.

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

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

### **5.11 Dingley's Promise**

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

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

### **5.12 Invest to Save projects**

5.12.1 A separate report addresses the Invest to Save projects agreed in 2021-22, (and carried forward in to 2022-23), the EBSA Project and Autism Fund, and recommends that these be incorporated in to the 2023-24 budgets.

5.12.2 Invest to Save projects in 2022-23 to the value of £300,200 included a 0.4 FTE posts in the EDIT Team, the early years training project, an additional SEMH practitioner and additional PRU places. These projects have been running for less than a year and have not yet been evaluated.

5.12.3 It was not possible to get staff in place for the early years training project until September 2022 and therefore the project will need to be funded until July 2023. It is not anticipated that project funding will continue beyond that point.

5.12.4 The additional capacity in the EDIT Team has been extremely worthwhile (impact report to follow in summer 2023) in reducing waiting times for the service and providing earlier intervention. However, given the pressures on the HNB it is not anticipated that it will be possible for this funding to continue in 2023-24.

5.12.5 The SEMH Practitioner funded in 22-23 will not have been in post for 12 months by the end of the financial year and will not have been evaluated, so it is proposed that funding for this post continues in 23-24 pending full evaluation.

5.12.6 The funding allocated in 22-23 for additional PRU places is shown as carried forward in to 2023-24 pending further discussion.



## Schools Forum Work Programme 2022/23

	Item	HFG Deadline	Heads Funding Group	SF Deadline	Schools Forum	Action required	Author
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	Lisa Potts
	High Needs Block Budget Proposals 2023/24	04/01/2023	11/01/2023	17/01/2023	23/01/2023	Discussion	Jane Seymour
	HNB Deficit Recovery Strategy	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			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	
<b>8th February 2023 - Additional Heads Funding Group meeting to consider bids to the Primary Schools in Financial Difficulty Fund (Provisional)</b>							
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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