

Notice of Meeting

Schools Forum

Monday 23rd January 2023 at 5.00pm

Virtual Zoom Meeting

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

Date of despatch of Agenda: Tuesday, 17 January 2023

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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Agenda - Schools Forum to be held on Monday, 23 January 2023 (continued)

Forum Members: Didem Allen, Reverend Mark Bennet, Clare Beswick, Dominic Boeck, Melissa Cliffe, Catie Colston (Vice-Chair), Paul Davey, Jacquie Davies, Gemma Duff, 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 (Chair), Phil Spray, Charlotte Wilson and Lindsay Wood

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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, 5 DECEMBER 2022

Present: Reverend Mark Bennet (Church of England Diocese), Councillor Dominic Boeck, Melissa Cliffe (Maintained Primary School Headteacher), Catie Colston (Academy School Governor), Sarah East (Maintained Primary School Headteacher), Richard Hand (Trade Union), Keith Harvey (Maintained Primary School Headteacher), Jon Hewitt (Maintained Special School Headteacher), Maria Morgan (Maintained Nursery School Headteacher), Gemma Piper (Academy School Headteacher), Ant Sizer (Maintained Secondary School Deputy 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), Rose Carberry (Acting Principal Adviser for School Improvement), Melanie Ellis (Chief Accountant) and Jane Seymour (Service Manager, SEN & Disabled Children's Team), Jessica Bailiss (Policy Officer (Executive Support)), Lucy Hillyard (SEMH Strategic Lead) and Michelle Sancho (Acting Head of Education Services)

Apologies for inability to attend the meeting: Didem Allen, Clare Beswick, Paul Davey, Jacque Davies, Gemma Duff, Michelle Harrison, Richard Hawthorne, Councillor Ross Mackinnon, Catherine McLeod, Chris Prosser, David Ramsden and Lindsay Wood.

PART I

136 Minutes of previous meeting dated 17th October 2022

The Minutes of the meeting held on 17th October 2022 were approved as a true and correct record and signed by the Chair.

137 Actions arising from previous meetings

Oct22-Ac2 - 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 reported that the consultation that had gone out to schools had included information on how a transfer would be used if a transfer was agreed. It had been proposed that it would be used for inflating the band values for children with Education Health and Care Plans (EHCPs).

138 Declarations of Interest

Maria Morgan declared an interest in Agenda Item 11 by the virtue of the fact that she was the Headteacher at Victoria Park Nursery School, and reported that, as her interest was a disclosable pecuniary interest, she would not take part in the discussion or vote on the item. Maria Morgan was however permitted to remain in the room and contribute to the presentation of the report as she was one of the listed consultees.

Keith Harvey declared an interest in Agenda Item 18 by virtue of the fact that he had discussed the bid from the Kite Federation with the Executive Headteacher, he would however be considering the bid with an open mind. He therefore reported that, as his

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interest was a personal or an other registrable interest, but not a disclosable pecuniary interest, he determined to remain to take part in the debate and vote on the matter.

Melissa Cliffe declared an interest in Agenda Item 18 by virtue of the fact that she was the Headteacher at Basildon Primary School, and reported that, as her interest was a disclosable pecuniary interest, she would leave the meeting for the duration of the item.

139 Membership

Jess Bailiss reported that there were currently no members approaching the end of their term of office.

140 School Funding Formula 2023/24 (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 6), which set out the results of the consultation with all schools on the proposed primary and secondary school funding formula for 2023/24 and to make a recommendation to Schools Forum.

The recommendations in the report were as follows:

- 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.**

Catie Colston queried if the set of recommendations mirrored that of other similar local authorities. Melanie Ellis reported that she was unsure at this particular stage however, she was aware that local authorities were being encouraged to move closer to the NFF. The consultation with schools had included information on how many local authorities had opted for the minimum sparsity level the previous year and Melanie Ellis believed this was about 15. Melanie Ellis did not have information on how many local authorities were choosing to top slice the schools' block.

The Chair invited the Forum to comment on the recommendations and no comments were received. It was therefore proposed that recommendations (a) – (e) should be voted on collectively.

It was proposed and seconded that recommendations (a) – (e) should be approved. At the vote with all school members (*normally also the PVI representative however apologies had been given*) the motion was carried.

The Chair invited the Forum to consider recommendation (f). It was proposed and seconded that recommendation (f) should be approved by the Forum. At the vote with all Forum members the motion was carried.

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RESOLVED that all recommendations included in the report were approved with the exception of recommendation (g). The de-delegation proposals would be considered and voted on under Item 8 – De-delegation proposals 2023-24.

141 Budgets for Additional Funds 2023/24 (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 7), which set out the proposed 2023-24 budgets for the Growth Fund, Primary Schools in Financial Difficulty Fund (PSIFD) and Additional High Needs Fund.

There were three recommendations in the report as follows:

2.1) The Agree that the 2023-24 growth allocation is distributed to all schools via the school formula. This was estimated to be in the region of £900k. Melanie Ellis added that even if the whole allocation was distributed to schools there would still be about £1m remaining in the fund.

2.2) To defer the decision on the Primary Schools In Financial Difficulty (PSIFD) fund to the next round of meetings. Melanie Ellis reported that there had been a detailed discussion on this at the Heads' Funding Group (HFG) and it was decided that there should be a consultation with primary schools with detailed questions on the PSIFD fund. This consultation would go out to primary schools shortly. The decision on the PSIFD fund would therefore need to be deferred until the next round of meetings in January 2023.

2.3) To set the Additional High Needs Fund at £65k. The table in section seven of the report showed that the estimate spend in the current year was £70k.

The Chair invited the Forum to comment on the recommendations and no comments were received.

It was proposed and seconded that that recommendation 2.1 be approved. At the vote with all school members the motion was approved.

It was proposed and seconded that recommendation 2.3 be approved. At the vote with all Forum members the motion was approved.

RESOLVED that recommendations 2.1 and 2.3 were approved. The decision on the PSIFD Fund would be taken at the next round of meetings in January 2023.

142 De-delegations Proposals 2023/24 (Lisa Potts)

Lisa Potts introduced the report (Agenda Item 8), which set out the details, cost and charges to schools of the services on which maintained school representatives were required to vote (on an annual basis). Lisa Potts reminded the Forum that a decision on the Primary Schools in Financial Difficulty Fund (PSIFD) fund would not be taken until the next round of meetings in January 2023. The main difference between the current paper and the one that was presented to the last Forum in October was that the cost of the Ethnic, Minority and Traveller Achievement Service (EMTAS) provision had been reduced following a request by the Heads' Funding Group (HFG). No other costs had changed. The cost of the Therapeutic Thinking provision would be looked at in time for the de-delegations for 2024-25.

The Chair invited the Forum to comment on the recommendations within the report and no comments were raised. It was noted that a decision could not be taken on recommendation 2.2 because there were no secondary members present at the meeting. The decision on this item would be taken at the next round of meetings in January 2023.

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The Chair invited Primary School Representatives to vote on the recommendation under 2.1 of the report as follows:

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**

It was proposed and seconded that the recommendation be approved. At the vote with maintained primary members the motion was carried.

The Chair invited maintained special, nursery and PRU heads representatives (PRU representative apologies noted) to vote on the recommendation under 2.2 of the report as follows:

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**

It was proposed and seconded by the maintained special and nursery headteachers (PRU Representative had given apologies) that the recommendation be approved. At the vote the motion was carried.

RESOLVED that

- Recommendations 2.1 and 2.3 were approved by the Forum.
- The decision on maintained secondary school de-delegations would be taken at the next round of meetings in January 2023.

143 LAL Funding (Jane Seymour)

Jane Seymour introduced the report (Agenda Item 9), which sought a decision on the Theale Learning and Literacy (LAL) funding deficit and LAL budgets for 2023-24. The recommendation was for the Forum to agree to a new model for funding the LALs at Theale and Winchcombe Primary Schools, which were an important part of the district's Special Education Needs and Disabilities (SEND) provision.

The proposed model for funding was set out in the report and would mean an increase of about £13k per LAL per annum starting from April 2023. There was also a recommendation in the report to agree a contribution to the deficit which had built up in the Theale LAL budget due to under-funding of the LALs (£51,813). This figure had been

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calculated by applying the new funding model retrospectively to see what the funding should have been for the LALs in previous years.

The table under 4.1 of the report showed that minimal increase in the LALs budget had not kept pace with what was needed. Between 2019-20 and 2021-22 the budget allocated for the LALs did not fully cover the cost of the teacher in charge.

The Chair invited the Forum to consider the recommendation under section two of the report. It was proposed and seconded that the recommendations be approved and at the vote the motion was carried.

RESOLVED that:

- The recommendation to agree a contribution to the deficit that had built up in the Theale LAL budget was approved by the Forum.
- The recommendation to increase the budget allocation to both LALS from 2023-24 to cover costs was approved by the Forum.

144 Update on HNB Invest to Save Projects (Jane Seymour)

Jane Seymour introduced the report (Agenda Item 10), which aimed to update the Schools Forum on the invest to save projects agreed in 21-22 (and carried forward in to 22-23). The recommendation within the report was to make the following two of the invest to save projects permanent: the Autism (ASD) Fund and funding for children who were Emotional based school avoiders (EBSA). The recommendation was based on the outcomes achieved by both initiatives.

Jane Seymour drew attention to the ASD Fund, which was covered in detail under section four of the report. The allocation for the initiative was £52,685. There was a detailed impact report included within Appendix A to the report. The summary report covered some of the objectives that were achieved and risks that had been avoided including children becoming EBSA, being excluded or needing very expensive specialist placements. It was felt that the benefit of the area of work justified the relatively small amount of funding being sought.

Lucy Hillyard provided information on the impact of the EBSA Fund. A large amount of input went into EBSA cases and it seemed like there was only a small output however, Lucy Hillyard stressed it was a lengthy process. As the process had evolved thought was being given to how the link up could be improved between the various services and intervention could take place earlier, through listening carefully to schools about what was working well and what was not. Lucy Hillyard reported that the team was pleased with the impact achieved so far but were constantly asking questions regarding how things could be made better and improved for the children involved.

The Chair thanked Jane Seymour and Lucy Hillyard for the comprehensive report.

Gemma Piper referred to 5.12 of the report, which showed the evidence of impact. It was noted that these did not directly relate to the objectives listed in 5.3. Going forward Gemma Piper suggested it would be helpful to have the impact in line with objectives. It was also suggested that there should be a baseline provided at the beginning of each year that could be measured against.

Secondly, Gemma Piper raised a query regarding the third bullet point under 5.12, which stated that 'attendance level rose to over 90% for 15% EBSA cases'. Gemma Piper queried if this was 15 percent of 25 children. Lucy Hillyard appreciated that it was a small number in terms of the cases they were looking at. Lucy Hillyard stated that it came back to Gemma Piper's first question regarding objectives and a strategic approach. There had been a lot of learning hence the amount of questions being asked by the EBSA Forum. Lucy Hillyard agreed regarding the tracking. It was about how cases needed to

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be unpicked and then categorised and she commented that this had not been straight forward. Lucy Hillyard reported that the EBSA had noted this and were now thinking more strategically about what data was needed and what needed to be done to capture this. It was acknowledged that some of the processes in place needed refining. It was hoped that going forward there would be a better handle on how the cases were coming in and tracking them from the outset. This would help cases to be monitored more closely.

Gemma Piper referred to Lucy Hillyard's response and felt that this was true of a lot of the projects set up. It was important to capture a status initially so that impact could be assessed. Although it was a relatively small amount of money in the grand scheme of things, it was a large amount of money considering the small number of children involved. Gemma Piper stated that it was important to know if the children were returning to school and avoiding alternative placements. Lucy Hillyard agreed and stated that another part of the problem was the lateness of referrals. Conversations with the Education Welfare Service needed to be taking place at the right point so that the EBSA process of risk could be considered earlier on. There was further work to do on this area.

Michelle Sancho commented that it was quite difficult to measure some of the areas being discussed. There had been a good increase in learning and engagement, and there had been a good level of impact seen in some quite complex cases, which was movement in the right direction towards improving attendance. The 90 percent attendance level measure had been chosen however, it was important to note that there were other children that had increased attendance but maybe not quite up to the 90 percent.

Catie Colston queried if the impact was greater if children involved in the project were younger. Lucy Hillyard reported that this was sometimes the case however, a case by case approach needed to be taken because it often depended on previous input. There had also been success with some cases where children were transitioning to secondary school and some very simple changes had increased attendance. Lucy Hillyard felt that the earlier services were linked up and the more the process was refined the quicker the process would be. Michelle Sancho agreed that a case by case approach needed to be taken however, the earlier a problem could be intervened the more likely a child would stay at school and difficulties could be prevented from getting worse.

The Chair invited the Forum to vote on the recommendation under 2.1 of the report. It was proposed and seconded that the recommendation be approved and at the vote the motion was carried.

RESOLVED that the Schools' Forum agreed the ongoing funding of the ASD fund and EBSA fund/posts projects.

145 Nursery School SEN Funding (Jane Seymour)

Jane Seymour introduced the report (Agenda Item 11), which proposed an alternative method of funding children with Special Education Needs and Disabilities (SEND) in the Local Authority's maintained nursery schools, Victoria Park Nursery and Hungerford Nursery.

Jane Seymour reported that the two maintained nursery schools had historically attracted a high level of children with SEND and had developed a positive reputation for this. Both nurseries were now in a position where around 28 percent on roll were children with SEND, which was significantly greater than the percentage of children with SEND in maintained primary and secondary schools, which averaged out at 17 percent.

The nurseries did not receive a dedicated SEN budget. They could request Education Health and Care Assessments however, this process took time and the child had often moved on by the time an EHCP was issued. The only way the nurseries could attract

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funding for SEND support was to approach the local authority's SEND panel for each child individually. This consisted of a bureaucratic process and created a lot of work for the nurseries, which could cause a delay in the funding being received and the speed in which support could be put in place. This also created a volatile budget and made it difficult for the settings to hold on to experienced members of staff.

Given that the level of children with SEND had been static at the two nurseries over the years it was proposed that they move to a different model of funding and that a sum of money should be allocated to each nursery in the next financial year, based on historical spend.

The Chair invited the Forum to consider the recommendation. It was proposed and seconded that the Forum should agree the recommendation set out in 2.1. At the vote the motion was carried.

RESOLVED that the Schools Forum agreed the new proposed method of funding children with SEND at Victoria Park and Hungerford Nursery Schools.

(Ant Sizer arrived at 5.45pm)

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

Melanie Ellis introduced the report (Agenda Item 12), which advised of the consultation responses on the updated Scheme for Financing Schools. Melanie Ellis reported that only one comment had been received in support of the scheme so it would be adopted from 6 December 2022.

RESOLVED that the updated Scheme for Financing Schools would be adopted from 6th December 2022.

147 **Draft Central Schools Block Budget 2023/24 (Lisa Potts)**

Lisa Potts introduced the report (Agenda Item 13) that 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.

A draft figure had been provided for the CSSB and the current allocation was a reduction of about 2.5 percent from the current year. A reduction of about the same amount had happened over the last few years. The issue was that staff costs were increasing. The costs had been looked at in detail last year to help balance the budget. The difficulty for 2023-24 was that staffing costs had gone up by about four percent, placing increased pressure on the block.

Lisa Potts explained that the shortfall in the block for 2023/24 was about £53k. There were a couple of options to help balance the budget including further cost savings, transferring funds from another block or setting a deficit budget. The Heads Funding Group had been in support of reducing costs.

Reverend Mark Bennet reported that he had contact with a number of school business managers and they were feeling very under pressure. He queried if anyone had scoped the additional support that might be required if there were further unfunded pay rises for teachers. More schools were in fear of having to submit deficit budgets. Reverend Mark Bennet felt that many school business managers were feeling the pressure in terms of setting next year's budget in uncertain times and some might be feeling too much pressure. Melanie Ellis referred to the point about further schools in deficit. Sarah Reynard (Senior Accountant) was the dedicated resource for schools in or facing difficulty. Schools could approach Sarah and she would help them potentially avoid deficit or would work very closely with those in deficit. There had been a varying number of schools in deficit over the last few years and the amount that Sarah Reynard could

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manage depended on the level of need of each school and the competency of the business manager. There were a number of factors that made it difficult to state exactly how many schools could be supported. Whether extra resource was required needed to be looked at along with whether the schools accountancy team could deliver a higher level of service to schools in deficit.

Gemma Piper asked how many schools were thought to be on the cusp of being in deficit and whether it was just one or two or a 'cliff edge' type scenario. Melanie Ellis reported that a survey had been sent out to all schools and she was going to present the results to the next meeting in January. Questions included a focus on cost pressures and whether schools expected to fall into deficit. The survey had been sent out in October and focused largely on the impact of the pay award. Gemma Piper reported that the non-teaching pay award had been confirmed since then as well and this had tipped many schools over the edge. Melanie Ellis added that they were also unsure currently regarding extra funding announced as part of the Government's Autumn Statement, which could impact on the number of deficit schools going forward.

Ant Sizer noted that Melanie Ellis had some information on schools on the cusp of facing a deficit but noted that it had been stated that there were also some school business managers not as competent as others. From this he queried if it was known which schools might require extra support to deal with the impending cost implications as some schools would be able to deal with pressures better than others. Melanie Ellis reported that this was not currently factored in but would need to be later in the year. It was noted that some schools did not have a school business manager and only had finance officers. It also depended on the size of schools as smaller schools had a much smaller resource and were often the ones facing more financial difficulty. A judgement call would be required on how much support was needed. Sometimes it was not possible to know this until work with individual schools started.

Catie Colston observed from the detail in the report that an enormous amount of money was being paid for national copyright licenses. It was noted that the cost was determined by the relevant national agencies and Catie Colston queried what this meant. It was also queried what the national copyright licenses paid for. Lisa Potts reported that an invoice was provided by the DfE and the money was taken directly out of the funding allocation. Lisa Potts reported that she had a breakdown of the costs and it included the school printing music license, newspaper licensing agency, education recording agency, public video screening licenses, motion picture licenses etc. Catie Colston was unsure of how many schools made use of all the things listed and commented that it was a very large amount of money.

Catie Colston noted in Appendix A to the report that Capita One was listed and included large sums of money. It was queried if this was something again that had to be paid because education data had to be provided. Lisa Potts explained that there were various different modules and this was broken down into various elements. The bulk of the charges related to the provision of information and was why a large chunk came from the CSSB. The Chair queried if the costs were ever challenged. Michelle Sancho commented that the areas went out to tender to get the best price and if there was a better price/provider then this would be determined as part of this process.

Catie Colston commented that she had wondered if the area was made up of a basket of things, which might or might not be required. If they were near a 'cliff edge' in terms of schools then each of the large sums of money listed would need to be looked at closely. Catie Colston acknowledged that there was not a lot else to cut. If what could be afforded was reducing, Catie Colston queried when the local authority would not be able to afford to provide such things anymore, and it was queried how close the local authority was to

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facing a 'cliff edge'. Lisa Potts reported that she could go back to the team to see if all that was listed was relevant.

Councillor Dominic Boeck reported that the local authority was nowhere near a 'cliff edge' and although challenges were being faced the authority would balance its budget for 2023-24 in March. It was perfectly reasonable for the Forum to challenge any element of the schools budgets and he hoped that information could be presented to the next round of meetings in response to these challenges.

RESOLVED that Lisa Potts would investigate the CSSB budget further particularly national copyright licenses and Capita costs and whether all of these were required. Any information would be reported back to the next Schools' Forum meeting in January 2023.

148 **Provisional DSG Funding Settlement Overview 2023/24 (Melanie Ellis)**

Melanie Ellis introduced the report (Agenda Item 14), which set out the provisional Dedicated Schools Grant (DSG) allocation for 2023-24. Melanie Ellis reported that the report was for information only and the allocation figures were based on the October 2021 census. This information would be updated later in December when the final allocations were received. It was also not yet known how the extra funding announced in the Government's Autumn Statement would be received. It might be distributed by the formula however, it was more likely it could be a grant. It was also not yet known which blocks it would support.

RESOLVED that the Schools' Forum noted the report.

149 **Draft High Needs Budget 2023/24 (Jane Seymour)**

Jane Seymour introduced the report (Agenda Item 15), which set out the current financial position of the high needs budget for 2022/23 and the position as far as it could be predicted for 2023/24, including the likely shortfall.

Jane Seymour stressed that figures were currently estimates. The shortfall currently in the High Needs Block (HNB) was £8,668,928, including carried forward overspends. Jane Seymour highlighted the key areas of pressure, which were covered in detail within the report. The main areas of pressure were under top up funding and this included children with EHCPs in different types of setting. The level of children requiring EHCPs was rising. Detail on top up funding was included under section two of Appendix A on page 155 of the report. The main areas of pressure in order were maintained special schools, independent special schools, mainstream school EHCPs and free special schools. Detail was provided on each area from section 2.9 of Appendix A. Jane Seymour did not feel that it should be assumed from this information that the many initiatives in place to try and keep children in mainstream school had not been successful. Jane Seymour was confident that if these initiatives had not been in place there would have been even more placements required in the independent sector. If there was a static population for SEND it was likely a net reduction would be seen however, there was an increasing population.

As part of the Council's own provision additional places had been created locally at the Castle at Theale, which had opened in September. However, this provision could only be grown at a steady rate. This meant the longer term impact of the provision was not yet being seen. More places had also been made available at iCollege through the Pod, which was much more cost effective than alternative placements. Kennet Valley SEMH provision was also due to open in September 2024. Jane Seymour reported that when the SEND Strategy was refreshed in 2023, it would need to be considered how many more additional placements were needed in order to save money in the longer term. It was acknowledged that there was a significant deficit in the block, which was cause for

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concern. It was not however felt that this was an indication that the strategy was not working. The benefits of some of the newer provision was not yet being seen.

Jane Seymour continued that West Berkshire was part of a Government programme called Delivering Better Value (DBV). Nationally, 20 local authorities had been placed in a programme called the Safety Valve and these were the local authorities with the highest overspends in their HNB. 55 local authorities were then part of the Government's DBV Programme. There were three tranches to this programme and the first had already started with the second starting in the spring. West Berkshire was in the third tranche and would therefore not benefit from the programme until summer 2023. Local authorities in the third tranche were those with a lower overspend. It was expected some invest to save funding might be seen as part of this programme, which could help to fund some initiatives in the new SEND Strategy.

Jane Seymour concluded that the figures included in the report would be reviewed prior to the next round of meetings in January. Jane Seymour added that the costs for some placements that had not yet been agreed had needed to be included because they were at SEND tribunal.

Keith Harvey acknowledged that the pressures being faced in the block and the increasing levels of SEND was a national issue. Apart from the Government's cost saving initiatives, Keith Harvey queried if there was any indication of some joined up thinking regarding how the matter might be managed in the longer term nationally. Jane Seymour did not believe that there was and commented that the Government seemed to be focusing on the programme's mentioned. Jane Seymour felt the thinking was that by putting in some invest to save money in to a large number of local authorities with a deficit, longer term the position would become more sustainable. Apart from this there had been nothing else from Central Government regarding how the issues could be contained. It was agreed that this felt like a sticking plaster approach.

Gemma Piper queried if there was any idea of what the DBV support might look like and it was queried if it might entail challenging the provision of non statutory services. Gemma Piper was aware that this had been a concern for some time and queried if this was a risk. Jane Seymour commented that this was possible but it was hard to say because it was a new programme and there had been little in the way of feedback from tranche one. The only feedback received was that a diagnostic assessment was being carried out, which looked in great detail at data and what this was showing about needs and trends. It was possible that West Berkshire would face challenge regarding spend on non-statutory services when it went through the process. Jane Seymour felt however that there would be a strong case and a good level of evidence so show that these services were helping to prevent spend. It would be interesting to see what other local authorities in the other tranches were finding as part of the exercise.

Gemma Piper stated that it might be worth having a couple of case studies of authorities in the first tranche to track what was taking place. Gemma Piper referred to the 12 percent increase in EHCPs and commented, as a user of the services, that the threshold had not got easier. Further, it was acknowledged that even more applications than what was being approved, were being received. Gemma Piper queried where West Berkshire sat nationally or locally in terms of the rate of increase in EHCPs. Jane Seymour reported that it was quite difficult to get hold of this data but would try again to see if she could collate anything. Jane Seymour confirmed however that on any data she had seen West Berkshire was lower down on the percentage increase in terms of EHCP inflation and this was because the EHCP criteria was applied very robustly. Regarding getting information from other local authorities in the DBV programme, Jane Seymour was aware that most authorities in the south east were part of the programme, so there were close neighbours that could be learnt from in terms of their experience.

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RESOLVED that:

- Case study information to be collected from other local authorities in the Safety Valve of DBV programmes.
- Jane Seymour to attempt to collate information from other authorities on the rate of EHCP inflation.
- The Schools' Forum noted the report, which would be brought back to the next round of meetings in January 2023.

150 Forward Plan

The Schools' Forum noted the Forward Plan.

151 Date and format of next meeting

It was agreed that the next meeting of the Schools' Forum on Monday 23rd January 2023 would take place virtually.

152 Exclusion of Press and Public

RESOLVED that members of the press and public be excluded from the meeting for the under mentioned item of business on the grounds that it involves the likely disclosure of exempt information as contained in Paragraphs 2 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.

(Melissa Cliffe left the meeting for the Basildon Primary School bid element of the following agenda item.)

153 Part II - Schools in Financial Difficulty Bids from The Kite Federation and Basildon Primary Schools (Melanie Ellis)

(Paragraph 2 – Information identifying an individual)

The Schools' Forum considered an exempt report (Agenda Item 18), which summarised the bids that had been received from schools to access funding from the Primary Schools in Financial Difficulty de-delegated fund.

RESOLVED that:

- The Schools' Forum approved the bid from The Kite Federation.
- The Schools' Forum approved the bid from Basildon CE Primary School.

(The meeting commenced at 5.00 pm and closed at 6.30 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
Dec22-Ac1	5th December 2022	Budgets for Additional Funds 2023/24	Item on Primary Schools in Financial Difficulty Fund to be added to the next agenda in January 2023.	Melanie Ellis	A discussion/decision is included under item 6 (Final School Funding 2023-24) at the meeting on 23rd January 2023.
Dec22-Ac2	5th December 2022	De-delegation Proposals 2023/24	Decision item on maintained secondary de-delegation proposals to be added to the next agenda in January 2023.	Lisa Potts	Item included on the forward plan/agenda for 23rd January 2023.
Dec22-Ac3	5th December 2022	Draft Central Schools Block Budget 2023/24	Lisa Potts would investigate the CSSB budget further particularly national copyright licenses and Capita costs and whether all of these were required. Any information would be reported back to the next Schools' Forum meeting in January 2023.	Lisa Potts	A verbal update will be provided at the meeting on 23rd January 2023.
Dec22-Ac4	5th December 2022	Draft High Needs Budget 2023/24	<p>1) Case study information to be collected from other local authorities in the Safety Valve and DBV programmes.</p> <p>2) Jane Seymour to attempt to collate information from other authorities on the rate of EHCP inflation.</p>	Jane Seymour	A verbal update will be provided at the meeting on 23rd January 2023.

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Schools Funding Formula 2023/24:

Report being considered by: Schools Forum on 23rd January 2023

Report Author: Melanie Ellis

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

1. Purpose of the Report

- 1.1 To set out the final school funding formula allocations for 2023/24 and to review the consultation on the Primary Schools in Financial Difficulty Fund.

2. Recommendations

- 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 note the final formula rates and allocations to schools, subject to political ratification and allocation to schools by 28th February 2023. The allocations have been made according to the principles agreed by Schools Forum in December and in relation to the total funding available from the Schools Block DSG allocation.
 - (b) To review the consultation responses on the Primary Schools in Financial Difficulty Fund and the Heads Funding Group recommendation, and make a decision on the fund.

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

- 3.1 2023/24 is the first year of transition to the direct schools National Funding Formula (NFF). Each Local Authority (LA) will continue to have some discretion over their schools funding formulae, in consultation with local schools. The LA is responsible for making the final decisions on the formula.
- 3.2 Political ratification is required for the LA to be able to issue budgets to maintained schools. Allocations must be distributed to schools by 28th February 2023.
- 3.3 A consultation was held between 19 October 2022 and 9 November 2022. The responses were considered by the Schools Forum in December 2022, and the following agreed:
- (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.

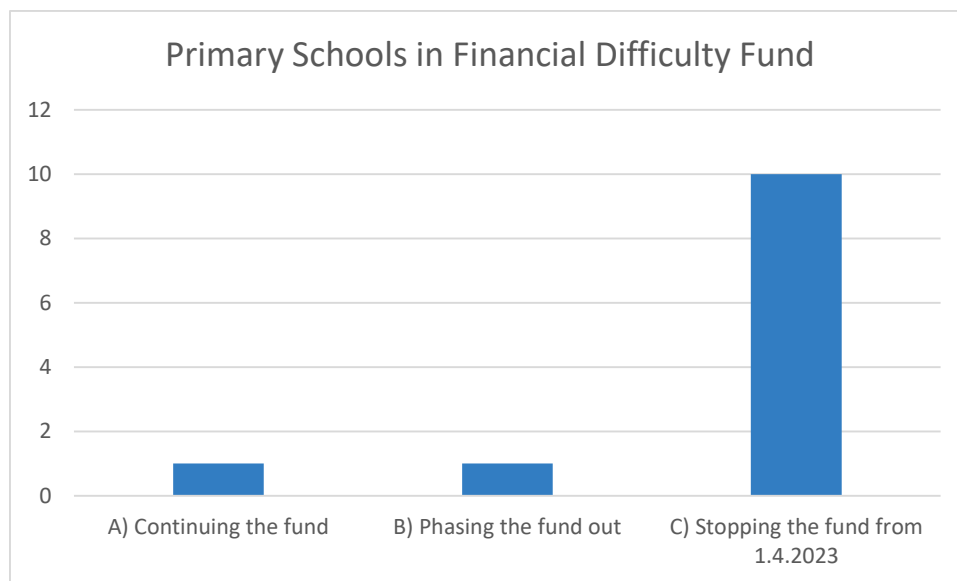
- (c) To address any surplus or shortfall in funding by adjusting the AWPU values.
- (d) To not top slice any of the schools' funding to support the High Needs Block.
- (e) To not reinstate the Falling Rolls fund.
- (f) To approve the criteria to be used to allocate additional funds.
- (g) To approve the proposed services to be de-delegated, but to defer a decision on the Primary Schools in Financial Difficulty Fund (PSIFD) to the next meeting.

3.4 A consultation has since been held with Primary Schools on the PSIFD.

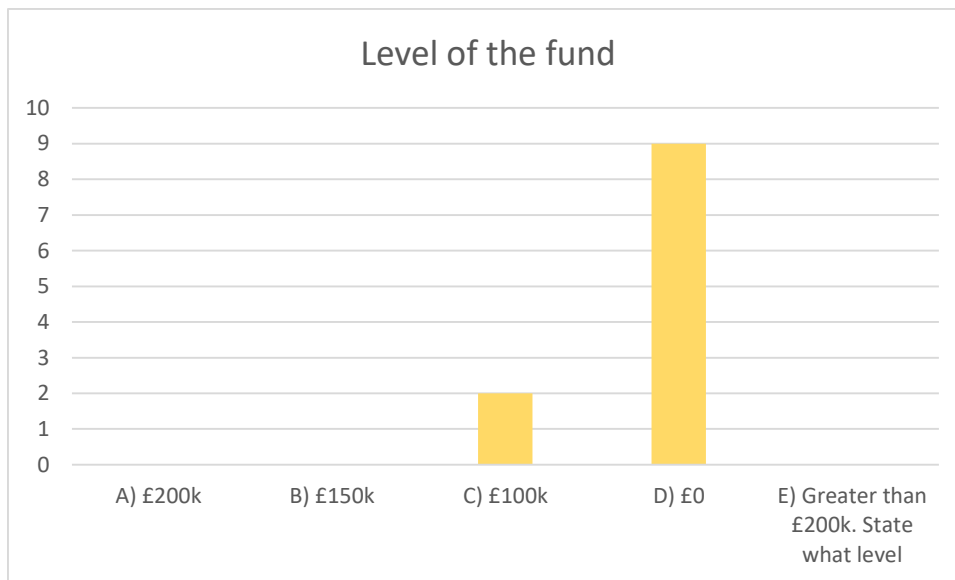
4. Consultation on the Primary Schools in Financial Difficulty Fund

4.1 Twelve schools responded and the results are shown below:

1. Regarding the Primary Schools in Financial Difficulty Fund, would you be in favour of:
A) Continuing the fund
B) Phasing the fund out
C) Stopping the fund from 1.4.2023



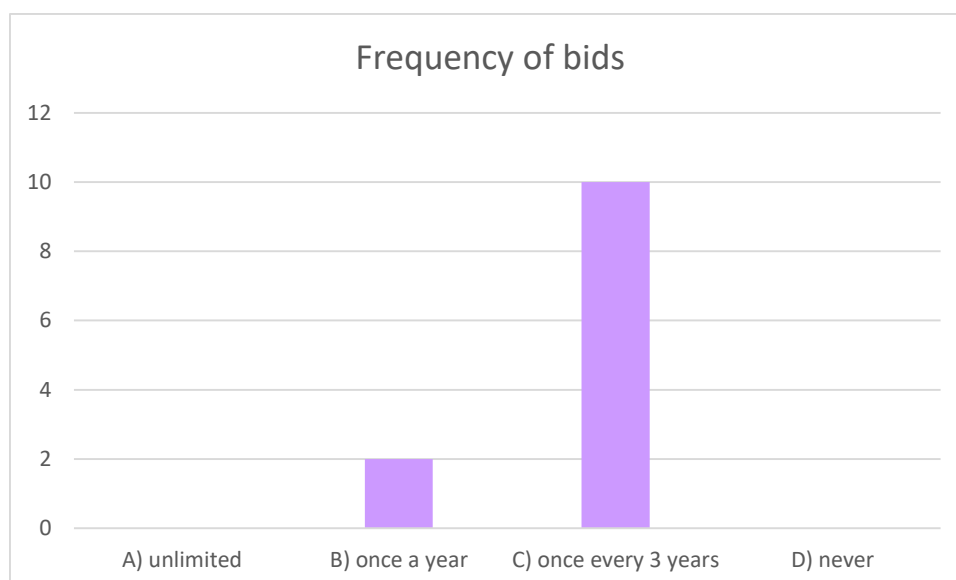
2. What level do you think the fund should be?
A) £200k
B) £150k
C) £100k
D) £0
E) Greater than £200k. State what level



3. Should there be a maximum level of bid?
A) unlimited
B) £25k
C) £10k
D) £5k
E) £0



4. How often should bids be allowed?
A) unlimited
B) once a year
C) once every 3 years
D) never



4.2 Comments

I am in favour of stopping the fund completely as I have seen over the years how difficult it is to make constructive decisions on funding that are fair and equitable to all. I believe that with all schools struggling financially at the moment this will only get harder and am strongly in favour of stopping the fund.

I think very many schools are in financial difficulties and it would be almost impossible to make fair and equitable decisions about funding.

4.3 Balance on the fund

Two bids were approved at the last Schools Forum, and the balance on the fund is now £39k.

4.4 Summary of survey is as follows:

- (1) To stop the fund
- (2) To move to a zero balance
- (3) If the fund were continuing, to have a maximum bid of £10k
- (4) If the fund were continuing, to only allow a bid every 3 years

4.5 Heads Funding Group Recommendation

To stop the fund immediately and to re-distribute the balance of £39k back to primary schools via the de-delegations mechanism.

5. Final School Funding

- 5.1 The DfE funding allocation for 2023-24 is £127.44m and after NNDR direct allocations, there is £125.8m available for the schools formula distribution.

Schools Funding Formula 2023/24:

		2023/24		
Schools Block	2022/23 Total funding	Unit of funding	Number of pupils	Total funding
Primary	59,679,321	4,832.32	12,936.50	62,513,308
Secondary	57,946,639	6,034.83	10,348.50	62,451,439
Premises factor (NNDR)	1,566,240			1,589,347
DfE allocation	119,192,200			126,554,094
Growth	874,544			885,348
Total block allocation	120,066,744			127,439,442
Block transfer	- 300,165			-
Total formula funding	119,766,579			127,439,442
NNDR direct allocation 2022/23	- 1,566,240			- 1,597,037
Total schools block after deductions	118,200,339			125,842,405

6. Final Formula

Factor	National Rate	WBC National Rate (with ACA)	Rate after 0.25% transfer & growth funding	National Rate	WBC National Rate (with ACA)	WBC final rate	Total Funding after 0.25% transfer & growth funding	Total Funding after 0% transfer & growth funding
	2022/23			2023/24			2022/23	2023/24
Basic per pupil funding								
Primary AWPU	£3,217	£3,329	£3,343	£3,394	£3,512	£3,509	£43,509,329	£45,469,963
KS3 AWPU	£4,536	£4,694	£4,714	£4,785	£4,952	£4,947	£29,826,898	£31,321,847
KS4 AWPU	£5,112	£5,290	£5,313	£5,393	£5,581	£5,575	£20,289,797	£22,417,594
Minimum per pupil								
Primary	£4,265	£4,265	£4,265	£4,405	£4,405	£4,405		
Secondary	£5,525	£5,525	£5,525	£5,715	£5,715	£5,715		
Additional needs funding								
Deprivation								
Primary FSM	£470	£486	£486	£480	£497	£497	£5,065,044	£6,061,528
Secondary FSM	£470	£486	£486	£480	£497	£497		
Primary FSM6	£590	£611	£611	£705	£730	£730		
Secondary FSM6	£865	£895	£895	£1,030	£1,066	£1,066		
Primary IDACI A	£640	£662	£662	£670	£693	£693		
Primary IDACI B	£490	£507	£507	£510	£528	£528		
Primary IDACI C	£460	£476	£476	£480	£497	£497		
Primary IDACI D	£420	£435	£435	£440	£455	£455		
Primary IDACI E	£270	£279	£279	£280	£290	£290		
Primary IDACI F	£220	£228	£228	£230	£238	£238		
Secondary IDACI A	£890	£921	£921	£930	£962	£962		
Secondary IDACI B	£700	£724	£724	£730	£755	£755		
Secondary IDACI C	£650	£673	£673	£680	£704	£704		
Secondary IDACI D	£595	£616	£616	£620	£642	£642		
Secondary IDACI E	£425	£440	£440	£445	£460	£460		
Secondary IDACI F	£320	£331	£331	£335	£347	£347		
Low Prior Attainment								
Primary LPA	£1,130	£1,169	£1,169	£1,155	£1,195	£1,195	£3,780,358	£4,146,645
Secondary LPA	£1,710	£1,769	£1,769	£1,750	£1,811	£1,811	£3,961,148	£4,137,677
English as an Additional Language								
Primary EAL	£565	£585	£585	£580	£600	£600	£492,907	£601,097
Secondary EAL	£1,530	£1,583	£1,583	£1,565	£1,619	£1,619	£166,597	£331,285
Mobility								
Primary Mobility	£925	£957	£957	£945	£978	£978	£54,461	£79,131
Secondary Mobility	£1,330	£1,376	£1,376	£1,360	£1,407	£1,407	£0	£0
School led funding								
Lump Sum								
Primary	£121,300	£125,515	£125,515	£128,000	£132,454	£132,454	£9,664,655	£10,198,989
Secondary	£121,300	£125,515	£125,515	£128,000	£132,454	£132,454		
Sparsity								
Primary	£55,000	£56,911	£45,529	£56,300	£58,259	£48,015	£687,071	£742,348
Secondary	£80,000	£82,780	£66,224	£81,900	£84,750	£69,850		
Premises								
Primary							£1,558,549	£1,597,013
Secondary								
Total Allocation (excluding minimum per pupil funding level and MFG funding total)							£119,056,814	£127,105,116
Factor							Total Funding after 0.25% transfer & growth funding	Total Funding after 0% transfer & growth funding
							2022/23	2023/24
Total Allocation (excluding minimum per pupil funding level and MFG funding total)							£119,056,814	£127,105,116
Additional funding to meet the minimum funding level							£637,221	£273,538
Total Allocation including minimum funding adj							£119,694,036	£127,378,654
MFG adjustment							£72,543	£60,788
Post MFG budget							£119,766,579	£127,439,442
Other adjustments								
Growth fund							£0	£0
Total funding for Schools Block Formula							£119,766,579	£127,439,442
Amount of block transfer							£300,166	£0
NNDR allocation							-£1,566,240	-£1,597,037
DSG Schools Block DfE allocation							£118,500,505	£125,842,405

Appendix A

2023/24 School Formula Allocations					2023/24 FINAL ALLOCATION (no block transfer)			YEAR ON YEAR CHANGE		
APPENDIX A) PROVISIONAL ALLOCATIONS 2023/24					2023/24 FINAL ALLOCATION (after 0.25% HNB transfer)			YEAR ON YEAR CHANGE		
School Name	Phase	Pupil count Oct 2021	Formula allocated	Per pupil funding	Pupil count Oct 2022	Indicative allocation	Indicative per pupil funding	2023/24 increase in total cash	2023/24 increase in per pupil total funding	% change
Aldermaston C.E. Primary School	Primary	131	£676,338	£5,163	120	£676,062	£5,634	£277	£471	0%
Basildon C.E. Primary School	Primary	159	£721,532	£4,538	154	£743,421	£4,827	£21,888	£289	3%
Beedon C.E. (Controlled) Primary School	Primary	47	£363,710	£7,739	44	£380,915	£8,657	£17,205	£919	5%
Beenhams Primary School	Primary	50	£377,963	£7,559	62	£486,665	£7,849	£108,702	£290	22%
Birch Copse Primary School	Primary	425	£1,837,575	£4,324	423	£1,888,915	£4,466	£51,340	£142	3%
Bradfield C.E. Primary School	Primary	156	£709,555	£4,548	142	£704,372	£4,960	£5,184	£412	-1%
Brightwalton C.E. Aided Primary School	Primary	99	£520,871	£5,261	99	£554,385	£5,600	£33,514	£339	6%
Brimpton C.E. Primary School	Primary	54	£384,277	£7,116	59	£434,498	£7,364	£50,222	£248	13%
Bucklebury C.E. Primary School	Primary	114	£574,625	£5,041	122	£646,662	£5,301	£72,037	£260	13%
Burghfield St Mary's C.E. Primary School	Primary	204	£916,205	£4,491	214	£1,003,625	£4,690	£87,420	£199	10%
Calcot Infant School and Nursery	Primary	201	£998,552	£4,968	218	£1,116,676	£5,122	£118,124	£154	12%
Calcot Junior School	Primary	272	£1,266,995	£4,658	281	£1,385,416	£4,930	£118,421	£272	9%
Chaddleshore St Andrew's C.E. Primary School	Primary	30	£295,409	£9,847	23	£282,995	£12,304	£12,413	£2,457	-4%
Chieveley Primary School	Primary	198	£880,549	£4,447	191	£902,359	£4,724	£21,810	£277	2%
Cold Ash St Mark's CE Primary School	Primary	178	£776,115	£4,360	187	£856,424	£4,580	£80,309	£220	10%
Compton C.E. Primary School	Primary	188	£873,912	£4,648	183	£909,998	£4,973	£36,086	£324	4%
Curridge Primary School	Primary	92	£477,390	£5,189	93	£532,041	£5,721	£54,650	£532	11%
Denefield School	Secondary	958	£5,478,345	£5,719	961	£5,801,004	£6,036	£322,658	£318	6%
Downsway Primary School	Primary	214	£940,323	£4,394	213	£980,801	£4,605	£40,478	£211	4%
Enborne C.E. Primary School	Primary	75	£432,624	£5,768	77	£467,362	£6,070	£34,737	£301	8%
Englefield C.E. Primary School	Primary	105	£509,464	£4,852	109	£549,952	£5,045	£40,488	£193	8%
Falkland Primary School	Primary	420	£1,819,150	£4,331	423	£1,892,182	£4,473	£73,033	£142	4%
Fir Tree Primary School and Nursery	Primary	183	£905,073	£4,946	196	£1,032,793	£5,269	£127,720	£324	14%
Francis Baily Primary School	Primary	557	£2,386,582	£4,285	549	£2,433,454	£4,433	£46,872	£148	2%
Garland Junior School	Primary	230	£1,078,574	£4,689	235	£1,171,302	£4,984	£92,729	£295	9%
Hampstead Norreys C.E. Primary School	Primary	89	£526,053	£5,911	75	£502,350	£6,698	£23,703	£787	-5%
Hermitage Primary School	Primary	195	£865,645	£4,439	191	£896,332	£4,693	£30,687	£254	4%
Highwood Copse Primary School	Primary	41.5	£269,377	£6,491	73.5	£453,228	£6,166	£183,851	£325	68%
Hungerford Primary School	Primary	348	£1,544,664	£4,439	360	£1,694,871	£4,708	£150,207	£469	10%
Inkpen Primary School	Primary	64	£436,733	£6,824	56	£436,830	£7,801	£97	£977	0%
John O'gaunt School	Secondary	405	£2,586,919	£6,387	430	£2,913,015	£6,774	£326,096	£387	13%
John Rankin Infant and Nursery School	Primary	251	£1,095,149	£4,363	230	£1,090,655	£4,742	£4,494	£379	0%
John Rankin Junior School	Primary	478	£1,551,186	£4,333	357	£1,598,567	£4,478	£47,381	£145	3%
Kennet School	Secondary	1512	£8,702,248	£5,755	1517	£9,275,846	£6,115	£573,598	£359	7%
Kennet Valley Primary School	Primary	204	£981,989	£4,814	201	£1,006,035	£5,005	£24,046	£191	2%
Kintbury St Mary's C.E. Primary School	Primary	145	£705,837	£4,868	140	£745,651	£5,326	£39,814	£458	6%
Lambourn CofE Primary School	Primary	169	£834,783	£4,940	157	£846,199	£5,390	£11,417	£450	1%
Little Heath School	Secondary	1314	£7,636,913	£5,812	1325	£8,156,374	£6,156	£519,462	£344	7%
Long Lane Primary School	Primary	210	£952,491	£4,536	214	£1,025,835	£4,794	£73,344	£258	8%
Mortimer St John's C.E. Infant School	Primary	172	£786,682	£4,574	174	£833,328	£4,789	£46,645	£216	6%
Mortimer St Mary's C.E. Junior School	Primary	237	£1,016,095	£4,287	242	£1,110,830	£4,590	£94,734	£303	9%
Mrs Bland's Infant School	Primary	155	£785,053	£5,065	154	£855,031	£5,552	£69,978	£487	9%
Pangbourne Primary School	Primary	191	£870,610	£4,558	174	£870,191	£5,001	£420	£443	0%
Park House School	Secondary	1037	£6,013,904	£5,799	975	£5,981,844	£6,135	£32,060	£336	-1%
Parsons Down Infant School	Primary	107	£573,032	£5,355	117	£645,341	£5,516	£72,309	£160	13%
Parsons Down Junior School	Primary	233	£1,059,760	£4,548	179	£897,814	£5,016	£161,946	£467	-15%
Purley CofE Primary School	Primary	104	£537,596	£5,169	98	£547,591	£5,588	£9,995	£418	2%
Robert Sandilands Primary School and Nursery	Primary	232	£1,084,868	£4,676	212	£1,064,726	£5,022	£20,143	£346	-2%
Shaw-cum-Donnington C.E. Primary School	Primary	90	£503,662	£5,596	93	£541,304	£5,820	£37,642	£224	7%
Shefford C.E. Primary School	Primary	60	£412,259	£6,871	56	£416,960	£7,446	£4,701	£575	1%
Speenhamland School	Primary	278	£1,253,033	£4,507	276	£1,350,480	£4,893	£97,446	£386	8%
Springfield Primary School	Primary	404	£1,321,510	£4,347	309	£1,411,308	£4,567	£89,798	£220	7%
Spurcroft Primary School	Primary	317	£1,847,643	£4,431	398	£1,830,292	£4,599	£17,352	£168	-1%
St Bartholomew's School	Secondary	1350	£7,537,756	£5,584	1353	£7,869,865	£5,817	£332,109	£233	4%
St Finian's Catholic Primary School	Primary	193	£847,232	£4,390	196	£897,399	£4,579	£50,166	£189	6%
St John the Evangelist C.E. Nursery and Infant Sch	Primary	178	£833,279	£4,681	180	£889,131	£4,940	£55,852	£258	7%
St Joseph's Catholic Primary School	Primary	203	£939,971	£4,630	213	£1,047,636	£4,918	£107,665	£288	11%
St Nicolas C.E. Junior School	Primary	247	£1,061,896	£4,299	251	£1,128,782	£4,497	£66,886	£198	6%
St Paul's Catholic Primary School	Primary	319	£1,365,893	£4,282	304	£1,376,501	£4,528	£10,608	£246	1%
Stockcross C.E. School	Primary	100	£529,258	£5,295	90	£525,264	£5,836	£4,263	£41	-1%
Strealey C.E. Voluntary Controlled School	Primary	103	£508,161	£4,934	99	£530,635	£5,360	£22,474	£246	4%
Sulhamstead and Ufton Nervet School	Primary	95	£501,767	£5,282	102	£557,333	£5,464	£55,565	£182	11%
Thatcham Park CofE Primary	Primary	325	£1,466,096	£4,511	337	£1,578,527	£4,684	£112,431	£173	8%
The Downs School	Secondary	1016	£5,657,639	£5,569	1047	£6,126,951	£5,852	£469,312	£283	8%
The Ilsleys Primary School	Primary	61	£396,896	£6,506	60	£418,136	£6,969	£21,240	£462	5%
The Willink School	Secondary	1007	£5,837,873	£5,797	1026	£6,288,062	£6,129	£450,189	£331	8%
The Willows Primary School	Primary	336	£1,644,272	£4,894	348	£1,784,838	£5,129	£140,566	£235	9%
The Wincombe School	Primary	448	£1,997,332	£4,458	441	£2,033,173	£4,610	£35,841	£152	2%
Theale C.E. Primary School	Primary	311	£1,406,001	£4,521	318	£1,406,969	£4,424	£967	£96	0%
Theale Green School	Secondary	546	£3,316,666	£6,074	634	£4,082,632	£6,439	£765,966	£365	23%
Trinity School	Secondary	1001	£5,966,687	£5,961	1085	£6,775,073	£6,244	£808,386	£284	14%
Welford and Wickham C.E. Primary School	Primary	80	£482,218	£6,028	72	£471,020	£6,542	£11,198	£514	-2%
Westwood Farm Infant School	Primary	180	£835,309	£4,641	179	£870,239	£4,862	£34,930	£221	4%
Westwood Farm Junior School	Primary	239	£1,078,954	£4,514	233	£1,112,765	£4,776	£33,812	£261	3%
Whitelands Park Primary School	Primary	367	£1,577,829	£4,299	393	£1,761,386	£4,482	£183,557	£183	12%
Woolhampton C.E. Primary School	Primary	102	£535,872	£5,254	100	£553,661	£5,537	£17,789	£283	3%
Yattendon C.E. Primary School	Primary	90	£484,050	£5,378	90	£520,362	£5,782	£36,312	£403	8%
Total formula funding			£119,766,579			£127,439,442		£7,672,863		
Block Transfer			£300,166			£0				
Total allocation			£120,066,745			£127,439,442				
Primary Total			£61,031,629			£64,168,777		£3,137,148		
Secondary Total		23160	£58,735,116		23313	£63,270,665		£4,535,716		

Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Name: 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

Central Schools' Services Block Budget 2022/23

Report being considered by: Schools Forum on 23rd January 2023

Report Author: Michelle Sancho & Lisa Potts

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

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.

2. Recommendation

- 2.1 To agree the 2023/24 budget for the Central Schools Services Block.

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

- 3.1 The CSSB covers funding allocated to Local Authorities (LAs) to carry out central functions on behalf of pupils in state-funded maintained schools and academies in England. All the services funded by this block are statutory and have to be carried out.
- 3.2 The final allocation of funding for the Central Schools Services Block for 2023/24 is £973,313, which is a £19k or 1.91% 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
		£	£	£	%
Budget Requirement:					
1	School Admissions	215,312	215,761	449	0%
2	National Copyright Licences	153,504	168,092	14,588	10%
3	Servicing of Schools Forum	53,081	50,632	-2,449	-5%
4	Education Welfare	208,098	212,491	4,393	2%
5	Statutory & Regulatory Duties:				
a	Provision of Education Data	190,709	174,893	-15,816	-8%
b	Finance Support for the Education Service	78,902	80,067	1,165	1%
c	Strategic Planning of the Education Service	84,450	70,380	-14,070	-17%
Total Budget Requirement		984,056	972,316	-11,740	-1.2%

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, a review has been carried out on the support service recharges and the Capita costs.

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 how the block has been balanced

Central Schools Services Block (CSSB)	2022/23 Budget	2023/24 Budget Requirement	Increase/Decrease from 21/22	Change
	£	£	£	%
Total Budget Requirement	984,056	972,316	- 11,740	-1.2%
Funding:				
Central Schools Services Block DSG	-991,948	-973,313	- 18,635	-1.9%
Grant funding towards reducing block deficit	7,892			
Surplus to fund shortfall on prior year deficit		997		
Total Funding	-984,056	-972,316		
Balance	0	0		

5. Appendices

5.1 Appendix A - Details and Costs of Central Schools' Services

5.2 Appendix B – Equalities Impact Assessment

Details and Costs of Central Schools' Services

	Number of Posts	% Charged to CSSB	2023/24 £
School Admissions			
<u>Description of Statutory Duties covered</u>			
Administration of admissions process for maintained schools and academies			
<u>Staffing Structure</u>			
Admissions and Transport Manager	1.00	80%	
Admissions Officers	2.50	80%	
<u>Breakdown of Costs</u>			
Staff salary costs			145,150
Employee Expenses & recharge of appeals costs			18,700
Supplies and Services			1,320
Capita One recharge			23,981
Support Service Recharges			26,610
TOTAL ELIGIBLE EXPENDITURE FOR ADMISSIONS			215,761
Servicing the Schools Forum			
<u>Description of Statutory Duties covered</u>			
Setting agendas, minute taking, co-ordination and distribution of papers for Schools Forum and its sub groups			
<u>Staffing Structure</u>			
Head of Education	1.00	10.00%	
Schools Finance Team	1.81	10.00%	
Schools Forum Clerk			
<u>Breakdown of Costs</u>			
Staff salary costs			43,420
Room hire, consumables and members expenses			1,610
Support Service Recharges			5,602
TOTAL ELIGIBLE EXPENDITURE FOR SERVICING THE SCHOOLS FORUM			50,632

	Number of Posts	% Charged to CSSB	2023/24 £
Education Welfare			
<u>Description of Statutory Duties covered</u>			
Tracking of children who can be legally removed from the school roll.			
Monitoring of elective home education.			
Issuing and monitoring of child work permits and performance licences.			
Attendance at core group meetings for specific pupils			
Advice on keeping registers			
Progress cases to court where appropriate. Maintain up to date knowledge of legal processes and proceedings			
<u>Staffing Structure</u>			
Principal Education Welfare and Safeguarding Officer	1.00	40%	
Senior Education Welfare Officer	0.40	90%	
Education Welfare Officers	3.54	38%	
Assistant Education Welfare Officer	1.00	90%	
Administrative Assistant	0.40	90%	
<u>Breakdown of Costs</u>			
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			35,014
TOTAL ELIGIBLE EXPENDITURE FOR EDUCATION WELFARE			212,489
Provision of Education Data			
<u>Description of Statutory Duties covered</u>			
Statutory returns to DfE			
Data analysis and reporting e.g. Exam results, performance			
School census administration and reports			
<u>Staffing Structure</u>			
Staffing	2.00	75%	
<u>Breakdown of Costs</u>			
Staff salary costs			78,850
Capita One recharge			82,037
Support Service Recharges			14,006
TOTAL ELIGIBLE EXPENDITURE FOR PROVISION OF EDUCATION DATA			174,893

	Number of Posts	% Charged to CSSB	2023/24 £
Finance Support for the Education Service			
<u>Description of Statutory Duties covered</u>			
DSG services budget preparation, monitoring, and year end			
Education services budget preparation, monitoring, and year end			
School funding formula and early years funding formula			
Administration of funding allocations to all schools for early years and high needs			
Statutory returns e.g. APT, S251, CFO deployment of DSG			
<u>Staffing Structure</u>			
Chief Mgt Accountant	1.00	5%	
Education Finance Manager	0.81	15%	
Education Senior Accountant	0.61	50%	
Education Accountant	0.50	65%	
Accountant	1.00	50%	
<u>Breakdown of Costs</u>			
Staff salary costs			63,260
Support Service Recharges			16,807
TOTAL ELIGIBLE EXPENDITURE FOR FINANCE SUPPORT			80,067
Strategic Planning of the Education Service			
<u>Description of Statutory Duties covered</u>			
Strategic planning and management of the Education service as a whole			
<u>Staffing Structure</u>			
Head of Education	1.00	52%	
Other staffing	1.00	27%	
<u>Breakdown of Costs</u>			
Staff salary costs			68,450
Other staff costs			1,930
Support Service Recharges			0
TOTAL ELIGIBLE EXPENDITURE FOR PLANNING OF EDUCATION SERVICE			70,380

Appendix B

Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

What is the proposed decision that you are asking the Schools' Forum to make:	To agree the 2023/24 budget for the Central Schools Services Block.
Name of Service/Directorate:	Dedicated Schools Grant
Name of assessor:	Lisa Potts
Date of assessment:	04/01/23

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

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

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

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

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

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

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

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

Name: Lisa Potts **Date:** 04/01/23

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

Growth Fund 2022/23 Payments

Report being considered by: Schools Forum on 23 January 2023

Report Author: Melanie Ellis

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

1. Purpose of the Report

1.1 To inform the School’s Forum of payments recommended to be made to schools from the Growth Fund budget in 2022/23.

2. Recommendation

2.1 To approve the payment of £38.8k to The Calcots and £125.2k to Trinity School

<p style="color: #008080; margin: 0;">Will the recommendation require the matter to be referred to the Council or the Executive for final determination?</p>	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
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3. Introduction

- 3.1 Growth funding is allocated by the Department for Education (DfE) by formula and forms part of the Schools Block DSG allocation. The funding can either be used to form a growth fund, or it can be added into the school formula. The Schools Forum must be consulted on the total size of the growth fund and criteria for use.
- 3.2 The purpose of the growth fund is to support maintained schools and academies which are required to provide extra places in order to meet basic need within the authority, and to meet the cost of new and reorganised schools including pre-opening and diseconomy costs. It can also fund schools where very limited pupil number growth requires an additional class as set out by infant class size regulations. It cannot be used for general growth in pupil numbers.
- 3.3 The growth fund is also to support new schools with pre-opening costs and diseconomies of scale.
- 3.4 Following the receipt of the final October 2022 Census data, all schools were invited to make a funding request if they felt that their circumstances met the growth fund criteria. To support their applications, schools were asked to submit information regarding increases in class and teacher numbers between the two academic years.

Growth Fund 2022/23

Only growth in relation to basic need requirements in the area (and thus increases in PAN or bulge years approved by the local authority for this purpose) qualifies for this funding.

4. Applications Made 2022/23

- 4.1 Four schools applied for growth funding with two of these, Trinity & The Calcots, meeting the criteria.
- 4.2 The basis of The Calcots application is 'infant class size regulations'. In agreement with WBC the PAN was planned to reduce from 77 to 60 at September 2022. However, WBC admissions subsequently requested that the school maintain their intake at 77 for this academic year (2022/23). The impact of this is that the school is required to operate with 3 reception classes rather than the planned 2. The need for this additional class is reflected in not just the reception pupil numbers but also in the total pupil numbers, increasing overall the class requirement from 8 to 9.
- 4.3 For the academic year 2022/23 Trinity have been required to accommodate a bulge year, with an increase of 60 students in year 7. This is to meet basic need in the area. The increase in pupil numbers at Trinity has impacted upon the curriculum structure and support staff requirements. Trinity have been required to employ an additional member of English staff, an extra teacher to teach Maths and Science and an HLTA in Maths to support the extra numbers. These additional costs total £125,170.

5. Payments 2022/23

- 5.1 The Interim Head of Education is satisfied that the relevant criteria have been met at both schools and, therefore, recommends approval to the Schools Forum. The proposed payment totals £163,962, covering the period Sept 2022 – Aug 2023.
- 5.2 Growth funding for infant class size is £66,500. For maintained schools, there is a funding lag period of 7 months, between September and March. Therefore, the payment to The Calcots is £38,791.67 (7/12ths of £66,500)
- 5.3 Funding of up to £98,500 is available for secondary schools for each additional class. Academies' financial year runs from September to August, therefore, academies receive a full 12 months of growth funding. The payment of £125,170 will be paid to Trinity in two instalments, 7/12ths to cover the period Sept – March and the remaining 5/12ths to be paid in April. This additional 5/12ths element will be reimbursed by ESFA to the LA's Dedicated School's Grant 2024/25.
- 5.4 In 2022/23 and 2023/24 it was agreed that the projected balance of the growth fund was sufficient and both allocations were to be added into the school formula. It has been agreed by Schools' Forum that any unspent balance on the growth fund will be carried forward.
- 5.5 The table below shows the forecast balance on the growth fund.

Growth Fund 2022/23

	Diseconomies of Scale	Growth	Balance
Balance 31.03.22			-1,283,431
The Calcots		38,792	-1,244,639
Trinity		125,170	-1,119,469
<i>Highwood Underwriting</i>	155,000		-964,469
Est Balance 31.03.23			-964,469
<i>Highwood Underwriting</i>	155,000		-809,469
<i>Contingency</i>		192,500	-616,969
Est Balance 31.03.24			-616,969

6. Appendices

Appendix A- Growth Fund Applications 2022/23

Appendix B – Equalities Impact Assessment

Appendix A

Step 1 Calcot Infants and Nursery School

Step 2 Please tick the box that forms the basis of your application

a) Extra class in September to meet basic need

b) Increase in Admission number in September by 5 or more to meet basic need

c) Infant Class size - Additional class required as total number of R, yr 1 and yr 2 pupils has now exceeded a multiple of 30

Step 3

Year Group:	Pupil Numbers			No. of Classes			No. of Teachers FTE		
	Oct-22	Oct-21	Change	Oct-22	Oct-21	Change	Oct-22	Oct-21	Change
Reception	75	61	14	3	2	1	3	2	1
Year 1	70	67	3	3	3	0	3	3	0
Year 2	74	73	1	3	3	0	3	3	0
SUB TOTAL Infant C	219	201	18	9	8	1	9	8	1

Step 1 Trinity School

Step 2 Please tick the box that forms the basis of your application

a) Extra class in September to meet basic need

b) Increase in Admission number in September by 5 or more to meet basic need

Step 3

Year Group:	Pupil Numbers			No. of Classes			No. of Teachers FTE		
	Oct-22	Oct-21	Change	Oct-22	Oct-21	Change	Oct-22	Oct-21	Change
Year 7	274	215	59	10	8	2			0
Year 8	215	210	5	8	8	0			0
Year 9	210	206	4	8	7	1			0
Year 10	212	182	30	8	8	0			0
Year 11	175	183	-8	7	6	1	75	69	6
TOTAL All Classes	1086	996	90	41	37	4	75	69	6

Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

- Does the decision relate to functions that engagement has identified as being important to people with particular protected characteristics?
- Does the decision relate to an area with known inequalities?
- Does the decision relate to any equality objectives that have been set by the Council?

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

What is the proposed decision that you are asking the Schools' Forum to make:	Approve the growth funding to be issued to schools
Name of Service/Directorate:	Finance and Property/Resources
Name of assessor:	Melanie Ellis
Date of assessment:	17.01.23

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

(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?	
Aims:	To approve the growth funding to be issued to schools
Objectives:	To approve the growth funding to be issued to schools
Outcomes:	To approve the growth funding to be issued to schools
Benefits:	To approve the growth funding to be issued to schools

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

Group Affected	Potential Positive Impacts	Potential Negative Impacts	Evidence
Age	None	None	
Disability	None	None	
Gender Reassignment	None	None	
Marriage and Civil Partnership	None	None	
Pregnancy and Maternity	None	None	
Race	None	None	
Religion or Belief	None	None	
Sex	None	None	
Sexual Orientation	None	None	
Further Comments:			

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

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

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

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

Name: Melanie Ellis

Date: 17.01.23

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

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

Report being considered by: Schools Forum on 23rd January 2023

Report Author: Lisa Potts

Item for: Decision **By:** All Maintained Secondary School Representatives

1. Purpose of the Report

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

2. Recommendation

2.1 That representatives of maintained 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

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

	2023/24 Secondary Budget £	Agreed by HFG
Therapeutic Thinking Support	£58,440	Yes
Ethnic Minority Support	£2,873	Yes
Trade Union Representation	£14,434	Yes
CLEAPSS	£1,272	Yes
School Improvement and Governor Support	£47,262	Yes
Education Functions	£31,006	Yes
Health & Safety services to schools	As per banding	Yes

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 19th October 2022 to 9th 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 10th 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 22nd 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 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
Total			£223,858			£258,399

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
			£168,864			£187,018

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.

TABLE 3	2022/23			2023/24		
	Number of pupils	Unit Charge per pupil	Budget	Number of pupils	Unit Charge per pupil	Budget
Maintained Primary Schools	11,418	£3.95	£45,158	11,418	£4.33	£49,387
Maintained Secondary Schools	3,337	£3.95	£13,198	3,337	£4.33	£14,434
			£58,356			£63,820

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

- 9.1 The detail of the service provided by this subscription is set out in Appendix E.
- 9.2 As the actual pricing from CLEAPSS will not be available until after the schools budget has been set, an assumption has been made on the 2023/24 fee. Any over or under spend will be recovered the following year, as in all de-delegated services. Table 5 shows the budget and unit charge for the service for 2023/24 compared to 2022/23. The unit charge includes the administration fee. Note that secondary schools will need to pay the fee relating to sixth form pupils separately as de-delegation is based on pre 16 pupils only.

TABLE 4	2022/23				2023/24			
	Number of pupils	Unit Charge per pupil	Charge per school	Budget	Number of pupils	Est Unit Charge per pupil	Est Charge per school	Estimated Budget
Maintained Primary Schools	11,418	£0.17		£1,941	11,418	£0.17		£1,941
Maintained Secondary Schools	3,337	£0.17	£235	£1,272	3,337	£0.17	£235	£1,272
				£3,213				£3,213

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

10. School Improvement Team

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

10.2 Since 2017, the School Improvement Team has been funded by a grant. A consultation in 2021 by the DFE set out new funding for the service. From 2023/24 onwards the service is to be fully funded via dedelegation.

10.3 Table 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
			£154,569			£208,977

11. Education Functions for Maintained Schools

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

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

11.3 Representatives of all maintained schools (including Special and Nursery Schools and PRUs) are required to recommend to Schools Forum whether or not these services should be funded from maintained school budget shares and de-delegated for 2023/24:

All Maintained Schools:

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

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

11.5 Table 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
Total Education Functions	£9.06	£137,856	£9.29	£141,401	£106,093	£31,006	£4,302

12. Health and Safety Service to Schools

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

- 12.7 Table 8 below shows the 2023/24 cost if all Local Authority maintained schools, Voluntary Controlled, Voluntary Aided and special schools agree to one equal service.

Table 8

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

13. Consultation and Engagement

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

14. Appendices

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

Appendix B – Therapeutic Thinking Support Service

Appendix C – Ethnic Minority & Traveller Achievement Service

Appendix D – Trade Union Representation Service

Appendix E – CLEAPSS Service

Appendix F – School Improvement Team

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

Appendix H, I & 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		
Total Proposed Delegation	£258,399	£187,018	£63,820	£3,213	£208,977	£51,025	£51,301	£34,773	£858,527		
Estimated income from other maintained schools	£0	£0	£2,003	£66	£0	£1,601	£1,610	£1,091	£6,371		
Total Cost of Service	£258,399	£187,018	£65,823	£3,280	£208,977	£52,626	£52,911	£35,864	£864,898		
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	375	8,158	
Basildon Church of England Primary School	47	0.0	823	0	203	8	666	163	163	2,137	
Beeton Church of England Controlled Primary School	50	0.0	876	0	216	9	708	173	174	2,273	
Beenham Primary School	425	14.1	7,443	3,647	1,838	72	6,019	1,470	1,478	22,669	
Birch Copse Primary School	156	0.0	2,732	0	675	27	2,209	539	542	7,092	
Bradfield Church of England Primary School	99	3.6	1,734	937	428	17	1,402	342	344	5,438	
Brightwalton Church of England Aided Primary School	54	0.0	946	0	234	9	765	187	188	2,455	
Brimpton Church of England Primary School	114	0.0	1,996	0	493	19	1,615	394	396	5,183	
Bucklebury Church of England Primary School	204	0.0	3,573	0	882	35	2,889	705	709	9,274	
Burghfield St. Mary's Church of England Primary School	201	31.6	3,520	8,176	869	34	2,847	695	699	474	17,314
Calcot Infant School & Nursery	272	13.0	4,763	3,365	1,176	46	3,852	941	946	641	15,731
Calcot Junior School	30	0.0	525	0	130	5	425	104	104	71	1,364
Chaddlesworth St. Andrew's Church of England Primary School	198	7.1	3,468	1,830	856	34	2,804	685	688	467	10,832
Chieveley Primary School	178	0.0	3,117	0	770	30	2,521	616	619	419	8,092
Cold Ash St. Mark's Church of England Primary School	188	4.7	3,292	1,209	813	32	2,663	650	654	443	9,756
Compton Church of England Primary School	92	2.3	1,611	588	398	16	1,303	318	320	217	4,770
Curridge Primary School	214	8.1	3,748	2,107	926	36	3,031	740	744	504	11,836
Downsay Primary School	75	1.2	1,313	303	324	13	1,062	259	261	177	3,713
Enborne Church of England Primary School	105	1.2	1,839	316	454	18	1,487	363	365	247	5,089
Englefield Church of England Primary School	420	22.1	7,355	5,723	1,817	71	5,949	1,452	1,460	990	24,817
Falkland Primary School	230	9.1	4,028	2,360	995	39	3,258	795	800	542	12,817
Garland Junior School	89	0.0	1,559	0	385	15	1,261	308	309	210	4,046
Hampstead Norreys Church of England Primary School	195	4.7	3,415	1,224	843	33	2,762	674	678	460	10,089
Hemtage Primary School	348	17.2	6,094	4,460	1,505	59	4,929	1,203	1,210	820	20,281
Hungerford Primary School	61	1.1	1,068	277	264	10	864	211	212	144	3,050
The Isleys Primary School	64	2.4	1,121	626	277	11	906	221	223	151	3,536
Inkpen Primary School	251	21.6	4,396	5,601	1,086	43	3,555	868	873	592	17,012
John Rankin Infant & Nursery School	358	15.1	6,270	3,903	1,548	61	5,070	1,238	1,245	844	20,179
John Rankin Junior School	204	22.7	3,573	5,868	882	35	2,889	705	709	481	15,142
Kennet Valley Primary School	145	3.4	2,539	872	627	25	2,054	501	504	342	7,464
Kintbury St. Mary's Church of England Primary School	210	12.8	3,678	3,321	908	36	2,974	726	730	495	12,868
Long Lane Primary School	172	13.8	3,012	3,577	744	29	2,436	595	598	405	11,397
Mortimer St. Johns Church of England Infant School	237	2.0	4,150	518	1,025	40	3,357	820	824	559	11,292
Mortimer St. Mary's Church of England Junior School	155	13.5	2,714	3,489	670	26	2,195	536	539	365	10,536
Mrs. Bland's Infant & Nursery School	191	13.6	3,345	3,510	826	32	2,705	661	664	450	12,193
Pangbourne Primary School	107	15.3	1,874	3,957	463	18	1,515	370	372	252	8,822
Parsons Down Infant School	233	6.1	4,080	1,574	1,008	40	3,300	806	810	549	12,166
Parsons Down Junior School	104	5.8	1,821	1,512	450	18	1,473	360	362	245	6,240
Rurley Church of England Infants School	232	20.7	4,063	5,350	1,003	39	3,286	802	807	547	15,897
Robert Sandlands Primary School & Nursery	90	8.0	1,576	2,063	389	15	1,275	311	313	212	6,154
Shaw-cum-Donnington Church of England Primary School	60	1.2	1,051	305	260	10	850	207	209	141	3,033
Sheffield Church of England Primary School	304	15.4	5,324	3,996	1,315	52	4,306	1,051	1,057	716	17,817
Springfield Primary School	417	37.3	7,303	9,646	1,804	71	5,906	1,442	1,450	983	28,604
Spurcroft Primary School	193	8.3	3,380	2,159	835	33	2,733	667	671	455	10,933
St. Finian's Catholic Primary School	178	40.1	3,117	10,366	770	30	2,521	616	619	419	18,458
St. John the Evangelist Infant & Nursery School	203	71.7	3,555	18,545	878	35	2,875	702	706	478	27,774
St. Joseph's Catholic Primary School	247	24.0	4,326	6,212	1,068	42	3,498	854	859	582	17,441
St. Nicolas Church of England Junior School	319	41.9	5,587	10,847	1,380	54	4,518	1,103	1,109	752	25,550
St. Pauls Catholic Primary School	100	0.0	1,751	0	433	17	1,416	346	348	236	4,546
Stockcross Church of England Primary School	103	1.1	1,804	287	446	18	1,459	356	358	243	4,970
Streatley Church of England Voluntary Controlled Primary School	95	1.1	1,664	295	411	16	1,345	329	330	224	4,614
Sulhamstead and Upton Navel Church of England Voluntary Aided Pr	325	12.4	5,692	3,202	1,406	55	4,603	1,124	1,130	766	17,977
Thatcham Park Church of England Primary School	311	10.5	5,446	2,723	1,345	53	4,405	1,075	1,081	733	16,862
Theale Church of England Primary School	80	0.0	1,401	0	346	14	1,133	277	278	189	3,637
Welford and Wickham Church of England Primary School	180	25.7	3,152	6,654	779	31	2,549	622	626	424	14,838
Westwood Farm Infant School	239	13.0	4,186	3,365	1,034	41	3,385	826	831	563	14,230
Westwood Farm Junior School	336	15.2	5,884	3,939	1,453	57	4,759	1,162	1,168	792	19,215
The Willows Primary School	448	65.5	7,846	16,953	1,938	76	6,345	1,549	1,558	1,056	37,320
The Winchcombe School	102	1.2	1,786	303	441	17	1,445	353	355	240	4,940
Woolhampton Church of England Primary School	90	0.0	1,576	0	389	15	1,275	311	313	212	4,092
Yattendon Church of England Primary School	1,016	2.0	17,793	525	4,395	408	14,390	3,513	3,533	2,394	46,951
The Downs School	1,314	4.1	23,012	1,051	5,684	458	18,610	4,544	4,569	3,097	61,024
Little Heath School	1,007	5.0	17,635	1,297	4,356	406	14,262	3,482	3,501	2,373	47,313
The Willink School	11,418	711.47	199,959	184,145	49,387	1,941	161,715	39,485	39,699	26,909	703,240
PRIMARY TOTAL	3,337	11.10	58,440	2,873	14,434	1,272	47,262	11,540	11,602	7,864	155,287
SECONDARY TOTAL	14,755	723	258,399	187,018	63,820	3,213	208,977	51,025	51,301	34,773	858,527
TOTAL ALL PRIMARY AND SECONDARY SCHOOLS	88530										0
Other Maintained Schools											
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
Total Within Early Years Block	0	0	0	0	311	0	0	249	250	170	980
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
Total Within High Needs Block	0	0	0	0	1,691	66	0	1,352	1,359	921	5,391
Total for All Other Maintained Schools	462.98	0.0	0	0	2,003	66	0	1,601	1,610	1,091	6,371
Total all Maintained Schools	15,218	723	258,399	187,018	65,823	3,280	208,977	52,626	52,911	35,864	864,898

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	
Amount to be De-Delegated	224,776	223,858	258,399	13.4%

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
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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
Total Cost	217,223	223,454	239,107	204,710
Less Surplus Brought Forward	-31,496	-54,590	-17,692	-17,692
Amount to be De-Delegated	185,727	168,864	221,415	187,018

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
Total Direct Costs	£56,036	£59,839
Support Service Recharges	£5,604	£5,984
Total Cost	£61,640	£65,823
Income from Nursery and Special Schools and PRUs	£2,187	£2,003
Cost to Primary and Secondary Schools	£59,453	£63,820

The proposed budget for 2023/24 is based on:

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

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

Method of charging in 2023/24

The total cost of the service will be divided by the total number of pupils recorded in the October 2022 census to arrive at a per pupil amount for charging purposes. Using October 2021 census data, this would equate to £4.33 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 6th form element of the fee as a separate sum.

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

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

The cost per pupil/school is shown in the table below in comparison with the cost of buying this service directly from CLEAPSS, the RPA/RPO service is not available directly from CLEAPSS.

School	Cost through local authority per pupil	Cost directly per pupil (min 200 pupils/ 350 secondary)	Radiation Protection Advisor	Radiation Protection Officer
Nursery	17p	30p	N/A	N/A
Primary	17p	30p	N/A	N/A
Secondary	17p	30p	£50	£185
Special	17p	30p	N/A	N/A
PRU	17p	30p	N/A	N/A
Primary Academy	17p	30p	N/A	N/A
Secondary Academy	17p	30p	£50	£185
Incorporated colleges	17p	30p	£50	£185

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

Outline of Proposed Service 2023/24

1. Statutory Functions

1.1 From section 13A of Education Act 1996:

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

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

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

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

1.2 Monitoring National Curriculum Assessment Arrangements

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

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

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

(Currently costed at £25k per annum)

1.3 Religious Education

A local authority must:

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

2. Other services provided free of charge

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

This includes:

1. An annual **Footprint visit** – that not only bring the successes of the school together but also ensures that we are able to plan bespoke training or training that multiple schools are asking for. The information gives us an accurate picture and helps put schools in touch with each other, where particularly strong practice is happening.
2. **Ofsted** support – 24/7 support from an experienced adviser from the first phone call from Ofsted to the feedback at the end of the inspection. Support for staff as and when needed and rapid support when issues need to be closed down, school end.
3. Supporting schools when they are making **formal complaints to Ofsted**. Meeting with the HT/Governors and compiling and producing reports to support the complaints procedure.
4. **Ofsted Meetings** – attending regular meetings with HMI and the regional director to support our schools during Inspection and ensure that issues and concerns are raised promptly and that action is taken. E.g certain inspectors were not operating within the guidelines for their Code of Conduct. These inspectors were not scheduled again within the authority.
5. **Weekly KIT emails** – to ensure that links and resources are sent in a timely manner, so that Head Teachers have current DFE and Ofsted updates and are not missing deadlines for statutory compliance.
6. **Primary Heads Forum** – Focused presentations that share information to upskill and support Head teachers 5x across the year.
7. **Head teacher recruitment** – a School Improvement Adviser to support, sit on the Headteacher Appointment Panel, advise the panel on the process of recruitment, support with panel questions and presentations and both the adviser and Director Of Education attends the final panel.
8. **Heads Together** – 6 sessions per annum to support Head Teachers through the year.
9. **Documentation** – Any documents we produce are sent out to all schools e.g
 - (i) Recovery curriculum resources

- (ii) Bitesize Learning in first lockdown – daily from March to July 2020
- (iii) Templates for Deep Dives
- (iv) Questions for middle leaders
- (v) Expertise knowledge and signposting in any area
- (vi) Remote education plans checked for compliancy in January & February 2021
- (vii) School Led Tutoring “End of Year Statement” deadline, to ensure that school’s do not get their financial allocation taken back by the DFE.

10. Re categorisation –

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

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

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

13. **Pupil Premium Grant/Diminishing the Difference training** and bespoke support for every school in the county. 2 advisers have been contracted to work on school’s behalf.

- Pupil Premium Grant queries – eg contacting the DFE on schools behalf.
- Shape and support the Pupil Premium Grant template writing, which includes a 2 hour meeting that is completely free and checking the Pupil Premium Statement templates if needed for all schools and give feedback.
- Work on reviewing 2021/2022 template and supporting the writing and choosing strategies that best support children’s outcomes.

14. **Free and subsidised courses.** This year there have been the following courses provided:

- Amjad Ali - 4 ½ hours of a national speaker – as many of the staff team in every school requested.
- A subsidised leadership day and a “Train the Trainer” model of EDI training.

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

16. **The Key documents** - due to a new relationship with The Key in 2021/2022, documents are sent out, saving schools the cost.
17. **Early Reading – Phonics Training.** All schools are invited to attend four strategic sessions. The training will enable school leaders to ensure early reading is supported with a high quality whole school approach towards phonics. Phonics Satellite group meetings for specific schools will take place each term. Themes regarding good practice in phonics will be explored.
18. **Phonics Scheme** – has been offered free to schools until we hear back about the validation. Free training, resources and handbook and then when validated a reduced price to all West Berkshire Schools.
19. **Free SEND Governor network** – to support this vital area within the responsibilities of the Governing Body.

3. Proposed Cost of Delivery in 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
Total Cost	331,338	338,977
Forecast grant funding	-135,769	0
De-delegation underspend from 2017/18	-41,000	0
Less Surplus Carried Forward		-130,000
Amount to be De-Delegated	154,569	208,977

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)
<p>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)</p>
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
<p>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.</p>
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
Total Cost	137,856	141,401
Less income from Special and Nursery Schools and PRUs	4,194	4,302
Amount to be De-Delegated	133,662	£137,099

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

1. Introduction

- 1.1 The Council has an established, professional and well regarded Health and Safety Team that already supports West Berkshire schools.
- 1.2 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.

2. Background and Legislative Context

- 2.1 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.
- 2.2 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.
- 2.3 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.
- 2.4 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.
- 2.5 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.
- 2.6 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.

- 2.7 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.

3. The Councils Health & Safety Support Service to Schools

- 3.1 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.
- 3.2 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.
- 3.3 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.
- 3.4 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.

4. Update on position since last year

- 4.1 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.

5. Proposals

- 5.1 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.
- 5.2 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.
- 5.3 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.

- 5.4 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.

- 5.5 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	66,611

6. Recommendation

- 6.1 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.

7. Conclusion

- 7.1 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.

- 7.2 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.
- 7.3 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.
- 7.4 The Schools Health and Safety Team continue to be significantly involved in helping schools to develop and review their covid secure plans, risk assessments and arrangements.

West Berkshire Council Maintained Schools

Health and Safety Service 2023/24

Overview of Service

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

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

Schools Health & Safety Needs Assessment

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

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

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

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

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

Schools achieving a score of 91% and above on the previous needs assessment will require a new needs assessment completed in up to 5 years. Support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed, where required.

Schools achieving a score of 80% to 90% on the previous needs assessment will require a new needs assessment completed in up to 4 years. Support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed, where required.

Schools achieving a score of 60% to 79% on the previous needs assessment will require a new needs assessment completed in up to 3 years. Support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed, where required.

Schools achieving a score of 59% and below on the previous needs assessment will require a new needs assessment completed in up to 1 year. Support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed, where required.

Schools will be able to request a new needs assessment at any time, which will be booked at the earliest mutually convenient opportunity at no additional cost to the school.

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

Table 1

Benchmark	Overall Score	Description	Score Range Achieved	Frequency between needs assessments
Outstanding	91%+	Schools judged as 'outstanding' on the previous needs assessment will require a new needs assessment completed in up to 5 years. Support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed for all maintained schools and those schools purchasing the service.	91% and above	Up to 5 years
Good	80% to 90%	Schools judged as 'good' on the previous needs assessment will require a new needs assessment completed in up to 4 years. Support will be provided in intervening years on the areas identified for improvement and topic specific assessments will be completed for all maintained schools and those schools purchasing the service.	80% to 90%	Up to 4 years
Requires Improvement	55% to 79%	Schools judged as 'requires improvement' on the previous needs assessment will require a new needs assessment completed in up to 2 years. Support will be provided in intervening year on the areas identified for improvement and topic specific assessments will be completed for all maintained schools and those schools purchasing the service.	60% to 79%	Up to 3 years
Inadequate	Up to 54%	Schools judged as 'inadequate' on the previous needs assessment will require a new needs assessment completed in up to 1 year. Support will be provided in intervening months on the areas identified for improvement and topic specific assessments will be completed for all maintained schools and those schools purchasing the service.	59% and below	Up to 1 year

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

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

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

	assessments to be completed or reviewed etc.
7) Telephone/Incident response:	<p>Provide general telephone health and safety advice as required.</p> <p>Please note that where the topic is of a specific nature, additional time may be required for a detailed response following the initial call.</p> <p>Whilst every endeavour is made to provide an immediate answer to health and safety queries via telephone/email, requests may require additional research time. Therefore, where it is not possible to provide an answer of sufficient depth at the time of the call, or the same day, every endeavour shall be made to provide a follow-up call the next working day.</p> <p>Should the associated risk to safety or health warrant a school visit, this shall be arranged by the Health and Safety Team.</p>
8) Health and Safety Training	<p>The Health and Safety Team run school specific health and safety courses. All health and safety training is included for all maintained schools and those schools purchasing the service.</p> <p>Further details of courses available and costs can be obtained from CYP Training http://info.westberks.gov.uk/index.aspx?articleid=29858.</p> <p>On-site training can also be arranged at no additional cost. Much of the training offer can now be completed by attending virtual training sessions vis zoom/teams meaning costs in terms of staff availability and downtime for training are reduced.</p> <p>Pre-recorded whole school training sessions are available for some subjects free of charge to all maintained schools and those purchasing the service</p>
9) Fire Management	<p>Schools can request a regular site visit to complete a review of the schools Fire Risk Assessment (FRA) with their Health and Safety Advisor.</p> <p>Your advisor can also: Complete a site inspection to verify recommendations have been implemented. Discuss any issues outstanding and how to address these. Your advisor will help schools to complete an assessment to ensure you have adequate numbers of appropriately trained staff to deal with fire safety issues.</p> <p>Your advisor can also provide Fire Awareness training to school staff at an agreed time and date on site.</p>
10) Asbestos Management	<p>Schools can request a regular site visit to complete a condition check of ACM (asbestos containing materials) with their Health and Safety Advisor.</p> <p>Your advisor can also review: The Asbestos Management Plan The Asbestos Register The Asbestos Survey</p> <p>Additionally any asbestos related risk assessment you may have in place will be reviewed to ensure it is correct and relevant.</p> <p>Your advisor can also provide tool box talks to your staff to allay any fears they may have regarding retained ACMs and also to highlight their responsibilities in respect of Health and Safety regarding asbestos.</p>
11) Legionella Management	<p>Schools can request a regular site visit to complete a review of the legionella risk assessment with their Health and Safety Advisor.</p>

	The advisor will also check that the school are working within the written scheme suggested and in line with the recommendations of the risk assessment.
12) Playground Equipment	Schools can request a regular site visit to complete a playground equipment inspection with their Health and Safety Advisor. This will be a guided check to ensure staff are confident with what should be checked, what should be recorded and what action to take.

Appendix K

Equality Impact Assessment (EqIA) - Stage One

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

- (1) A public authority must, in the exercise of its functions, have due regard to the need to:

 - (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;*
 - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; This includes the need to:

 - (i) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;*
 - (ii) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;**
 - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it, with due regard, in particular, to the need to be aware that compliance with the duties in this section may involve treating some persons more favourably than others.**
- (2) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.*
- (3) Compliance with the duties in this section may involve treating some persons more favourably than others.*

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

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

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

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

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

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

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

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

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

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

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

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

Name: Lisa Potts **Date:** 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

Appendix J

**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

Dedicated Schools Grant 2023-24: Confirmed Allocations

Report being considered by: Schools Forum on 23rd January 2023

Report Author: Melanie Ellis

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

1. Purpose of the Report

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

2. Recommendation

2.1 To note the 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?	Yes: <input type="checkbox"/>	No: <input checked="" type="checkbox"/>
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3. Introduction

3.1 The National Funding Formula (NFF) is used by the Department for Education (DfE) to calculate the blocks within the Dedicated Schools Grant (DSG) that have been allocated to local authorities in December 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 2023-24 DSG allocation based on the October 2022 census pupil numbers.

DSG Final Allocation	Schools Block (Including growth)	High Needs Block	Central Schools Services Block	Early Years Block	Total
	£m	£m	£m	£m	£m
2022/23 block funding	120.07	25.32	0.99	10.10	156.48
Schools supplementary grant	3.46				3.46
High Needs Additional funding		0.91			0.91
2022/23 total funding	123.53	26.23	0.99	10.10	160.85
2023/24 block funding	127.44	27.39	0.97	10.85	166.65
Mainstream schools additional grant	4.33				4.33
High Needs Additional funding		1.10			1.10
2023/24 total funding	131.77	28.50	0.97	10.85	172.09
<i>Change from last year</i>	8.24	2.27	-0.02	0.75	11.23
<i>Percentage change</i>	6.7%	8.6%	-1.9%	7.4%	7.0%

5. Schools Block

5.1 The allocation for 2023-24 is shown below including an allocation for growth:

		2023/24		
Schools Block	2022/23 Total funding	Unit of funding	Number of pupils	Total funding
Primary	59,679,321	4,832.32	12,936.50	62,513,308
Secondary	57,946,639	6,034.83	10,348.50	62,451,439
Premises factor (NNDR)	1,566,240			1,589,347
DfE allocation	119,192,200			126,554,094
Growth	874,544			885,348
Total block allocation	120,066,744			127,439,442
Block transfer	- 300,165			-
Total formula funding	119,766,579			127,439,442
NNDR direct allocation 2022/23	- 1,566,240			- 1,597,037
Total schools block after deductions	118,200,339			125,842,405

5.2 In addition to the DSG, mainstream schools will receive an additional grant of £4.33m in 2023-24. School level allocations of this grant will be published in spring 2023 and funding will be received from April 2023.

6. High Needs Block (HNB)

6.1 The 2023-24 allocation for West Berkshire is £27.39m (2022-23 £26.28m).

6.2 We will also receive additional high needs funding of £1.1m, through a top up to the DSG allocations. Local Authorities are required to pass on a 3.4% funding increase to maintained special and alternative provision (AP) schools, and special and AP academies (including free schools), based on the number of places being funded in 2022-23.

6.3 Overall this is an increase of £2.3m from last year (8.6%).

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 CSSB DSG funding for 2023-24 is £973k, a reduction of £19k from last year (1.9%). However, this block has been balanced through a review of support charges.

8. Early Years Block

8.1 Since its introduction in 2017, the Early Years National Funding Formula (EYNFF) has set the hourly funding rates that each local authority is paid to deliver the universal and additional entitlements for 3 and 4 year olds. There is a separate formula that sets the hourly funding rates for 2 year olds.

8.2 Local authorities are required to pass through at least 95% of their 3 and 4 year old funding to early years providers.

Financial Position of Maintained Schools

Report being considered by: Schools Forum on 23rd January 2023

Report Author: Melanie Ellis

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

1. Purpose of the Report

- 1.1 This report provides the findings from a survey of maintained schools, particularly focussing on the impact of the pay award.

2. Recommendation

- 2.1 That the report be noted.

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

- 3.1 When budgeting schools were advised by schools accountancy to use 2.25% for support staff and to use the teachers' salaries suggested in the DfEs evidence to the School Teachers' Review Body (STRB). This has proved to be insufficient and has impacted schools balances.
- 3.2 A Council survey was sent out to determine the impact, and 67 of the 69 establishments had responded to the request for data by 09.12.22.

4. Survey results summary

- 4.1 67 of the 69 establishments responded.

2022/23							
ALL SCHOOLS:							
Primary, Nursery, Secondary, PRU and Special	Main School budget	PPG	PE	Other Resource Units	Total Revenue	Capital	Out of Hours Provision
Current Budgeted balance	£5,942,212	£252,068	£173,600	-£60,020	£6,307,860	£255,320	£181,110
P6/P7 Forecasted balance	£5,753,242	£223,307	£58,929	-£20,693	£6,014,784	£270,601	£126,215
Variance (a reduction in surplus or increase in deficit will be shown as a negative)	-£188,970	-£28,761	-£114,671	£39,327	-£293,076	£15,281	-£54,895
Percentage reduction	3.3%	12.9%	194.6%	190.0%	4.9%	-5.6%	43.5%

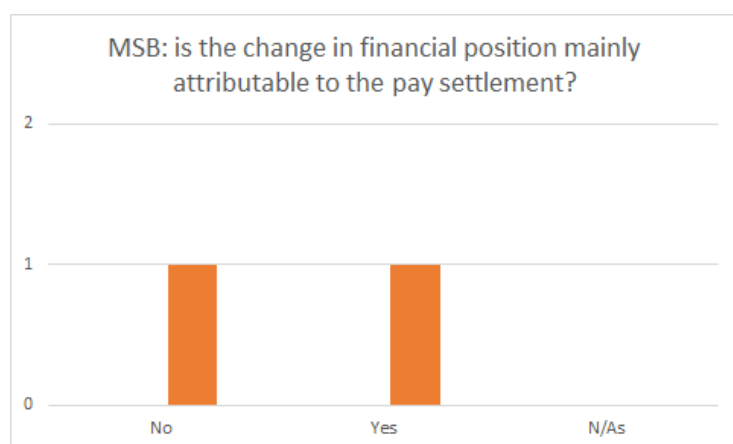
- 4.2 The table shows a £189k reduction on Main School Budget (MSB) balances, with a total reduction of £293k (4.9%) when other funds are added in. Capital as expected is not affected, but Out of Hours (OOH) provisions are forecast to reduce by £54k (43.5%).

5. Nurseries

5.1 Both nurseries responded.

2022/23 NURSERY ONLY PROVISION	Main School budget	PPG	PE	Other Resource Units	Total Revenue	Capital	Out of Hours Provision
Current Budgeted balance	£85,430	£0	£0	£190	£85,620	£120	£0
P6/P7 Forecasted balance	£64,222	£0	£0	£1,559	£65,781	£5,987	£0
Variance (a reduction in surplus or increase in deficit will be shown as a negative)	-£21,208	£0	£0	£1,369	-£19,839	£5,867	£0
Percentage reduction	33%			-88%	30%	-98%	

5.2 Of the two nurseries, one is forecasting an £11k balance increase and the other a £32k balance reduction.



The balance increase is in Hungerford due to trying to increase the number of children in the provision and bringing in additional income.

Victoria Park is forecasting a reduced balance due to having to take on extra staff, salary increases, SEN top ups, business rates, energy costs and price increases.

This is being addressed by trying to control spending on other items, planning to replace staff at a cheaper level (if possible) and trying to increase pupil numbers (where possible).

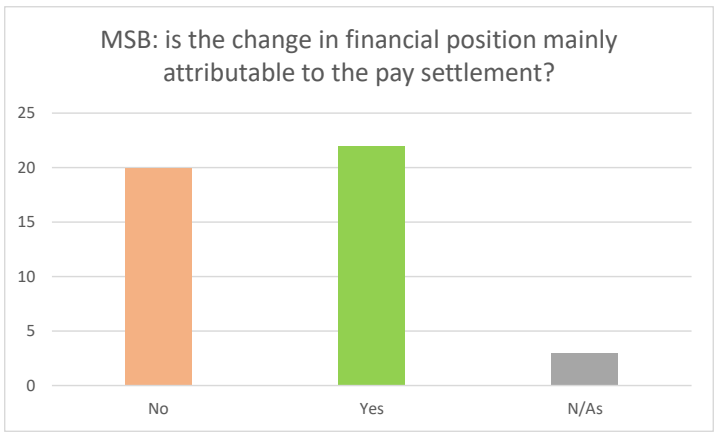
6. Primary schools

6.1 59 out of 61 schools responded.

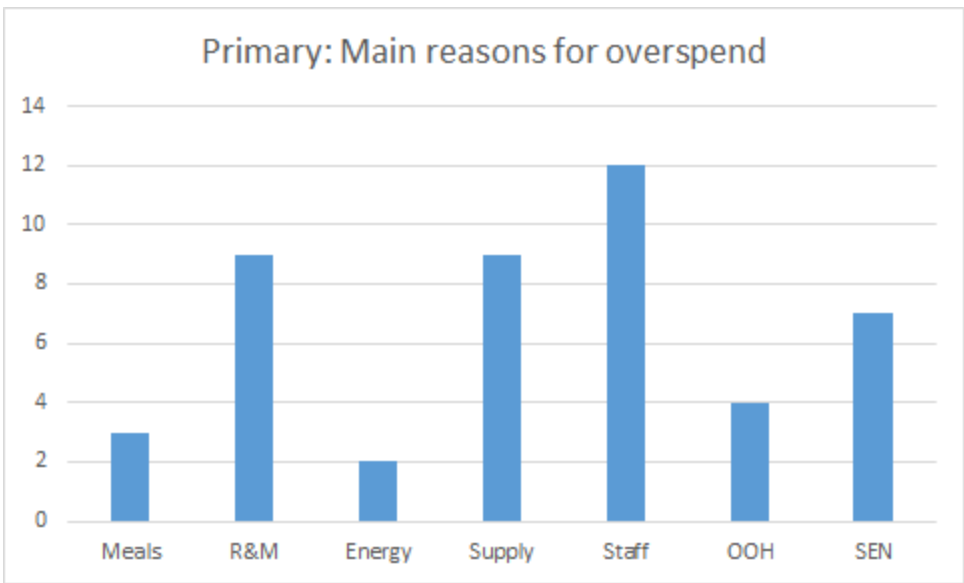
2022/23 PRIMARY SCHOOLS (including infant schools)	Main School budget	PPG	PE	Other Resource Units	Total Revenue	Capital	Out of Hours Provision
Current Budgeted balance	£2,125,326	£179,838	£161,580	-£60,210	£2,406,534	£198,090	£168,600
P6/P7 Forecasted balance	£1,042,218	£147,346	£49,010	-£22,252	£1,216,321	£189,433	£113,974
Variance (a reduction in surplus or increase in deficit will be shown as a negative)	-£1,083,108	-£32,492	-£112,570	£37,958	-£1,190,213	-£8,657	-£54,626
Percentage reduction	104%	22%	230%	171%	98%	5%	48%

6.2 The overall MSB reduction is forecast to be over £1m for primary schools. As per the chart below, just over half the schools are attributing this to the pay settlement.

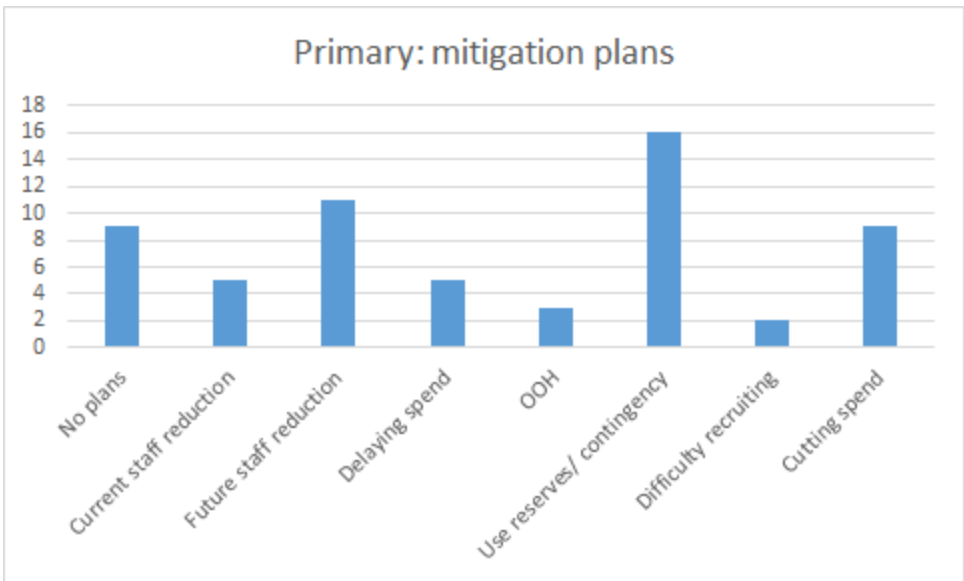
Financial Position of Maintained Schools



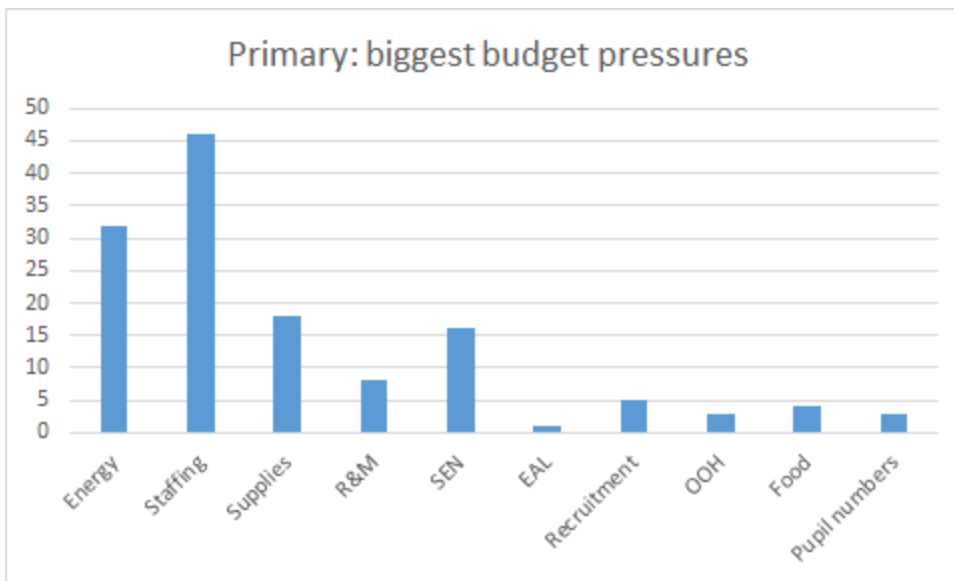
6.3 The main reasons for overspend are shown in the chart below, with the highest being on staff and supply.



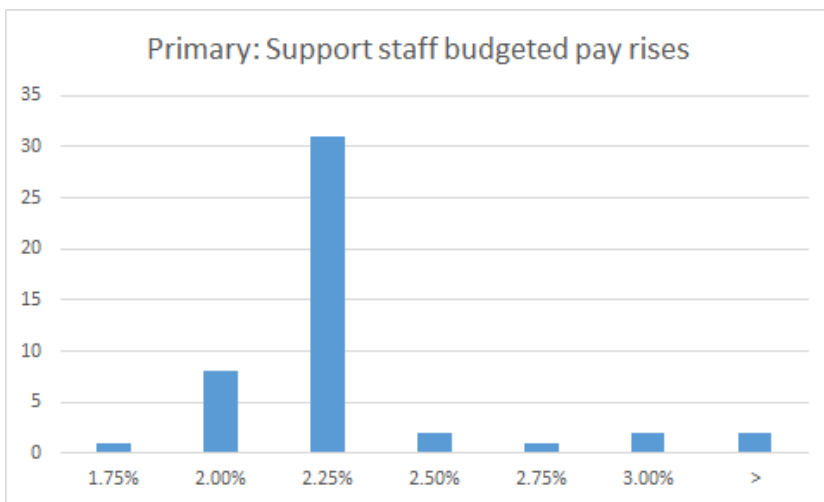
6.4 Mitigation plans largely focus on using reserves or contingency, followed by staff reductions in the future.



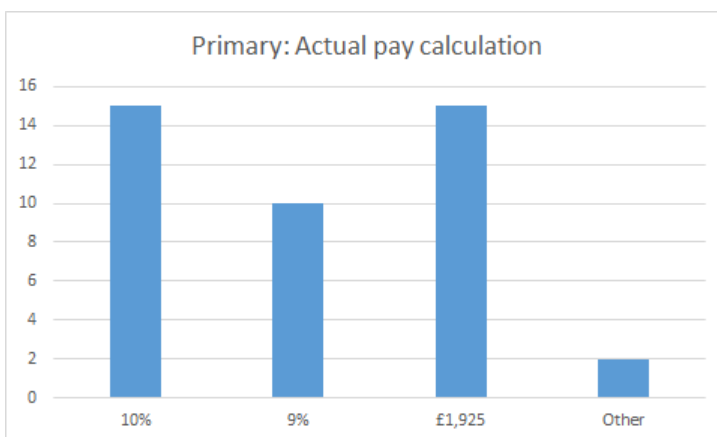
6.5 The biggest pressures in the chart below are staffing, energy and supplies, all inflation related.



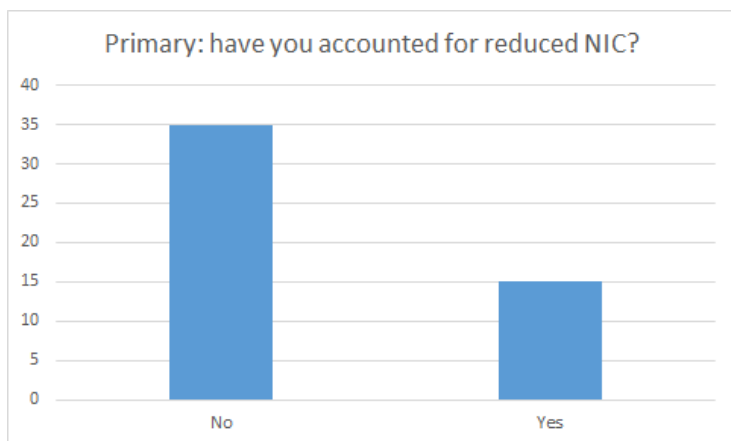
6.6 The majority of schools budgeted the pay rises at 2.25%



6.7 The actual pay award of £1925 or an equivalent of 9-10% has now been factored into school forecasts.



6.8 Most schools however, have not factored in the reduced NIC which will have a positive impact on the outturn.

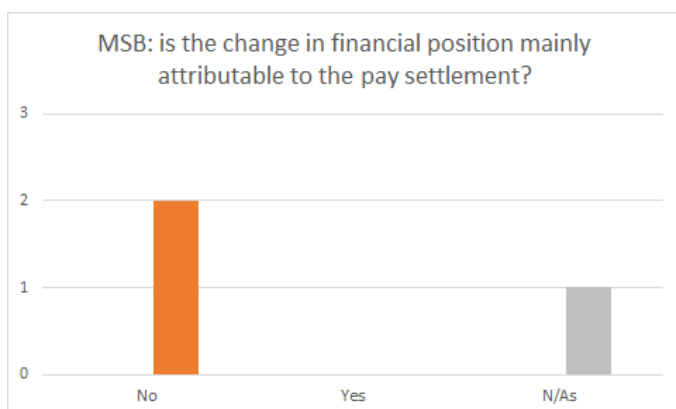


7. Secondary schools

7.1 All three maintained secondary schools responded.

2022/23 SECONDARY SCHOOLS	Main School budget	PPG	PE	Other Resource Units	Total Revenue	Capital	Out of Hours Provision
Current Budgeted balance	£1,672,816	£0	£0	£0	£1,672,816	£0	£0
P6/P7 Forecasted balance	£1,711,823	£0	£0	£0	£1,711,823	£18,090	£0
Variance (a reduction in surplus or increase in deficit will be shown as a negative)	£39,007	£0	£0	£0	£39,007	£18,090	£0
Percentage reduction	-2%				-2%	-100%	

7.2 Secondary schools overall are forecasting a small increase in balances. The Downs and Willink are expecting an increase, but Little Heath is forecasting a decrease.



7.3 The main reasons given for the increased balances relate to teaching and support staff savings, additional income and recruitment difficulties.

7.4 Little Heath is forecasting a decreased balance due to pay rises, utilities, vehicle costs, food and recruitment costs.

7.5 Actions to mitigate losses include reviewing contracts, growing income, carrying vacancies and managing staff numbers.

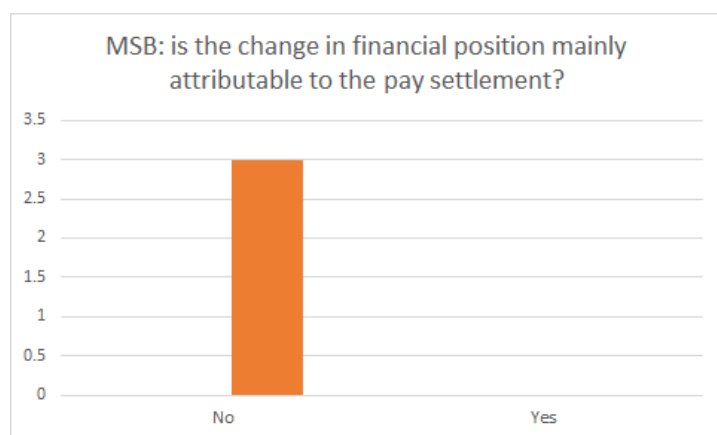
7.6 Pay rises were budgeted for two schools at 2.25% and one at 2.75%, and are now being forecast at 10% or £1925. Two out of three have already forecast the NIC reduction.

8. PRU and Special schools

8.1 All three schools responded.

2022/23 PRU & SPECIAL SCHOOLS	Main School budget	PPG	PE	Other Resource Units	Total Revenue	Capital	Out of Hours Provision
Current Budgeted balance	£2,058,640	£72,230	£12,020	£0	£2,142,890	£57,110	£12,510
P6/P7 Forecasted balance	£2,934,979	£75,961	£9,919	£0	£3,020,859	£57,091	£12,241
Variance (a reduction in surplus or increase in deficit will be shown as a negative)	£876,339	£3,731	-£2,101	£0	£877,969	-£19	-£269
Percentage increase	-30%				-29%	0%	

8.2 Balances are forecast to increase by 30%, or £876k for these three schools. I-college is forecasting a reduction of £50k, Brookfields an increase of £400k and Castle an increase of £518k.



iCollege is seeing pressures from utility costs, staff pay award and recruitment costs. The iCollege has a number of unfilled vacancies. Some posts have been recruited at a lower pay rate, reduced hours etc, some posts took longer to recruit than anticipated so staff costs were less for those posts.

Brookfields has been unable to recruit to 2 teacher vacancies and around 10 teaching assistant vacancies so are currently tracking under budget. This will absorb the additional payrise costs in the short term but will create additional pressures when these posts are recruited, and set the school over planned expenditure. They also no longer have been able to have in post a range of other posts. They have reduced their curriculum offer and haven't been able to use off-site activities or transport pupils with their own driver. They can no longer afford an Outdoor Learning Specialist Teacher and Assistant and have also slashed their CPD budget dramatically.

Castle has an underspend on staffing as they have lost a number due to pay and have a lag from when they leave to new person starting of about 3 months. In addition they are covering fewer absences.

9. Deficit schools (all primary)

9.1 Of the five deficits licenced in 2022/23 (one federation of two schools so a total of six schools), three had replied as at 06.12.22 to say they expect to end the year with higher than licenced deficit. One (the federation) expects to end the year with a larger than budgeted surplus and the final school has not submitted actual figures, so not included below, but expects to end the year with a small deficit having previously budgeted to end the year with a surplus.

2022/23 LICENCED DEFICIT SCHOOLS	Main School budget	PPG	PE	Other Resource Units	Total Revenue	Capital	Out of Hours Provision
Current Budgeted balance	-£152,770	£3,290	£5,200	£0	-£144,280	£730	£11,490
P6/P7 Forecasted balance	-£292,193	£2,038	£827	£0	-£289,329	£1,278	£8,882
Variance (a reduction in surplus or increase in deficit will be shown as a negative)	-£139,423	-£1,252	-£4,373	£0	-£145,049	£548	-£2,608
Percentage reduction	-47.7%	61.5%	529.1%		-50.1%	-42.9%	29.4%

9.2 Overall, there is an increase in the forecast deficit of £139k or 47.7% on the MSB.

9.3 As at 06.12.22 five of the remaining 42 primary schools (excludes those with licenced deficits that had responded) that had responded forecast that they would end the year with an unlicenced deficit amounting to £231k on MSB.

2022/23 UNLICENCED DEFICIT SCHOOLS	Main School budget	PPG	PE	Other Resource Units	Total Revenue	Capital	Out of Hours Provision
Current Budgeted balance	£39,250	£4,218	£8,250	-£3,290	£48,428	£13,550	£15,360
P6/P7 Forecasted balance	-£192,022	£2,360	£4,115	£1,941	-£183,606	£2,592	£11,389
Variance (a reduction in surplus or increase in deficit will be shown as a negative)	-£231,272	-£1,858	-£4,135	£5,231	-£232,034	-£10,958	-£3,971
Percentage reduction	-120.4%	78.7%	100.5%		-126.4%	422.8%	34.9%

9.4 As a result we could be looking at a total of ten deficit schools by year end.

10. Options for Consideration

None

11. Proposals

To note.

12. Conclusion

12.1 Financial performance will continue to be monitored, and these forecasts will be compared to year end outturn positions. The funding settlement increases for 23-24 will hopefully help to mitigate some of the inflationary pressures.

13. Consultation and Engagement

All maintained Schools.

14. Appendices

None

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High Needs Block Budget 2023/24			
Report being considered by:	Heads Funding Group on 11 th January 2023		
Report Author:	Jane Seymour, Michelle Sancho, Melissa Perry		
Item for:	Information	By:	All Forum Members

1. Purpose of the Report

1.1 This report sets out the current financial position of the high needs budget for 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. The figures do not include any transfer from the Schools Block in 2023-24 as this was not agreed by schools when the consultation took place.

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

3.1 Setting a balanced budget for the High Needs Block continues to be a significant challenge. The numbers of high needs pupils and unit costs of provision has continued to rise, place funding has remained static in spite of increasing numbers, and local authorities have taken on responsibility for students up to the age of 25 with SEND in FE colleges without the appropriate funding to cover the actual cost. The number of children with EHCPs is increasing 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 **£8,881,148**. This includes a predicted 22/23 overspend of £2,749,762 and carried forward overspends of £3,596,982 from previous years. Without the carried forward overspends, the shortfall in 23-24 would be **£2,534,404**.

3.8 This net shortfall of £8,881,148 in 2023-24 compares to an estimated net shortfall of £8,668,928 reported to the HFG / Schools Forum in November 2022, an increase of £212,220. The reason for the increase is that the 22-23 forecast has increased by £472,444 and the 23-24 predicted budget requirement has increased by £885,353, giving a total increase of £1,357,797 across the 22-23 and 23-24 financial years. However, the HNB settlement for 23-24 is £1,145,577 higher than was anticipated when the November report was written. This mostly offsets the increase in estimated costs, leaving a net increase of £212,220 since the previous report.

3.9 The rise in the 22-23 predicted spend is accounted for mainly by an increase of almost £300,000 in estimated FE costs. At the time the November report was produced, final numbers at FE colleges in the 22-23 academic year had not been confirmed and so 21-22 figures had to be used as an estimate. Overall numbers of students with EHCPs in FE Colleges in 22-23 have increased, as well as the cost of courses. In addition, the forecast for EHCPs in mainstream schools has gone up due to more EHCPs having been issued since the last report was produced and there have also been two additional placements in independent schools / non maintained schools, one due to a child moving in to the area.

3.10 The increase in the estimated budget requirement for 23-24 relates mainly to the need for independent and non maintained special school places which were not anticipated when the figures for the November report were produced in October 2022. In some cases this is because we had hoped to secure more cost effective placements in other Local Authority's maintained specialist schools but this has not been possible.

Other placements which we now expect to have to make are for children who have moved in to the area or for whom placement breakdown was not anticipated when the previous report was written. Fee increases in independent special schools have also been a factor. In addition, estimates of 23-24 costs for EHCPs in mainstream schools, FE placements and maintained special schools have seen some increases.

3.11 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 and assume no change in top up funding rates for EHCPs in West Berkshire schools. However, some schools with resourced provision 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. This will be the subject of a further report to the HFG / Schools Forum in February / March 2023 and it may be necessary to increase funding for some types of provision, which would have an impact on the HNB.

TABLE 1	2022/23 Budget £	2022/23 Forecast £	2023/24 Estimate £
Place Funding	6,482,050	6,498,050	6,522,050
Top Up Funding	16,497,950	17,302,886	18,738,650
PRU Funding (top ups only)	1,597,160	1,835,776	1,801,420
Other Statutory Services	1,851,200	1,823,410	2,155,760
Non Statutory Services	1,621,221	1,632,376	1,608,061
Support Service Recharges	191,506	191,506	204,160
Total Expenditure	28,241,087	29,284,004	31,030,101
HNB DSG Allocation	-26,234,076	-26,234,076	-28,495,697
0.25% Schools Block Transfer - Invest to save projects	-300,166	-300,166	
In year overspend	1,706,845	2,749,762	2,534,404
HNB DSG Overspend from previous year	4,187,901	3,596,982	6,346,744
Total cumulative deficit	5,894,746	6,346,744	8,881,148

4.2 There is a forecast shortfall of **£2,534,404** 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

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.
- 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	242,000	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	660,000	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	180,000	0
Further Education	133	798,000		143	774,000	0
PRU Place Funding (90320)	66	660,000	84	66	660,000	0
TOTAL	747	6,498,050		747	6,522,050	0

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 9)	Over/(un- der) £	Estimate £	
Special Schools Maintained (90539)	4,403,120	4,985,051	4,924,490	5,345,495	421,005	5,564,000	+639,510
Non WBC special schools (90548)	1,324,500	955,003	620,810	494,360	-126,450	430,660	-190,150
Non WBC free schools (90554)	0	0	331,700	540,250	208,550	536,480	+204,780
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	985,450	-14,550
Resource Units Non WBC (90618)	170,540	207,271	180,640	150,990	-29,650	119,850	-60,790
Mainstream Maintained (90621)	818,660	974,686	850,000	1,142,580	292,580	1,142,580	+292,580
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	190,030	28,250	180,000	+18,220
Non Maintained Special Schools (90575)	1,007,880	851,541	1,114,000	965,740	-148,260	1,177,630	+63,630
Independent Special Schools (90579)	3,535,280	3,072,415	4,656,200	4,381,910	-274,290	5,566,450	+910,250
Further Education (90580)	1,437,800	1,175,012	1,016,940	1,402,850	385,910	1,212,000	+195,060
Disproportionate HN Pupils (90627)	40,000	51,609	42,000	61,511	19,511	65,000	+23,000
New SEMH Provision at Theale	0	0	775,390	775,390	0	889,000	+113,610
TOTAL	14,749,150	14,279,289	16,497,950	17,302,886	804,936	18,738,650	+2,240,700

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 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 £2,240,700.

2.5 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.

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

- Independent special schools
- Maintained special schools
- Mainstream school EHCPs
- Free special schools
- FE Placements

2.7 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.

2.8 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.

2.9 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.

2.10 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.

2.11 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.

2.12 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. There is also one expensive specialist FE placement which was ordered by the SEND Tribunal. In addition, numbers of students with EHCPs in FE colleges have increased in the 2022-23 academic year.

2.13 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. 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.

TABLE 3	2021/22 Budget		2022/23 Budget			2023/24	
PRU Budgets	Budget £	Outturn £	Budget £	Forecast £ (Month 9)	Over/ (under) £	Estimate £	Difference 22/23 budget & 23/24 prediction
PRU Top Up Funding (90625)	821,920	861,561	830,140	859,140	29,000	881,000	+50,860
PRU EHCP SEMH Placements (90628)	571,450	755,402	767,020	976,636	209,616	920,420	+153,400
Non WBC PRU Top Up Funding (90626)	0	0	0				0
TOTAL	1,393,370	1,616,964	1,597,160	1,835,776	238,616	1,801,420	+204,260

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.

TABLE 4	2021/22 Budget		2022/23 Budget			2023/24	
Other Statutory Services	Budget £	Outturn £	Budget £	Forecast £ (Month 9)	Over/ (under) £	Estimate £	Difference 22/23 budget & 23/24 prediction
Applied Behaviour Analysis (90240)	150,470	196,912	167,910	226,660	58,750	226,660	+58,750
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
TOTAL	1,621,260	1,621,570	1,851,200	1,823,410	-27,790	2,155,760	+304,560

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 was reported in a separate report to the HFG / Schools Forum in November 2022.

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 9)	Over/ (under) £	Estimate £	
Language and Literacy Centres LALs (90555)	122,000	122,000	135,740	187,553	51,813	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
Invest to save projects 2021-22							
ASD Fund - Additional support (90830)			52,690	32,690	-20,000	52,690	0
Emotionally Based School Avoidance	121,730	65,623	123,840	123,840	0	123,840	0

(EBSA) (WBC led)							
Emotionally Based School Avoidance (EBSA) (school led)	99,860	99,585	110,966	110,966	0	110,966	0
Invest to save projects 2022-23							
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
TOTAL	1,387,625	1,238,771	1,621,225	1,632,376	11,151	1,608,061	-13,164

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. This increase was agreed by the HFG and Schools Forum in November / December 2022. The HFG / Schools Forum also agreed a contribution of £51,813 towards previous overspends at the Theale LAL incurred as a result of the provision being underfunded. This figure was omitted from the HNB report in November / December 2022 but has now been included.

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 considered by the HFG / Schools Forum in November / December 2022 addressed the Invest to Save projects agreed in 2021-22, (and carried forward in to 2022-23), the EBSA Project and Autism Fund. It has been agreed that these initiatives will be funded permanently through the HNB with effect from 2023-24.

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. Funding until July 2023 has been agreed and included in the 2023-24 HNB budget.

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 consideration in summer 2023.

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HNB Deficit Recovery Strategy 2022/3 – 2028/9 Update			
Report being considered by:	Heads Funding Group on 11 th January 2023		
Report Author:	Jane Seymour, Michelle Sancho		
Item for:	Information	By:	All Forum Members

1. Purpose of the Report

1.1 To provide an update on the HNB deficit recovery strategy reported to the HFG / Schools Forum in November 2021

2. Recommendation

2.1 That the Schools' Forum notes this report

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

3.1 The High Needs Block has been under pressure for several years with deficit budgets being set from 2016/17 onwards.

3.2 The rising costs in the HNB can be primarily attributed to an overall increase in the number of children with EHCPs placed in all settings, including mainstream and specialist, from ages 0 to 25.

3.3 However, there are specific areas of cost increase which have had the most impact on the HNB. These are set out below:

- Increase in children moving from mainstream to independent, non maintained and free special schools, mainly children with SEMH or autism.
- Increase in children with complex needs requiring placement in local maintained special schools (Castle and Brookfields) at reception age
- Increase in children moving from mainstream to local maintained special schools (all age groups but particularly Year 7)
- Increase in age range for EHCPs from age 19 up to age 25, including young people with high needs placed in FE colleges
- Increase in EHCPs in mainstream schools

3.4 West Berkshire Council has robust systems in place to ensure that EHCPs are only agreed when it is warranted and similarly that specialist placements are only made when

other options have been exhausted. Nevertheless, in spite of robust control measures, we have seen an overall increase in EHCPs of 41% since the Children and Families Act came in in 2014, which inevitably has a significant impact on the HNB. Similarly, spend on independent, non maintained and free school places has continued to rise.

3.5 HNB allocations have increased in recent years but increases have not kept pace with the rise in demand. The current estimated position for 23-24 is that cumulated overspends up to March 2023 will be £6,346,744 and the 23-24 in year budget will exceed the HNB allocation by **£2,534,404**, giving a total overspend of £8,881,148.

3.6 In November 2021, a report was submitted to the HFG / Schools Forum which modelled the changes in placement patterns which would be needed in order to achieve expenditure within budget by 2028-29.

3.7 Whilst increasing costs in local maintained special schools are cited as one of the pressures on the HNB, it is not anticipated that placements in this sector can be reduced given the rising number of children with very complex learning difficulties and associated needs, over which the LA has no control.

3.8 The focus in the recovery strategy was therefore on reducing expenditure on independent, non maintained and Free special school placements and also on I-College placements, as these placements have the potential to be reduced through earlier intervention, including the strategies currently funded as “invest to save” initiatives, enabling more young people to remain in their mainstream schools.

4. SEND Strategy / Invest to Save initiatives

4.1 The SEND Strategy 2018-23 seeks to:

- Increase capacity of mainstream schools to meet needs of children with SEND through training, guidance and specialist support
- Increase local specialist provision for children with EHCPs to reduce external (more costly) placements
- Improve the post 16 offer for young people with SEND, in particular by increasing supported internships and supporting more young people in to employment
- Improve the transition from children’s to adults’ Social Care and Health services
- Improve access to Health and other services which will improve health and wellbeing of young people with SEND and their parents / carers.

4.2 The SEND Strategy is monitored by the SEND Strategic Partnership Board which includes representation from all stakeholders including parents, schools and other agencies. The SEND Strategy 2018-23 had no additional funding allocated for its implementation other than capital funding for new provision for SEMH/autism.

4.3 Funding to support the SEND Strategy has been sought through the HFG and Schools Forum since implementation. Not all requests have been approved, but a number of invest to save initiatives were agreed between 2020-21 and 2022-23, all of which are consistent with the strategy and in particular with the need to strengthen capacity in mainstream schools in order to reduce external placements. Some of these initiatives are now permanently funded through the HNB as they were agreed to have demonstrated a positive impact, including cost avoidance in relation to external placements.

4.4 New secondary provision for students with SEMH and autism, The Castle @Theale, opened in September 2022, with an initial cohort of 12 children. This will increase to a total of 42 students over approximately 5 years.

4.8 There are plans in place to open primary SEMH/ Autism provision by 2024 at Kennet Valley Primary School. This provision will offer 12 places.

5. Reduction in HNB expenditure over 6 year period to 2028-29

5.1 When the Deficit Reduction Strategy was put in place in November 2021, the aim was to achieve savings over a 6 year period in line with the in year deficit in the HNB, which at that time was estimated to be £2,147,537.

5.2 It was proposed that we should aim to achieve this by reducing placements for children with EHCPs in both I-College and independent, non maintained and free schools by providing earlier targeted support in mainstream schools.

5.2 The target amounts for cost reduction are shown in table 1 below. This table is taken from the November 2021 report. It should be noted that the 2022-23 budget figures in the table were the estimated figures in November 2021. The actual budgets set for 2022-23 may differ due to later updates to the 22-23 budget requirements prior to the final budget being set.

Table 1

Budget / cost centre	2022-23 Budget needed	Comb total	% of total spend	% of total saving	Reduction required over 6 years	2028-2029 Budget
I-College	1,597,160		22%	11%	236,229	1,360,931
Free special schools	331,696)))
Ind special	4,335,930)5,783,926	78%	89%)1,911,308) 3,872,618
Non m/t special	1,116,300)))
TOTAL	7,381,086		100%		£2,147,537	5,233,549

5.3 The target reduction in cost of children with EHCPs at I-College was based on a reduction of 13 children by 2028, bringing the total number down from 84 to 71. (This figure relates to all children at I-College, not just those with EHCPs. The number at I-College who have EHCPs and are funded from the HNB is currently 29). The projected savings assumed an average cost per child of £19,013.

5.4 The target reduction in external placement costs was based on placements reducing from 107 to 71 over 6 years and assumed an average placement cost of £54,055. This is shown in Table 2 below.

Table 2

Financial year	No. of placements	Reduction	Saving	Cost
2022-23	107			5,783,926
2023-24	103	-4	216,220	5,567,706
2024-25	98	-5	270,275	5,297,431
2025-26	92	-6	324,330	4,973,101
2026-27	86	-6	324,330	4,648,771
2027-28	80	-6	324,330	4,324,441
2028-29	75	-5	270,275	4,054,166
	71	-4	216,220	3,837,946
Total		-36	1,945,980	

6. Update on current and 23-24 projected costs for children with EHCPs at I-College

6.1 Table 3 below shows the 22-23 I-College budget, the predicted spend for 22-23 and the estimated budget for 23-24:

TABLE 3 PRU Budgets	2021/22 Budget		2022/23 Budget			2023/24	Difference 22/23 budget & 23/24 prediction
	Budget £	Outturn £	Budget £	Forecast £ (Month 9)	Over/ (under) £	Estimate £	
PRU Top Up Funding (90625)	821,920	861,561	830,140	859,140	29,000	881,000	+50,860
PRU EHCP SEMH Placements (90628)	571,450	755,402	767,020	976,636	209,616	920,420	+153,400
Non WBC PRU Top Up Funding (90626)	0	0	0				0
TOTAL	1,393,370	1,616,964	1,597,160	1,835,776	238,616	1,801,420	+204,260

6.2 The total budget set for I-College in 2022-23 was £1,597,160. The predicted spend in 2022-23 is £1,835,776 and the estimated budget for 2023-24 is £1,801,420, an increase of £204,260 on the current budget. This is mainly accounted for by costs for children with EHCPs increasing due to increased need for placements, The budget for children with EHCPs at I-College was £767,020 in 2022-23, the predicted spend in 22-23 is £976,636 and the estimated budget for 2023-24 is £920,420.

6.3 I-College were holding children in the “Pod Plus” provision until September 2022 when The Castle@ Theale opened. It was originally assumed that at that point Pod Plus would no longer be needed and placements of children with EHCPs at I-College would reduce. However, in the intervening period numbers of children with EHCPs at I-College have increased which meant that Castle @ Theale did not have capacity to take them all and numbers overall have not reduced, they have increased.

6.4 It does not appear to be realistic to assume a reduction in children with EHCPs at I-College as part of a deficit reduction strategy at this time. I-College is very cost effective compared to external placements. It is therefore proposed that external placements are the main focus for cost reduction and that this should be achieved by increasing local maintained specialist provision and by offering earlier targeted support in mainstream schools.

7. Update on current and 23-24 projected costs for children with EHCPs in external placements

7.1 Table 4 below shows 22-23 budgets set for external placements, predicted spend in 22-23 and estimated budgets for 23-24:

Table 4

Type of special school	22-23 budget	22-23 predicted spend	23-24 budget
Free	331,700	540,250	536,480
Non maintained	1,114,000	965,740	1,177,630
Independent	4,656,200	4,381,910	5,566,450
Total	6,101,900	5,887,900	7,280,560

7.2 The budget for 2022-23 was based on an estimate of 107 children needing placements during the 22-23 financial year.

7.3 In reality the number of placements has not been this high in 22-23 and at its highest was 95. In December 2022 the number has come down to 82. This reduction is partly due to the number of summer leavers being higher than usual and also lack of placement availability for some children for whom external placements had been agreed. (Reduced availability of placements is being caused by increased national demand for specialist placements and by recruitment issues in the sector). However, the reduction can also be attributed to the opening of The Castle @ Theale in September 2022, which took 12 children who would otherwise have been placed externally, in addition to the impact of invest to save initiatives. The estimated spend in 22-23 is £214,000 lower than the budget.

7.4 However, the predicted budget requirement for 23-24 is £7,280,560, an increase of £1,178,660 or 19.3% on the current budget, based on an estimate of 103 children needing placements in 23-24. This should come down to 96 in September 2023 due to summer leavers. New placements in September in 2023 have been accounted for, as far as these can be predicted at the present time.

7.5 This increase appears to be explained by a number of factors:

- Children who have been waiting some time for a placement have now been offered one for January, April or September 2023
- Another surge in demand for placements for children with autism and very challenging behaviours and also, in particular, for children who are emotionally based school avoiders
- Children moving in to the area who are already placed in an independent / non maintained special school

- An increase in the number of parents appealing to the SEND Tribunal in order to secure the placement they want when this has not been agreed by the Local Authority, partly related to an increase in independent special schools which have set up in the area

7.5 Increased costs for 23-24 relate not just to the number of placements but also to a significant increase in the cost of placements due to rising staffing costs and cost of living increases, which are being passed on through fee increases.

7.6 The number of children estimated to require external placements in 23-24 may be an over estimate, for example, if parental appeals to the Tribunal are not upheld and if there is continued lack of placement availability (although the latter usually only causes a delay in placement).

7.7 We will have a clearer picture by April 2023 of the number of placements needed as some cases will have been to a Tribunal hearing by that time.

7.8 The number of placements we currently expect to make in 23-24 (103) is in line with the target reduction in numbers set out in Table 2. However, estimated costs have not reduced as projected (and in fact have increased) due to significantly higher average placement costs.

7.9 Some of the placements made in 2022 or expected to be made in 2023 are linked to the pandemic. These are children who had difficulties with school attendance prior to Covid due to high anxiety, but whose attendance deteriorated or ceased completely after lockdown. These children had such entrenched difficulties that the EBSA Team, whilst successful in many other cases, were not able to re integrate them to mainstream school and nor were their mainstream schools in spite, often, of very supportive packages being put in place. It is possible that we may have seen this group of children peak now and that the number of children being placed externally due to EBSA will start to fall.

7.10 In September 2023 The Castle @ Theale will be taking another cohort of children (rising to 42 by 2027) and in September 2024 the new SEMH provision at Kennet Valley will open. The new 5 year SEND Strategy for 2023-28 will be in development between January and July 2023, in partnership with all stakeholders. It will be necessary to consider, as part of this process, whether additional new provision is needed in order to further reduce reliance on external placements.

8. Options for Consideration

8.1 N/A

9. Proposals

9.1 That a further report is brought to the HFG / Schools Forum in summer 2023 when the actual number of placements in April 2023 will be known.

10. Conclusion

10.1 Some progress has been made in reducing the number of children in external placements, with current numbers lower than numbers predicted for the current financial year, and with a corresponding underspend in the budget. This reduction can be attributed

in part to the success of the SEND Strategy including development of new provision and invest to save initiatives (although there are other factors at play also such as lack of placement availability). Numbers for 2023-24 are predicted to be higher than current numbers but the target figure for 23-24 of 103 looks likely to be achieved. In spite of this, costs are rising and not reducing because of higher average placement costs. The situation needs to be reviewed again in summer 2023 when actual numbers for April 2023 are known and trends are clearer.

11. Consultation and Engagement

11.1 Michelle Sancho, Lisa Potts

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Dedicated Schools Grant Monitoring Report 2022/23 – Quarter Three

Report being considered by: Schools' Forum on 23rd January 2023

Report Author: Michelle Sancho

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

1. Purpose of the Report

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

2. Recommendation

- 2.1 That the report be noted.

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

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

4. 2022/23 Budget Setting

- 4.1 The 2022/23 Dedicated Schools Grant allocation is £157.3m. This includes £48.6m which funds Academies and post-16 high needs places which is paid direct by the Education and Skills Funding Agency (ESFA) to schools. The DSG budget for 2022/2 has been built utilising the remaining grant of £108.7m.
- 4.2 The schools block is ring fenced but the Local Authority can transfer up to 0.5% of the funding out of the schools block with Schools Forum agreement. The other blocks are not subject to this limitation on transfers. For the 2022/23 budget, Schools Forum agreed to transfer 0.25% of the Schools Block funding to the High Needs Block amounting to £300k for invest to save projects.

- 4.3 The DSG expenditure budgets required for 2022/23 total £109.3m, which is £1.7m more than the funding available. As a result, a £1.7m in-year efficiency target has been set against this in order to balance the DSG budget, against the High Needs Block
- 4.4 There is a brought forward deficit on the DSG of £2.964m.

5. Quarter Three Forecast (31 December 2022)

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

Prior Years			2022/23							
2019/20 Outturn	2020/21 Outturn	2021/22 Outturn	Table 1 - DSG Block forecast 2022/23	Original Budget	Budget Changes	Final Budget	Quarter 1 Forecast	Quarter 2 Forecast	Quarter 3 Forecast	Deficit/ (surplus)
£'000	£'000	£'000		£'000	£'000	£'000	£'000	£'000	£'000	£'000
			Expenditure:							
63,320	64,558	70,512	Schools Block (inc ISB)	71,663		71,663	71,663	71,770	71,827	165
10,042	10,441	9,899	Early Years Block	10,016	13	10,030	10,030	10,030	10,030	0
1,054	981	1,001	Central School Services Block	992		992	984	977	980	(12)
19,967	20,939	23,827	High Needs Block	26,651	(13)	26,638	26,515	26,959	27,690	1,052
(341)	0	0	High Needs Block In-Year deficit recovery	(1,707)		(1,707)	0	0	0	1,707
94,041	96,919	105,240	Total Expenditure	107,615	0	107,615	109,191	109,736	110,527	2,911
			DSG Grant Income:							
(63,602)	(65,700)	(70,293)	Schools Block	(71,663)		(71,663)	(71,663)	(71,663)	(71,663)	0
(9,491)	(10,229)	(9,834)	Early Years Block	(10,016)		(10,016)	(10,016)	(10,016)	(10,016)	0
(976)	(959)	(1,009)	Central School Services Block	(992)		(992)	(992)	(992)	(992)	0
(18,365)	(20,148)	(22,601)	High Needs Block	(24,944)		(24,944)	(24,944)	(24,944)	(24,944)	0
(92,434)	(97,037)	(103,737)	Total DSG Income	(107,615)	0	(107,615)	(107,615)	(107,615)	(107,615)	0
(16)	(112)		In-year adjustments							
(92,450)	(97,149)	(103,737)	Total Income	(107,615)	0	(107,615)	(107,615)	(107,615)	(107,615)	0
			In year net deficit/(surplus):							
(282)	(1,142)	219	Schools Block	0	0	0	0	107	165	165
551	211	65	Early Years Block	(0)	13	13	13	13	13	0
78	22	(8)	Central School Services Block	0	0	0	(8)	(15)	(12)	(12)
1,245	679	1,227	High Needs Block	0	(13)	(13)	1,571	2,015	2,746	2,759
1,591	(230)	1,503	Net In-year Deficit	0	0	0	1,575	2,120	2,911	2,911
100	1,691	1,461	Deficit Balance in reserves	2,964		2,964	2,964	2,964	2,964	2,964
			In year reserve movement	0		0	108	108	164	164
1,691	1,461	2,964	Cumulative Deficit	2,964	0	2,964	4,647	5,192	6,039	6,039

- 5.2 The Quarter Three forecast shows an in-year forecast deficit of £2.9m, against the in-year efficiency target in the High Needs Block. When added to the cumulative deficit of £2.96m, the forecast year end deficit on the DSG is £6.0m.
- 5.3 The majority of the reported £1m overspend on the High Needs Block relates to pressures on top up funding. The main areas seeing this pressure are the free schools and further education colleges. We are seeing increases across all top up areas as the number of EHCP's has risen by more than 10% from April 2022 to December 2022.
- 5.4 The table below shows the forecast position for the end of 2022/23 by block. The surplus balance on the Schools Block of £1.3m is supporting the forecast overspend position on the other blocks.

Reserve Balances (surplus)/deficit	1.4.2022 Actual	Change in reserves	In-year Deficit/ (Surplus)	31.3.2023 Forecast
Schools Block De-delegated	(245)	108	56	(81)
Schools Block - growth fund	(1,283)	0	107	(1,176)
Schools Block - other	(88)	0	56	(32)
Early Years Block	914	0	0	914
Central School Services Block	64	0	(12)	52
High Needs Block	3,597	0	2,759	6,356
Grant changes	6	0	0	6
Total Deficit Balance	2,964	108	2,965	6,038

6. Conclusion

- 6.1 The total forecast deficit on the DSG amounts to £6.0m, comprising £2.96m from previous years and a further £2.9m forecast overspend in year. The forecast position will be kept under review and updates provided to Schools' Forum

Appendix A – DSG 2022-23 Budget Monitoring Report Month 9

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

Cost Centre	Description	Original Budget 2022/23	Net Virements in year	Amended Budget 2022/23	Forecast	Variance	Comments
90020	Primary Schools (excluding nursery funding)	52,073,450		52,073,450	52,073,450	0	
DSG top slice	Academy Schools Primary	0		0	0	0	
90025	Secondary Schools (excluding 6th form funding)	18,816,950		18,816,950	18,816,950	0	
DSG top slice	Academy Schools Secondary	0		0	0	0	
90230	DD - Schools in Financial Difficulty (primary schools)	30,000		30,000	85,755	55,755	
90113	DD - Trade Union Costs	52,750		52,750	52,750	0	
90255	DD - Support to Ethnic minority & bilingual Learners	203,140		203,140	203,140	0	
90349	DD - Behaviour Support Services	214,770		214,770	214,770	0	
90424	DD - CLEAPSS	3,210		3,210	3,210	0	
90470	DD - School Improvement	195,570		195,570	195,570	0	
90423	DD - Statutory & Regulatory Duties	119,980		119,980	121,360	1,380	
90235	School Contingency - Growth Fund/Falling Rolls Fund	0		0	107,388	107,388	Spend of £107k will be funded by reserves
90054	De-delegated funding from reserves	-107,970		-107,970	-107,970	0	
	SSR	61,075		61,075	61,075	0	
	Schools Block Total	71,662,925	0	71,662,925	71,827,448	164,523	
90583	National Copyright Licences	153,500		153,500	149,410	-4,090	
90019	Servicing of Schools Forum	46,480		46,480	42,850	-3,630	
90743	School Admissions	179,010		179,010	184,220	5,210	
90354	ESG - Education Welfare	161,900		161,900	161,900	0	
90460	ESG - Statutory & Regulatory Duties	320,590		320,590	319,210	-1,380	
90054	Efficiency Target	8,360		8,360	0	-8,360	unallocated 22/23 grant to be used to off-set reserve deficit
	SSR	122,112		122,112	122,112	0	
	Central School Services Block DSG	991,952	0	991,952	979,702	-12,250	
90010	Early Years Funding - Nursery Schools	824,890		824,890	824,890	0	
90037	Early Years Funding - Maintained Schools	1,875,190		1,875,190	1,875,190	0	
90036	Early Years Funding - PVI Sector	6,165,370		6,165,370	6,165,370	0	
90052	Early Years PPG & Deprivation Funding	235,690		235,690	235,690	0	
90053	Disability Access Fund	42,400		42,400	42,400	0	
90018	2 year old funding	736,930		736,930	736,930	0	
90017	Central Expenditure on Children under 5	281,980		281,980	281,980	0	
90287	Pre School Teacher Counselling	62,505	13,195	75,700	73,950	-1,750	

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

Cost Centre	Description	Original Budget 2022/23	Net Virements in year	Amended Budget 2022/23	Forecast	Variance	Comments
90238	Early Years Inclusion Fund	90,000		90,000	91,750	1,750	Very high level of applications for funding for the spring term
90054	Early Years adjustment re grant funding	-367,900		-367,900	-367,900	0	
	SSR	69,307		69,307	69,307	0	
	Early Years Block Total	10,016,362	13,195	10,029,557	10,029,557	0	
90026	Academy Schools RU Top Ups	1,000,000		1,000,000	985,450	-14,550	
90539	Special Schools - Top Up Funding	4,924,490		4,924,490	5,345,500	421,010	
90548	Non WBC Special Schools - Top Up Funding	620,810		620,810	518,520	-102,290	
90554	Non WBC free schools	331,700		331,700	540,250	208,550	
90556	SEMH provision at Theale	775,390		775,390	765,220	-10,170	
90575	Non LEA Special School (OofA)	1,114,000		1,114,000	965,740	-148,260	
90579	Independent Special School Place & Top Up	4,656,200		4,656,200	4,421,300	-234,900	
90580	Further Education Colleges Top Up	1,016,940		1,016,940	1,394,010	377,070	
90617	Resourced Units top up Funding maintained	314,000		314,000	317,410	3,410	
90618	Non WBC Resourced Units - Top Up Funding	180,640		180,640	150,990	-29,650	
90621	Mainstream - Top Up Funding maintained	850,000		850,000	1,142,580	292,580	
90622	Mainstream - Top Up Funding Academies	510,000		510,000	548,920	38,920	
90624	Non WBC Mainstream - Top Up Funding	161,780		161,780	190,030	28,250	
90625	Pupil Referral Units - Top Up Funding	830,140		830,140	830,140	0	
90627	Disproportionate No: of HN Pupils NEW	42,000		42,000	61,510	19,510	
90628	EHCP PRU Placement	767,020		767,020	980,510	213,490	
	High Needs Block: Top Up Funding Total	18,095,110	0	18,095,110	19,158,080	1,062,970	
90320	Pupil Referral Units	660,000		660,000	660,000	0	
90540	Special Schools	2,860,000		2,860,000	2,860,000	0	
90546	Special Schools - Place Funding Post 16	790,000		790,000	790,000	0	
90551	Mainstream Maintained - post 16 SEN places	44,000		44,000	36,000	-8,000	
90552	Special Schools and PRU Teachers Pay and Pension	312,050		312,050	304,690	-7,360	
90584	Resourced Units - Place Funding	226,000		226,000	242,000	16,000	
	High Needs Block: Place Funding Total	4,892,050	0	4,892,050	4,892,690	640	

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

Cost Centre	Description	Original Budget 2022/23	Net Virements in year	Amended Budget 2022/23	Forecast	Variance	Comments
90240	Applied Behaviour Analysis	167,910		167,910	226,660	58,750	
90280	Special Needs Support Team	334,140		334,140	331,640	-2,500	
90281	SEND Strategy (DSG)	60,740		60,740	58,720	-2,020	
90282	Medical Home Tuition	386,090		386,090	224,140	-161,950	
90237	High Needs Contingency	300,170	-99,210	200,960	200,960	0	
90286	Early Years Speech & Language	0	31,330	31,330	31,330	0	
90287	Pre School Teacher Counselling	62,505	13,195	75,700	73,950	-1,750	
90288	Elective Home Education Monitoring	29,310		29,310	29,310	0	
90290	Sensory Impairment	243,900		243,900	251,820	7,920	
90295	Therapy Services	323,820		323,820	342,890	19,070	
90372	Therapeutic Thinking	55,900		55,900	55,900	0	
90373	Emotional Based School Avoiders (EBSA)	123,840		123,840	123,840	0	
90374	SEMH Practitioner	0	41,490	41,490	41,490	0	
90555	LAL funding	135,740		135,740	187,550	51,810	Additional funding approved by Schools Forum
90565	Equipment For SEN Pupils	15,000		15,000	15,000	0	
90577	SEN Commissioned Provision	584,480		584,480	618,750	34,270	
90582	PRU Outreach	61,200		61,200	61,200	0	
90585	HN Outreach Special Schools	50,000		50,000	50,000	0	
90610	Hospital Tuition	39,950		39,950	39,950	0	
90830	ASD Teachers	288,330		288,330	273,330	-15,000	
90961	Vulnerable Children	179,400		179,400	179,400	0	
90581	Dingleys Promise	30,000		30,000	30,000	0	
	High Needs Block: Non Top Up or Place Funding	3,472,425	-13,195	3,459,230	3,447,830	-11,400	
90054	Efficiency Target	-1,706,840		-1,706,840	0	1,706,840	
	SSR	191,506		191,506	191,506	0	
	High Needs Block Total	24,944,251	-13,195	24,931,056	27,690,106	2,759,050	
	TOTAL DSG EXPENDITURE	107,615,490	0	107,615,490	110,526,813	2,911,323	
90030	DSG Grant Account	-107,615,490		-107,615,490	-107,615,490	0	
	Net In-year Deficit	0	0	0	2,911,323	2,911,323	
	Deficit Balance brought forward	2,964,515		2,964,515	2,964,515	0	
	In year reserve movement			0	163,725	163,725	Funding from reserves for de-delegations
	Cumulative Deficit	2,964,515	0	2,964,515	6,039,563	3,075,048	

Agenda Item 15

Schools Forum Work Programme 2022/23

	Item	HFG Deadline	Heads Funding Group	SF Deadline	Schools Forum	Action required	Author
Term 4	Work Programme 2023/24	21/02/2023	28/02/2023	07/03/2023	13/03/2023	Decision	Jessica Bailliss
	Update on HNB Invest to Save Projects	21/02/2023	28/02/2023	07/03/2023	13/03/2023	Discussion	Jane Seymour / Nicola Ponton
	Early Years Block Budget - Update on Deficit Recovery Plan	04/01/2023	11/01/2023	17/01/2023	23/01/2023	Discussion	Avril Allenby
	Outline Early Years Forecast 2022/23	04/01/2023	11/01/2023	17/01/2023	23/01/2023	Discussion	Avril Allenby
	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
	Resourced School Funding	21/02/2023	28/02/2023	07/03/2023	13/03/2023	Discussion	Jane Seymour
	Deficit Schools (<i>standing item</i>)	21/02/2023	28/02/2023	07/03/2023	13/03/2023	Information	Melanie Ellis
	Contract - Education Packages for Young People with Severe Social Emotional and Mental Health Difficulties	21/02/2023	28/02/2023	07/03/2023	13/03/2023	Decision	Jane Seymour
	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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