

Notice of Meeting

Schools Forum

Monday 13th March 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 7 March 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, 13 March 2023 (continued)

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

Agenda

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Sarah Clarke
Service Director: Strategy and Governance



Agenda - Schools Forum to be held on Monday, 13 March 2023 *(continued)*

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



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

SCHOOLS FORUM

MINUTES OF THE MEETING HELD ON MONDAY, 23 JANUARY 2023

Present: Didem Allen (Post 16 Provider Representative), Reverend Mark Bennet (Church of England Diocese), Councillor Dominic Boeck, Melissa Cliffe (Maintained Primary School Headteacher), Catie Colston (Academy School Governor), Paul Davey (Maintained Primary School Governor), Jacquie Davies (Pupil Referral Unit Headteacher), Gemma Duff (Maintained Primary School Governor), Richard Hand (Trade Union), Keith Harvey (Maintained Primary School Headteacher), Richard Hawthorne (Academy School Headteacher), Jon Hewitt (Maintained Special School Headteacher), Councillor Ross Mackinnon, Gemma Piper (Academy School Headteacher), Chris Prosser (Maintained Secondary School Headteacher), Campbell Smith (Academy School Governor), Graham Spellman (Roman Catholic Diocese), Phil Spray (Maintained Primary School Governor), Charlotte Wilson (Academy School Headteacher) and Lindsay Wood (Academy School Headteacher)

Also Present: Avril Allenby (Early Years Service Manager), Rose Carberry (Acting Principal Adviser for School Improvement), Melanie Ellis (Chief Accountant), Nicola Ponton (SEN Manager), Lisa Potts (Finance Manager), Jane Seymour (Service Manager, SEN & Disabled Children's Team), Jessica Bailiss (Policy Officer (Executive Support)) and Michelle Sancho (Acting Head of Education Services)

Apologies for inability to attend the meeting: Clare Beswick (Maintained Primary School Headteacher), Michelle Harrison (Maintained Primary School Business Manager), Maria Morgan (Maintained Nursery School Headteacher) and Ant Sizer (Maintained Secondary School Headteacher)

PART I

154 Minutes of previous meeting dated 5th December 2022

The Minutes of the meeting held on 5th December 2022 were approved as a true and correct record and signed by the Chair.

155 Actions arising from previous meetings

Actions Dec22-Ac1 and Ac2 were in hand or complete.

Dec22-Ac3, Investigation of the Central Schools Services Budget (CSSB) particularly costs for Capita and Copyright Licenses: Lisa Potts reported that they had managed to balance the CSSB. Lisa Potts had checked with Officers regarding the cost for Capita modules to see if they were all required and it had been confirmed that they were all being used by the different departments and were necessary. Regarding Licenses, the costs had been confirmed for 2023/24 and they had risen by ten percent and Lisa Potts would go in to more detail on this under the CSSB report later on the agenda.

Dec22-Ac4, case study data from the Safety Valve and Delivering Better Value (DBV) Programmes and the collation of data from other local authorities on Education, Health and Care Plan (EHCP) inflation: Jane Seymour reported that she did not yet have any information on the Safety Valve or DBV programmes however, had requested that this be an agenda item on the next South East Regional SEND Leads meeting, which was taking

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place on 25th January. Jane Seymour hoped that she would have more information in time for the next meeting in March 2023.

Regarding increases in EHCPs in other local authority areas compared to West Berkshire, Jane Seymour reported that she had managed to obtain some data. Between 2017 and 2020 the average national increase in EHCPs was 33 percent. In West Berkshire there was an increase of 14 percent, which was lower than the national average. More up to date information was being sought on this area.

RESOLVED that:

- Jane Seymour would report back to the Forum in March following the South East Regional SEND Lead meeting regarding the Safety Valve and the DBV programmes.
- Jane Seymour to report back to the Forum once more up to date information on the level of EHCPs nationally was obtained.

156 Declarations of Interest

Lindsay Wood declared an interest in Agenda Item 8 by the virtue of the fact that one of the growth fund applications was from Trinity School, which was part of the Newbury Academy Trust, and reported that, as her interest was a disclosable pecuniary or prejudicial interest, she would leave the meeting and not take part in the discussion or vote on the item.

Jess Bailiss reported that Charlotte Wilson was due to join the meeting and had informed her that she also wished to declare an interest in Agenda Item 8 by virtue of the fact that she was the Executive Headteacher at Trinity school, which had submitted an application to the Growth Fund. As the interest was a disclosable pecuniary interest Charlotte Wilson would leave the meeting for the duration of the item and not take part in the discussion or vote.

157 Membership

Jess Bailiss reported that Catherine McLeod had stood down from the Forum and Avril Allenby's Team and the Early Years Funding Group were seeking a new Private, Voluntary and Independent Setting (PVI) representative for the Forum.

No members were currently approaching the end of their term of office.

158 Final School Funding 2023/24 (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 6), which set out the final school funding formula allocations for 2023/24 and aimed to review the consultation on the Primary Schools in Financial Difficulty (PSIFD) Fund.

It was noted that there were two parts to the report. The first part sought to inform the Schools' Forum of the final funding rates and allocations to schools. These had been set using the methodologies previously approved by the Forum. This information would be subject to political ratification and the funding would be allocated to schools by the 28th February 2023.

Melanie Ellis highlighted that the second part of the report aimed to review the consultation responses on the PSIFD. 12 schools had responded to the consultation in total and the summary of the responses was included under 4.4 of the report. The majority of support had been for stopping the fund and to move to a zero balance, which made the responses to questions three and four in the consultation irrelevant because these were about the size of the maximum bid and how often schools could bid should the fund continue.

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Based on the consultation results, the recommendation from the Heads Funding Group (HFG) was to stop the fund immediately and redistribute the remaining balance of £39k back out to schools via the de-delegation mechanism.

Catie Colston asked what the response rate was to the consultation and Melanie Ellis confirmed that 12 out of about 68 schools had responded. Catie Colston noted the low rate of response and queried if a decision was normally based on those that answered even if it was a low rate. Melanie Ellis reported that the usual process was that a recommendation would be based on those that answered because all schools had been given the opportunity to respond. Keith Harvey believed that the matter had also been discussed with primary headteachers and headteachers had been encouraged to respond if they wanted to. Therefore it was felt there had been plenty of opportunity provided. The Chair agreed that there had been ample opportunity provided for schools to respond and the low rate was disappointing. The consultation had made it clear that the majority view would be taken in to account.

Councillor Dominic Boeck referred to the funding allocations and final distribution to schools and queried how the political decision was taken on this. Melanie Ellis reported that this was an Individual Decision taken by Councillor Ross Mackinnon. This was scheduled and would take place on 28th February 2023.

The Schools Forum considered the HFG recommendation, based on the consultation responses, to stop the PSIFD Fund and redistribute the balance (£39k) back to schools via the de-delegations mechanism. It was proposed and seconded that the HFG recommendation should be approved. The Chair invited the Forum to vote on the recommendation and at the vote the recommendation was approved.

RESOLVED that:

- The Schools' Forum noted the recommendation 2.1 (a), which was to note the final formula rates and allocations to schools, subject to political ratification and allocation to schools by 28th February 2023.
- The Schools' Forum agreed, in line with the consultation responses and the recommendation from the HFG, that the PSIFD Fund should stop and the balance should be redistributed back to schools via the de-delegations mechanism.

159 Final Central School Block Budget Proposals 2023/24 (Lisa Potts)

Lisa Potts introduced the report (Agenda Item 7) that set out the budget proposal for services funded from the Central Schools' Services (CSSB) block of the DSG. Lisa Potts reported that when the report had been brought to the last round of meetings there had been a shortfall in costs compared to the grant that would be allocated to the block. The final grant had now been confirmed and it was slightly higher than originally anticipated. The costs of the Copyright Licenses had also been confirmed.

Lisa Potts reported that the Sports Services recharges had been reviewed along with the split of Capita costs and it had been possible to reduce the costs of both areas. Lisa Potts reported that as a result if had been possible to balance the block for the current year. There was a carry forward against the block from previous years of about £65k. The table under 4.6 of the report showed how the block had been balanced. There was about £1k to put towards the current deficit.

It was proposed and seconded that the CSSB budget for 2023/24 should be agreed. The Chair invited the Forum to vote on the proposal and at the vote the recommendation was approved.

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RESOLVED that:

- The Schools' Forum approved the 2023/24 CSSB budget in line with the recommendation in section 2.1 of the report.

160 Growth Fund 2022/23 (Melanie Ellis)

(Charlotte Wilson and Lindsay Wood left the meeting)

Melanie Ellis introduced the report (Agenda Item 8) that informed the Schools' Forum of payments recommended to be made to schools from the Growth Fund budget in 2022/23.

Following the receipt of the October 2022 census information all schools were invited to make an application if they had felt that their school met the criteria of the Growth Fund. Four schools had applied and two had met the criteria. There were two payments recommended: one to The Calcots (£38.8k) and one to Trinity School (£125k) covering the period August 2022 to September 2023.

Detail about each of the applications was included within the report. The Calcots application had been based on infant class size regulations and Trinity had been required to accommodate a bulge year and help meet basic need in the area.

Michelle Sancho, Interim Head of Education Services, had confirmed that she was satisfied that both applications met the relevant criteria. The recommendation was that the Schools' Forum approve both payments. Richard Hand noted that four schools had applied for Growth Funding and he queried the reasons why two of the schools had not met the criteria. Melanie Ellis stated that she did not have this information to hand however, would report back at the next meeting.

It was proposed and seconded that the two Growth Fund payments to The Calcots and Trinity School should be approved. The Chair invited School Members to vote on the proposal and at the vote the motion was approved.

RESOLVED that:

- Melanie Ellis would report back to the next Schools' Forum on why two of the four schools that had submitted an application from growth funding had not met the criteria.
- The Schools' Forum approved the two Growth Fund payment to The Calcots and Trinity School in line with the recommendation in 2.1 of the report.

161 Maintained Secondary De-delegation Proposals (Lisa Potts)

(Charlotte Wilson and Lindsay Wood re-joined the meeting)

Lisa Potts introduced the report (Agenda Item 9), 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). It had not been possible to agree the secondary de-delegation proposals at the last meeting in December 2022 due to there being no secondary representatives present.

The Chair invited the Forum to comment on the recommendation set out in 2.1 of the report: 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

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- 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 by Chris Prosser (maintained secondary representative) that the recommendation be approved and at the vote the motion was carried.

RESOLVED that:

- The de-delegations proposals for maintained secondary schools as set out above were approved.

162 Final DSG Funding Settlement Overview 2023/24 (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 10) that set out the confirmed Dedicated Schools Grant (DSG) allocation for 2023-24. The allocations had been updated based on the October 2022 census pupil numbers and were detailed within the charts and tables contained within the report.

Melanie Ellis referred to the Schools' Block and reported that in addition to the DSG, mainstream schools would receive another grant of £4.3m. The individual school allocations for this funding would be published in the spring with funding received from April 2023.

Regarding the High Needs Block, there would be an additional £1.1m of funding. This would be provided as a top up to the DSG.

The Central Schools Services Block had been covered in a previous report. Melanie Ellis reported that the funding for this block had reduced from the previous year however, it had been possible to balance the block.

Catie Colston referred to the additional grant for the Schools' Block of £4.3m and asked if any of this was ring-fenced or if any conditions were attached to the funding. Melanie Ellis reported that she was not aware of any conditions attached to the funding however, it was likely this information would be provided at the same time as the allocations. Melanie Ellis would check and report back to the next Forum meeting.

Gemma Piper referred to the pay increase that had happened in the summer after the return of budgets. Gemma Piper believed that most local authority schools budgeted on the 2.5 percent and she queried if a larger assumption needed to be applied given the changing nature of finances and staff pay. Melanie Ellis reported that the Schools Accountancy Team would shortly be sending information to schools regarding next year's assumptions and Gemma Piper's point would be built into the email sent out.

RESOLVED that:

- Melanie Ellis would check if the additional grant for the Schools' Block was ring-fenced or if any conditions were attached to the funding.
- The Schools' Forum noted the report.

163 Financial Position of Maintained Schools (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 11) that provided the findings from a survey of maintained schools, particularly focussing on the impact of the pay award.

Melanie Ellis reported that the survey had recently been sent out to all schools and focused largely on the impact of the pay award. During budgeting the Schools'

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Accountancy Team had advised applying 2.25 percent however, the actual increase was quite a lot higher than this.

The result of the survey showed that there was only a reduction of about £189k in main school balances due to the pay award.

Melanie Ellis reported that 59 out of 61 primary schools had responded to the consultation and there was a reduction in balances of about £1m for primary schools. Half of schools were saying that this was due to the pay settlement and half had cited other reasons including staff and supply teacher costs. The mitigation that schools were putting in place largely included using reserves followed by potential staff reductions in the future. The biggest reasons stated for the pressure were staffing, energy, supplies and inflation costs.

Melanie Ellis moved on to maintained secondary schools and reported that there was a small increase in balances however, this varied between the schools. Two were expecting an increase in their balance and one a small reduction, with similar reasons being cited for the pressure.

PRU and maintained special schools were expecting balances to increase by 30 percent (£876k). Two of the schools were expecting an increase in balance and one a decrease. The main reason for the increases was around the recruitment of staff and a high number of vacancies.

Section nine of the report provided detail on deficit schools. There were currently five deficit schools and as a result of pressures being faced it was possible this would increase to ten. This be monitored continuously until year end.

Richard Hand queried if any of the £2m promised by Government had come through to schools yet. Melanie Ellis believed that this would form part of next year's settlement. The forecast position provided in the report was taken half way through 2022/23 and therefore this additional funding would not have been factored in. Richard Hand further asked if rising energy costs from April were factored in to the figures. Melanie Ellis reported that schools should be factoring this in to their own budgets that would be submitted to the Local Authority in the next few months. The new levels of funding that had been awarded for 2023/24 should help some way toward helping schools with increasing energy costs. The Schools' Accountancy Team would be advising schools that budgets for energy needed to be sufficient.

Reverend Mark Bennett referred to the issue that schools addressing high needs were carrying high levels of vacancies and he asked if there was a sense of how this was impacting these schools' ability to deliver education and what was being done about staff wellbeing and potential retention issues down the line. Michelle Sancho reported that it was a challenging time for schools for several reasons. Staff retention was an issue particularly regarding teaching assistants because salaries in local supermarkets were rivalling that of teaching assistants in schools. There was currently a campaign taking place to support schools with recruiting teaching assistants and to look at what could be put in place in terms of staff training and support. Other ways were also being looked at to help schools support the wellbeing of staff at all levels in schools. It was an ongoing issue that the Local Authority was aware of and having conversations with schools about so that solutions could be found.

RESOLVED that the Schools' Forum noted the report.

164 High Needs Block Budget Proposals 2023/24 (Jane Seymour)

Jane Seymour introduced the report (Agenda Item 12) that 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.

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Jane Seymour explained that the report provided an update to the version that had been presented to the Forum in December 2022 and therefore only changes would be highlighted.

It could be seen from paragraph 3.7 that the overall net shortfall position in the 2023-24 HNB Budget was about £8.8m. This included an overspend from the current financial year of £2.7m and £3.5m carried over from previous years. Without the carry forwards from previous years the shortfall in 2023/24 would be in the region of £2.5m. The reasons for the pressure on the HNB had been discussed in great detail and was a national issue. These reasons were covered in detail in the report.

The main changes in the figures compared to what was presented to the Forum in December 2022 were explained in paragraphs 3.8 and 3.9 of the report. In December the shortfall had expected to be £8.6m and this had since increased by £212k. This was because the 2022/23 forecast overspend had increased by just under £500k and the predicted budget requirement for 2023/24 had also increased by £885k giving a total increase of £1.3m across the two information years. Jane Seymour reported however, that as mentioned by Melanie Ellis earlier in the meeting, the HNB settlement for 2023-24 was £1,145,577 higher than was anticipated and this mostly offset the increase in estimated costs leaving a net increase of £212,220 since the previous report.

Jane Seymour reported that October/November was quite early to predict demand for 2022/23 and when this was recalculated around December/January time more information was available. Jane Seymour stated that section 3.9 of the report set out in detail the reasons for the increase in predicted spend in the current year. It was partly around FE costs including an increase in the number of students and fee costs, in addition to increased EHCPs in mainstream schools since the last estimates were produced. There had also been a couple of additional external placements.

Section 3.10 of the report set out the reason for the increase in the estimated budget requirement for 2023/24 and this related mainly to increased placements in independent settings and non-maintained special schools, which had not been anticipated. It had been hoped that more cost effective placements could be secured with other local authority maintained special schools however, this had not been possible. Other placements had also been required for children who had moved to the area or whose placements has broken down. There was also the impact rolling forward of increased EHCPs in mainstream schools and increased FE placement costs, as well as some additional special school costs.

Jane Seymour concluded that this was the expected position for 2023/24 at the current time. The Chair commented that it was a hugely challenging area.

RESOLVED that the Schools Forum noted the report.

165 HNB Deficit Recovery Strategy (Jane Seymour)

Jane Seymour introduced the report (Agenda Item 13), which provided an update on the HNB deficit recovery strategy. Jane Seymour reported that they had been working very hard through the Special Educational Needs and Disabilities (SEND) Strategy to address the pressures in the High Needs Block (HNB). Some key strategies had included supporting mainstream schools to enable more children's needs to be met as well as setting up local maintained high quality provision. The new Castle at Theale provision had been opened in September 2022. A new provision was also planned to open at Kennet Valley in 2024. Jane Seymour reported that they were in the process of reviewing the current SEND Strategy and setting a new SEND Strategy for the next five years, which would look at what else could be done to address the pressures being faced.

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In November 2021 a deficit recovery plan against the HNB had been requested. This had involved looking at ways to remove the in-year overspend and to reach a position within six years when it was possible to stay within budget. The plan did not address the historic overspends. The report originally brought to the Schools' Forum had provided modelling of how placement patterns would need to change to achieve this, based on the average costs of placements and an assumed number of placements that would need to be reduced. It had included looking at children with EHCPs at iCollege and external placements and included the total number of estimated placements they would need to reduce by.

Jane Seymour reported that the report on page 111 of the pack was an update against the original report and provided the current position.

Section six of the report provided an updated in terms of iCollege. It was expected that costs at the provision would increase next year and more placements were required rather than less. This was despite the success of strategies that had been put in place, along with invest to save initiatives, which had helped to keep children in mainstream schools. It was largely due to the continuing increase of children with very complex needs. iCollege was able to provide cost effective, high quality provision. The recommendation was therefore that the aim should no longer be to reduce placements at iCollege and that efforts should be focused on reducing external placements over time. An update on current and 23-24 projected costs for children with EHCPs in external places was provided under section seven of the report.

The budget for 2022-23 was based on an estimate of 107 children needing placements during the 22-23 financial year. Positively the placements had not been as high in 2022-23 and at its highest was 95. In December 2022 the number came to 82 and section 7.3 set out why there had been this reduction. It was partly due to there being a higher than usual number of summer leavers but also due to a lack of placement availability for some children for whom external placements had been agreed. Some of the reduction could also be attributed to the opening of the Castle at Theale, which had taken on children that would have otherwise been placed externally. Jane Seymour drew attention to section 7.4 and reported however that the predicted budget requirement for 23-24 was £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. It was expected that this number should reduce to 96 in September 2023. The reasons for the increase were set out under section 7.5 of the report.

Jane Seymour reported that importantly increased costs for 2023-24 did not just relate to placements but also a significant increase in the cost of placements. It was possible that the number of children estimated to require external placements in 23-24 could be an over estimate, for example, if parental appeals to Tribunal were not upheld. It was hoped that there would be a clearer picture by April 2023 as some cases would have been to a hearing by then.

Jane Seymour explained that the number of placements they currently expected to make in 23-24 (103) was in line with the target reduction in numbers set out in Table 2 of the report. However, estimated costs had not reduced as projected due to significantly higher than average placement costs.

Positively, Jane Seymour reported that in September 2023 The Castle at Theale would take on another cohort of children and in September 2024 the new SEMH provision at Kennet Valley would open. The next five year SEND Strategy would look at what else could be put in place to support mainstream provision and what other local authority specialist provision needed to be opened.

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Jane Seymour reported that the position would be much clearer in April 2023 and she suggested that a further report be brought to the Forum during the summer of 2023.

Jane Seymour concluded that there were some positive signs regarding the following year in that the number of external placements had been reduced however, numbers were predicted to be higher and there was due to be higher than average placement costs leading to higher overall costs. Jane Seymour reminded the Forum that although the figures looked high, West Berkshire was in tranche three of the Delivering Better Value Programme and there were local authorities with much higher overspends. It was important to deliver the best value provision for children whilst getting the best value possible from resources to help decrease costs over time.

Catie Colston thanked Jane Seymour for her report, which was very clear and useful. It was felt that it was right not be reducing the number of iCollege places at this time. It was important to be realistic about what could be achieved in and outside of schools including other provision. It was not a problem that was going to go away.

Richard Hand referred to external providers and queried what checks and balances there were in terms of what these providers could charge and if there was any insight in terms of what would happen next year with percentage increases. Jane Seymour reported that this was an area that was scrutinised very closely and work took place with the commissioning team to ensure any percentage increases were thoroughly justified. Fee increases were always challenged. The reality was that external placement providers had the upper hand to some extent in that placements had to be made available for children who needed them. If alternative placements were not available to meet specific complex needs then there might not be the option to not accept a cost. Jane Seymour reported that they tried to anticipate following year increases when the budget was set however, this could be quite volatile.

Gemma Piper reported that the Heads Funding Group had talked briefly about the need for increased places at a lower level. The SEND Strategy had also been discussed and it was acknowledged that this was a piece of work going on in the background and was critical to thinking about the future. Gemma Piper asked what the timescale was for the SEND Strategy and how this would fit in with the budget and the meeting timetable. Jane Seymour reported that the current strategy expired in the summer of 2023. Work had commenced on the new strategy with the SEND Strategic Partnership. The group was shortly due to agree the priorities for the next five years. The aim was that the final strategy would be agreed in September 2023. This would feed into October/November budget setting for 2024/25. Any new local provision had quite a long lead in time in terms of capital building work. Gemma Piper noted that there would be time to factor in the findings of the DPV programme work to the final draft of the strategy.

Michelle Sancho thanked Jane Seymour for her hard work and encouraged members of the Heads Funding Group to contribute to the planning in terms of the view of schools for the future.

RESOLVED that:

- Jane Seymour would bring a further report to the Forum regarding deficit recovery against the HNB in the summer of 2023.
- The Schools' Forum noted the report.

166 DSG Monitoring 2022/23 Month 9 (Michelle Sancho/Melanie Ellis)

Michelle Sancho introduced the report (Agenda Item 14), which provided 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.

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Michelle Sancho reported that there were four DSG funding blocks, which were set out in the report. The funding for each of the blocks was determined by a national funding formula. The DSG allocation for 2022/23 was £157.3m, which included £48.6m that funded academies and post-16 high needs places, which was paid directly by the Education and Skills Funding Agency (ESFA) to schools. The DSG budget for 2022/23 had been built using the remaining grant of £108.7m.

For the 2022/23 budget, the Schools' Forum agreed to transfer 0.25 percent of the Schools Block funding to the High Needs Block (HNB) amounting to £300k for invest to save projects.

The DSG expenditure budgets required for 2022/23 totalled £109.3m, which was £1.7m more than the funding available. Therefore a £1.7m in-year efficiency target was set.

The table under section 5.1 of the report showed the forecast position at the end of December 2022. The total forecast deficit on the DSG amounted to £6m, comprising £2.96m from previous years and a further £2.9m forecast overspend in-year.

RESOLVED that the Schools' Forum noted the report.

167 Forward Plan

Reverend Mark Bennet felt it would be helpful to have a better overview of central contracts and suggested that a list of the services/contracts be included with the forward plan information including the date contracts were due for review.

RESOLVED that: Jess Bailiss to include a table with the next forward plan, which showed contracts funded from the schools budget and timescales for when these contracts were due a review.

168 Date and format of the next meeting

The next meeting of the Forum would take place virtually on 13th March 2023.

(The meeting commenced at 5pm and closed at 6pm)

CHAIRMAN

Date of Signature

Actions from previous meetings

Ref No.	Date of meeting(s) raised	Item	Action	Responsible Officer	Update
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	<p>1) Jane Seymour would report back to the Forum in March following the South East Regional SEND Lead meeting regarding the Safety Valve and the DBV programmes.</p> <p>2) Jane Seymour to report back to the Forum once more up to date information on the level of EHCPs nationally was obtained.</p> <p>Jane Seymour will update verbally on both points above at the Forum meeting on 13th March 2023.</p>
Jan23-Ac1	23rd January 2023	Growth Fund	Melanie Ellis would report back to the next Schools' Forum on why two of the four schools that had submitted an application for growth funding had not met the criteria.	Melanie Ellis	The two schools were Speenhamland and Theale Primary. Speenhamland request was due to taking additional pupils in year 2. However, overall infant pupil numbers had fallen driven by a large decrease in year 1. Therefore no increase to the number of classes operated was required. Theale also saw an overall drop in infant numbers. Although year 1 has increased by 1, a change in class splits across infant classes could address the class sizes.
Jan23-Ac2	23rd January 2023	Final DSG Funding Settlement Overview 2023/24	Melanie Ellis would check if the additional grant for the Schools' Block was ring fenced or if any conditions were attached to the funding.	Melanie Ellis	No conditions, schools will have the flexibility to prioritise their spending of the grant to best support the needs of their pupils and staff and address cost pressures.

Jan23-Ac3	23rd January 2023	Forward Plan	Jess Bailiss to include a table with the next forward plan, which showed contracts funded from the schools budget and timescales for when these contracts were due a review.	Jess Bailiss	A timetable of contracts is included with Agenda Item 6 - Work Programme 2023/24
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Work Programme 2023/24

Report being considered by: Schools' Forum on 13th March 2023

Report Author: Jessica Bailiss

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

1. Purpose of the Report

- 1.1 To present the work programme for 2023/24 to the Schools' Forum along with a table of contracts, which was requested at the last meeting in January.

2. Recommendation

- 2.1 That the Schools' Forum approve the Work Programme for 2023/24
- 2.2 That the Schools' Forum note the contract information.

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

- 3.1 The Schools' Forum is required to agree its work programme on an annual basis. The work programme for 2023/24 largely follows the same pattern as it has in previous years and is subject to change throughout the year. The proposed work programme can be found in Appendix A.
- 3.2 At the last meeting of the meeting in January 2023, it was requested that a table be included with the forward plan, which showed contracts funded from the schools budget and when they are due to be reviewed. This information can be found in Appendix B.

4. Appendices

- 4.1 Appendix A – Work Programme 2020/21
- 4.2 Appendix B – Table of contracts
- 4.3 Appendix C – Equalities Impact Assessment

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Schools Forum Work Programme 2023/24

	Item	HFG Deadline	Heads Funding Group	SF Deadline	Schools Forum	Action required	Author
Term 5	Election of Chair and Vice-Chair 2023/24	31/05/2023	07/06/2023	13/06/2023	19/06/2023	Decision	
	School Balances 2022/23	31/05/2023	07/06/2023	13/06/2023	19/06/2023	Discussion	Melanie Ellis
	DSG Outturn 2022/23	31/05/2023	07/06/2023	13/06/2023	19/06/2023	Information	Melanie Ellis
	Vulnerable Children's Fund - Annual Report for 2021/22	31/05/2023	07/06/2023	13/06/2023	19/06/2023	Information	Nicola Ponton/Beth Cartwright
	Trade Union Facilities Time - Annual Report for 2022/23	31/05/2023	07/06/2023	13/06/2023	19/06/2023	Information	Richard Hand
	Resourced School Funding	31/05/2023	07/06/2023	13/06/2023	19/06/2023	Decision	Jane Seymour
	HNB Deficit Recovery Strategy	31/05/2023	07/06/2023	13/06/2023	19/06/2023	Information	Jane Seymour
	The DfE's Better Value SEND Programme	31/05/2023	07/06/2023	13/06/2023	19/06/2023	Information	Michelle Sancho/Jane Seymour
Term 6	Deficit Schools (<i>standing item</i>)	31/05/2023	07/06/2023	13/06/2023	19/06/2023	Information	Melanie Ellis
	Schools' Forum Membership and Constitution from September 2023			11/07/2023	17/07/2023	Decision	Jessica Bailiss
	Deficit Schools (<i>standing item</i>)	27/06/2023	04/07/2023	11/07/2023	17/07/2023	Information	Melanie Ellis
Term 1	DSG Monitoring 2023/24 Month 3			11/07/2023	17/07/2023	Information	Lisa Potts/Michelle Sancho
	Schools Funding Formula Consultation 2024/25	27/09/2023	04/10/2023	10/10/2023	16/10/2023	Decision	Melanie Ellis
	Early Years - Deficit Recovery Plan	27/09/2023	04/10/2023	10/10/2023	16/10/2023	Discussion	Avril Allenby/Lisa Potts
	Draft De-delegations 2024/25	27/09/2023	04/10/2023	10/10/2023	16/10/2023	Decision	Lisa Potts
	Scheme for Financing Schools Consultation 2023/24	27/09/2023	04/10/2023	10/10/2023	16/10/2023	Decision	Melanie Ellis
	DSG Monitoring 2023/24 Month 6			10/10/2023	16/10/2023	Information	Lisa Potts/Michelle Sancho
	Deficit Schools (<i>standing item</i>)	27/09/2023	04/10/2023	10/10/2023	16/10/2023	Decision	Melanie Ellis
Term 2	Provisional DSG Funding Settlement Overview 2023/24	14/11/2023	21/11/2023	28/11/2023	04/12/2023	Discussion	Melanie Ellis
	Final De-delegations 2024/25	14/11/2023	21/11/2023	28/11/2023	04/12/2023	Decision	Lisa Potts
	Update on HNB Invest to Save Projects	14/11/2023	21/11/2023	28/11/2023	04/12/2023	Discussion	Jane Seymour/Nicola Ponton
	School Funding Formula 2024/25	14/11/2023	21/11/2023	28/11/2023	04/12/2023	Decision	Melanie Ellis
	Budgets for Additional Funds 2024/25	14/11/2023	21/11/2023	28/11/2023	04/12/2023	Decision	Melanie Ellis
	High Needs Block Budget Proposals 2024/25	14/11/2023	21/11/2023	28/11/2023	04/12/2023	Discussion	Jane Seymour
	Scheme for Financing Schools 2023/24	14/11/2023	21/11/2023	28/11/2023	04/12/2023	Decision	Melanie Ellis
	Draft Central Schools Block Budget 2024/25	14/11/2023	21/11/2023	28/11/2023	04/12/2023	Discussion	Melanie Ellis
	Draft High Needs Budget 2024/25	14/11/2023	21/11/2023	28/11/2023	04/12/2023	Discussion	Jane Seymour
	Deficit Schools (<i>standing item</i>)			28/11/2023	04/12/2023	Information	Melanie Ellis
Term 3	Final DSG Funding Settlement Overview 2024/25	03/01/2024	10/01/2024	16/01/2024	22/01/2024	Discussion	Melanie Ellis
	Final School Funding 2024/25	03/01/2024	10/01/2024	16/01/2024	22/01/2024	Decision	Melanie Ellis
	Final Central School Block Budget Proposals 2024/25	03/01/2024	10/01/2024	16/01/2024	22/01/2024	Decision	Lisa Potts
	HNB Deficit Recovery Strategy	03/01/2024	10/01/2024	16/01/2024	22/01/2024	Discussion	Jane Seymour
	Growth Fund 2023/24	03/01/2024	10/01/2024	16/01/2024	22/01/2024	Information	Melanie Ellis
	Outline Early Years Forecast 2023/24	03/01/2024	10/01/2024	16/01/2024	22/01/2024	Discussion	Avril Allenby
	DSG Monitoring 2023/24 Month 9			16/01/2024	22/01/2024	Information	Lisa Potts/Michelle Sancho
	Deficit Schools (<i>standing item</i>)	03/01/2024	10/01/2024	16/01/2024	22/01/2024	Information	Melanie Ellis
Term 4	Work Programme 2024/25	20/02/2024	27/02/2024	05/03/2024	11/03/2024	Decision	Jessica Bailiss
	Final High Needs Block Budget 2024/25	20/02/2024	27/02/2024	05/03/2024	11/03/2024	Decision	Jane Seymour
	Final Early Years Block Budget 2024/25	20/02/2024	27/02/2024	05/03/2024	11/03/2024	Decision	Avril Allenby
	DSG Monitoring 2023/24 Month 10			05/03/2024	11/03/2024	Information	Lisa Potts/Michelle Sancho
	Deficit Schools (<i>standing item</i>)	20/02/2024	27/02/2024	05/03/2024	11/03/2024	Information	Melanie Ellis

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Schools' Forum - Contracts - Forward Plan

The Schools' Forum must be consulted when the local authority is proposing a contract for supplies and services which is to be funded from the Schools Budget (Dedicated Schools Grant (DSG)) and is in excess of the EU procurement thresholds (£170,781.60).

Contract Title	Contract Start Date	Contract End Date (initial term)	Contract End Date (Including any Extension)	Contract Term in years (in brackets maximum possible extension)	Contract Total Value (£) based on Initial Term	Contract Amount (Total Value inclusive of Contract Extension Agreed)	Supplier name	WBC Responsible Officer	Notes
Managed Cloud-based Services for Schools (WAN)	01/04/2020	31/03/2022	31/03/2024	2 (2)	£240,000	£480,000	RM Education Ltd	Thomas Ng	This contract is not funded from the DSG. Information item only.
Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service (SENDIASS)	01/08/2021	31/07/2024	31/07/2024	3	£164,850		Rose Road Association	Thomas Bailey / Thomas Ng	This contract is not funded from the DSG. Information item only. It was last brought to the Forum for information in July 2021.
West Berkshire Schools Meals Service	24/07/2020	23/07/2023	23/07/2025	3 (2)	£600000approx	£1,000,000	Caterlink	Mille Smith	Invoices are paid directly from schools that opted to be in the contract. The contract is centrally managed by a WBC Officer.
Education Packages for Young People with Severe Social Emotional and Mental Health Difficulties	01/09/2020	31/08/2023	31/08/2025	3 (2)	£1,674,000	£2,790,000	Engaging Potential LTD	Jane Seymour	Information on this contract is included within the High Needs Block Report scheduled for March 2023.
Energy Framework - CCS Framework RM6011 - Electricity	01/04/2017 (rolling contract since 2008)	01/10/2023	31/03/2025		£5,421,522		EDF (HH)	Adrian Slaughter/Sarah Wood	<p>Note from Energy Team: Schools have been consulted directly regarding the change to procurement strategy and increase in Notice Period. Under the existing arrangement, Schools that have not given notice as per the contract T&C's are already committed to another year of the contract (Financial year 2023/24). It is the Framework agreement that comes to an end in 2023/24 and this will automatically be replaced with another Framework. The Energy Team contacted all schools via email on 16th December with potential changes to the contract which would mean moving from the existing 6 month notice period to a 2 year notice period. Schools were initially given until Feb 3rd to respond. This was subsequently extended to the 10th Feb. All school enquiries were dealt with directly by the Energy & Carbon Team. It was also made clear in communications with schools that a non-response would be seen as notification that they wished to remain in the contract. Therefore, under the new contract conditions, participating schools are now committed to the central energy contract until 31st March 2025. (A report was brought to the Forum on Central Energy Contract Energy Costs 2022/23 in June 2022)</p>
Energy Framework – CCS Framework RM6011 - Gas	01/04/2017 (rolling contract since 2008))	01/10/2023	31/03/2025		£1,325,589		Total	Adrian Slaughter/Sarah Wood	
Children and Young People's Integrated Therapies (CYPIT)	01/04/2023	31/08/2028	31/03/3031	5 (3)	£2,348,480	£3,757,568	Berkshire Healthcare Foundation Trust	Millie Smith / Thomas Bailey	A report was brought to the Schools' Forum meeting in October 2022 and the new therapy contract was agreed.

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APPENDIX C

Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

What is the proposed decision that you are asking the Schools' Forum to make:	To approve the work programme for 2023/24.
Name of Service/Directorate:	Democratic Services
Name of assessor:	Jessica Bailiss
Date of assessment:	28 th February 2023

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

(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?	
Aims:	To review and agree the Schools' Forum's work programme for 2023/24.
Objectives:	To review the work programme and ensure reports and updates are brought to the Forum at the necessary points in the year to enable discussions and key decisions to take place.
Outcomes:	There is an agreed published work plan for the Schools' Forum.
Benefits:	A published agreed work programme provides all those involved or interested in the business of the Forum with the knowledge of when key decisions and discussions will take place throughout the year.

(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: Jessica Bailiss **Date:** 28th February 2023

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

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High Needs Block Budget 2023/24			
Report being considered by:	Schools Forum on 13 th March 2023		
Report Author:	Jane Seymour, Michelle Sancho, Melissa Perry		
Item for:	Decision	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 agree 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 **£9,548,144**. This includes a predicted 22/23 overspend of £2,858,901 and carried forward overspends of £3,596,982 from previous years. Without the carried forward overspends, the shortfall in 23-24 would be **£3,092,261**.

3.8 This net shortfall of £9,548,144 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 £879,216. The reason for the increase is that the 22-23 forecast has increased by £581,583 and the 23-24 predicted budget requirement has increased by £1,443,210, giving a total increase of £2,024,793 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 £879,216 since the November 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	6,482,690	6,900,112
Top Up Funding	16,497,950	17,387,571	18,768,650
PRU Funding (top ups only)	1,597,160	1,856,625	1,920,120
Other Statutory Services	1,851,200	1,822,566	2,150,610
Non Statutory Services	1,621,221	1,652,185	1,644,306
Support Service Recharges	191,506	191,506	204,160
Total Expenditure	28,241,087	29,393,143	31,587,958
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	2,858,901	3,092,261
HNB DSG Overspend from previous year	4,187,901	3,596,982	6,455,883
Total cumulative deficit	5,894,746	6,455,883	9,548,144

4.2 There is a forecast shortfall of **£3,092,261** 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

5.1 Appendix A – High Needs Budget Detail

5.2 Appendix B – Equalities Impact Assessment

High Needs Budget Detail

1. PLACE FUNDING – STATUTORY

- 1.1 Place funding is agreed by the Education and Skills Funding Agency (ESFA) and has to be passed on to the institution, forming their base budget. Academy and FE places are included in the initial HNB allocation but the agreed place numbers are then deducted and paid to the institution direct (DSG top slice). In 2018/19 pre 16 resource unit place funding was reduced from £10,000 to £6,000 per place, and each pupil within the unit was included in the main school formula funding allocation.
- 1.2 The ESFA will not fund any overall increases to places. If additional places are needed in academies or FE colleges, a request can be made to the ESFA. However, any additional places agreed would be top sliced from West Berkshire's HNB allocation in 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		304,690	n/a		312,050	0
Special Schools and PRU 3.4% uplift			n/a		386,062	0
Resource Units Academies – pre 16 (DSG top slice)	99	606,000	106	102	660,000	0
Mainstream Maintained post 16 (90551) –	5	36,000	12	6	36,000	0
Mainstream Academies post 16 (DSG top slice) –	31	186,000	32	30	180,000	0
Further Education	133	798,000		129	774,000	-14
PRU Place Funding (90320)	66	660,000	84	66	660,000	0
TOTAL	747	6,482,690		733	6,900,112	-14

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 10)	Over/(un- der) £	Estimate £	
Special Schools Maintained (90539)	4,403,120	4,985,051	4,924,490	5,345,500	421,010	5,564,000	+639,510
Non WBC special schools (90548)	1,324,500	955,003	620,810	551,800	-69,010	430,660	-190,150
Non WBC free schools (90554)	0	0	331,700	535,720	204,020	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	1,005,180	-108,820	1,177,630	+63,630
Independent Special Schools (90579)	3,535,280	3,072,415	4,656,200	4,395,790	-260,410	5,566,450	+910,250
Further Education (90580)	1,437,800	1,175,012	1,016,940	1,366,660	349,720	1,212,000	+195,060
Disproportionate HN Pupils (90627)	40,000	51,609	42,000	86,321	44,321	65,000	+23,000
New SEMH Provision at Theale	0	0	775,390	765,220	-10,170	919,000	+143,610
TOTAL	14,749,150	14,279,289	16,497,950	17,387,571	889,621	18,768,650	+2,270,700

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 10)	Over/ (under) £	Estimate £	Difference 22/23 budget & 23/24 prediction
PRU Top Up Funding (90625)	821,920	861,561	830,140	876,125	45,985	999,700	+169,560
PRU EHCP SEMH Placements (90628)	571,450	755,402	767,020	980,500	213,480	920,420	+153,400
Non WBC PRU Top Up Funding (90626)	0	0	0		0		0
TOTAL	1,393,370	1,616,964	1,597,160	1,856,625	259,465	1,920,120	+322,960

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 10)	Over/ (under) £	Estimate £	Difference 22/23 budget & 23/24 prediction
Applied Behaviour Analysis (90240)	150,470	196,912	167,910	241,986	74,076	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	30,850	+1,540

Medical Home Tuition (90282)	172,730	151,500	386,090	224,140	-161,50	388,730	+2,640
Hospital Tuition (90610)	39,280	53,847	39,950	39,950	0	36,180	-3,770
SEND Strategy (DSG) (90281)	68,700	51,381	60,740	58,720	-2,020	64,940	+4,200
TOTAL	1,621,260	1,621,570	1,851,200	1,822,566	-28,634	2,150,610	+299,410

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	2021/22 Budget		2022/23 Budget			2023/24	Difference 22/23 budget & 23/24 prediction
Non Statutory Services	Budget £	Outturn £	Budget £	Forecast £ (Month 10)	Over/ (under) £	Estimate £	
Language and Literacy Centres LALs (90555)	122,000	122,000	135,740	187,550	51,810	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	331,640	-2,500	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	54,300	-1,600	58,590	+2,690
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	64,040	+1,535
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	37,690	-15,000	52,690	0
Emotionally Based School Avoidance	121,730	65,623	123,840	123,840	0	134,840	+11,000

(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	24,640	-1,750	26,390	0
0.4fte additional support Speech and Language			31,324	31,324	0	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	1,652,185	30,960	1,644,306	23,081

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.

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:	Agreement of HNB budget for 2023-24
Name of Service/Directorate:	Education / People
Name of assessor:	Jane Seymour
Date of assessment:	7.3.23

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

(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?	
Aims:	To set a budget which will meet the needs of children with SEND in West Berkshire and ensure that the LA's statutory duties are met
Objectives:	
Outcomes:	
Benefits:	

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

	children with SEND in West Berkshire		
Gender Reassignment			
Marriage and Civil Partnership			
Pregnancy and Maternity			
Race			
Religion or Belief			
Sex			
Sexual Orientation			
Further Comments:			

(3) Result	
Are there any aspects of the proposed decision, including how it is delivered or accessed, that could contribute to inequality?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Please provide an explanation for your answer:	
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 EqIA Stage Two:	
--------------------------------------	--

Name: Jane Seymour

Date: 7/3/23

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

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iCollege Review

Report being considered by:	School Funding Forum on 13 th March 2023	
Initial Report Author:	Michelle Sancho & Jacquie Davies	
Updates Report Author	Nicola Ponton & Jacquie Davies	
Item for:	Information & Decision	By: All Forum members

1. Purpose of the Report

- 1.1 To confirm the funding method proposed for iCollege in March 2022 taking into account the increased demand for iCollege since the Covid-19 pandemic.

2. Recommendations

- 2.1 For the group to confirm a method of 'up-front' funding for iCollege.
- 2.2 To consider the recommendation for additional places at iCollege. This is dependent on new premises for both provisions:
- 6 additional places at Pod Plus for EHCP learners so this provision can be extended to include all of KS3, including year 9
 - 12 additional places at Integration to allow Year 7 & 8 learners to follow a more age-appropriate curriculum separate from older year groups

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 A report to Schools' Forum on 23.2.21 identified key issues to be taken forward by a task and finish group. These included addressing a lack of clarity around the roll status of learners at iCollege, inconsistent practice and different financial arrangements in the funding of placements, clarity around admission procedures especially for primary schools, forward planning in relation to EHCP places and the new SEMH provision. This was reviewed in the previous HFF report presented on 1st of March 2022 and therefore most of these issues will not be commented on further.
- 3.2 Over the last year there has been a significant increase in the need to offer short-term provision at iCollege particularly for Year 7 & 8 learners who, historically, were placed at iCollege much less frequently. There is also a requirement for complex need placements, to avoid PEX and for EHCP learners. The increase in demand for placement is linked to the recovery from the pandemic. Young people's mental

health, emotional wellbeing and behaviour has been significantly impacted and this has led to an increase in dysregulated behaviour and EBSA.

4. Supporting Information

- 4.1** A task and finish group was established and a number of meetings were held between September and December 2021. These meetings were a mixture of meetings of the full group and specialist sub-groups. Legal and financial expertise was sought. The proposal from this task and finish group was considered at the Heads Funding Forum on the 1st March 2022.
- 4.2** Financial modelling was undertaken to determine how many places could be offered based on an annual budget of £829K (see Appendix A). The total inclusion budget allocated for 2023/24 is £881K and therefore Appendix A has been updated. It was agreed that a variety of places should be offered including placements for permanently excluded pupils, placements jointly funded (50/50) by the local authority and schools and commissioned places funded 100% by the local authority for learners that have not been permanently excluded (PEX). Commissioned places would be for complex primary aged learners and would have criteria applied to places. It is hoped that these places will help to avoid permanent exclusion for vulnerable learners. Proposed numbers are outlined in section 5 of this report. Any remaining funding would be used to support any additional costs where learners require above SEMH 1 band funding.
- 4.3** In response to a request for clarity around admission procedures, a guidance document has been produced. Please see Appendix B for further details. The Local Authority SEMH Manager will confirm any placement that requires LA funding.
- 4.4** The key issues highlighted in the previous report and those made known to the task and finish group were addressed. Recommendations to address these are outlined in section 5.
- 4.5** The SEN strategy originally suggested a decrease in placement at iCollege over time gradually reducing by 13 by 2029. This aspiration was agreed prior to the Covid-19 pandemic and does not reflect the current need for additional support for learners with SEMH. Please see Appendix C reflecting the increased demand for iCollege places.

5. Proposals

5.1 LA to pay up front for 50/50 places

iCollege deal with a variable and unpredictable flow of money throughout the year. The current practice involves termly recharges. Paying up-front at the start of the financial year for 50/50 places will provide more stability from the beginning of the financial year. Monitoring meetings will take place each short term to confirm the uptake of places. All placements that require LA funding will be confirmed by the LA SEMH Manager.

5.2 Short term places to be delivered in termly blocks

Short term places are initially agreed for a term (6 weeks) and then reviewed on an approximately half term basis. Primary placements are currently offered for 3 days

for an initial 6 week period. Whilst it has been agreed at point 5.7 that schools are responsible for providing suspension provision this data is useful in suggesting how many pupils are struggling and may benefit from in-reach support from iCollege. The huge increase in demand for Integration placements is reflected in the number of suspensions which is documented in Appendix C.

5.3 Commissioned, PEX and 50/50 places supported by financial modelling

Financial modelling has forecast how many places can be allocated based on the current iCollege budget. The recommendation is that 15 places are allocated for permanently excluded learners, complex cases and pro-active inclusion work. In West Berkshire we had 9 PEX in total in 2020-21, 16 PEX 21-22 and for half the academic year 22-23, we have 12. Not all PEX learners will need to remain at iCollege for an extended period of time, but some learners may need to do so. This data would suggest 10 places would be required with an additional 5 places for either PEXs or complex cases. If any additional 100% funded places are needed, these could be considered on a case by case basis in exceptional circumstances.

EHCP funded places would include up to 6 Pod and 12 Pod Plus places which would be funded at the start of the financial year by SEN. Currently iCollege has 25 EHCP learners on roll including Pod and Pod Plus. These are usually long term placements and the costs are agreed at the start of the placement, hence there should be no issue with up-front funding. From the 66 places at iCollege 9 are notionally SEN places, excluding 6 Pod and 12 Pod Plus places.

5.4 Additional Provision

In Appendix E, the case is made for an additional 18 places to be made available at iCollege. This is subject to agreement by this group and suitable premises being available. Therefore it is suggested that these placements be funded from Sept 2023 to Easter 2024 in one upfront payment made in Sept 2023. This provision would then be included in the main payment from April 2024. Please see Appendix D for the breakdown of this funding.

5.5 6th form for EHCP only

6th form places are greatly reduced and EHCP students mainly attend. The recommendation is that iCollege 6th form is in place for EHCP students only. This has been in place from the academic year 21/22.

5.6 Pod/Pod Plus

The SEN Strategy and Deficit Recovery Strategy have identified savings that may be realised by the establishment of SEMH provision within West Berkshire. Modelling has projected a gradual reduction in SEN places at iCollege due to the availability of local SEMH provision with the use of Pod and Pod Plus being gradually reduced. The projection in the reduction of places is shown below in table 1. Due to a significant change in pupil presentation post Covid, this is no longer viable. Additional high quality, cost effective SEMH provision is needed. The proposal is to extend Pod Plus to include 6 Year 9 placements, but this is subject to suitable premises being available.

Table 1

Financial year	No. of placements	Reduction
2022-23	84	
2023-24	82	-2
2024-25	80	-2
2025-26	78	-2
2026-27	76	-2
2027-28	74	-2
2028-29	71	-3
Total		-13

5.7 Roll status

Following consultation with secondary head teachers and with legal, it has been agreed that all short term (in-reach) placements will be dual roll. Permanent places (managed move to iCollege) are to be available from Year 10 onwards. The permanent places will be on a single roll status at iCollege. These are only available for cases where extensive interventions have been previously put in place, including short term intervention at iCollege. The roll status recommendation will be reviewed again with secondary heads following the outcome of the exclusion guidance consultation.

5.7 Suspension (Fixed Term) Provision

Schools are responsible for providing suspension provision. Responsibility falls to the local authority following permanent exclusion. From April 2022 schools will be expected to pay 100% of suspension provision. This provision will be available only if spaces are available at iCollege.

5.8 PEX places to be invoiced 6 weeks after exclusion

To avoid incorrect invoicing following decisions at independent review meetings, iCollege will invoice the local authority for PEX places no earlier than 6 weeks after the exclusion.

5.9 Hours/Package to be agreed on entry

It is recommended that hours for each placement and package details are agreed for each learner on entry. These are subject to change but are to be agreed with schools and the local authority.

5.10 Invest to save opportunities

There may be opportunities to temporarily increase the iCollege offer from time to time as part of invest to save opportunities.

6. Conclusion

- 6.1** The task and finish group have made a series of recommendations based on current issues. These have been widely consulted on and aim to improve clarity and support the financial operation of iCollege going forward.

7. Consultation and Engagement for previous report

Lisa Potts	Finance Manager
Jacque Davies	HT iCollege
Holly Whitwham	Principal Solicitor (People)
Nicola Ponton	SEN Manager
Jane Seymour	Service Manager (SEN & Disabled Children)
Keith Harvey	HT St Nicolas CE Junior School
Gemma Piper	HT Kennet School
Lucy Hillyard	Therapeutic Thinking Lead
Ros Arthur	Exclusions Officer
Kate House	HT The Ilsleys and Hampstead Norreys
Maureen Sims	Chair of Governors (iCollege)
Ian Pearson / Michelle Sancho	Head of Education
Secondary Headteachers	Secondary Collaborative Members

8. Appendices

- 8.1** Appendix A – Financial Modelling March 2022
- 8.2** Appendix B – Guidance Document
- 8.3** Appendix C – Exclusion & Suspension data
- 8.4** Appendix D – Data showing increased demand for icollege
- 8.5** Appendix E – Financial Modelling Additional Provision 2023
- 8.6** Appendix F – Equalities Impact Assessment

Appendix A - Financial Modelling March 2022

Pupil Referral Unit Funding- Budget held by Michelle Sancho					
Place Funding Budget 2022/23					660,000
Funded places	66 @		10,000		£660,000
Pupil Referral Budget Top Up funding Bande 2021/22					£881,000
Previously considered models					
Places					
	50/50	£		no of days	
56	100	56		190	£595,840
10	100	112		190	£212,800
66					£808,640
Places					
15	100 Pex	112	100 @ 112/day	190	£319,200.00
27	50/50	56	50 @ 112/day	190	£287,280
10	100	112	100 @112/day	190	£212,800
52					£819,280.00
Places					
10	100 Pex	112	100 @ 112/day	190	£212,800
37	50/50	56	50 @ 112/day	190	£393,680
10	100	112	100 @112/day	190	£212,800
57					£819,280
Places					
15	100	112	50 @ 112/day	190	£319,200
42	50/50	56	100 @112/day	190	£446,880
57					£766,080

Appendix B – Guidance Document



Accessing iCollege - Guidance

<p>What does iCollege provide:</p> <p>Provision to the LA to enable it to discharge it's duty for arranging suitable full-time education for permanently excluded pupils, and for other pupils who – because of social and emotional mental health needs would not receive suitable education without such provision. This applies to all children of compulsory school age resident in the local authority area. iCollege delivers this in the form of:</p> <ul style="list-style-type: none"> • Off site reactive 'out-reach' provision to improve mainstream engagement for Key Stages 1 to 4 • Long term placements to support learners achieve personal and academic success for Years 9, 10 & 11 • Bespoke packages including core subjects to meet individual learners needs Key Stages 1 - 5 • Short term pro-active 'in-reach' programmes to sustain mainstream engagement for Key Stage 3 <p>Fixed term exclusion/suspension support for schools and in the case of permanent exclusion, from day 6 provide alternative provision on behalf of the LA (Key Stages 1 – 5)</p>
<p>How to access places:</p> <ul style="list-style-type: none"> • Following the West Berkshire Council Therapeutic Thinking Support and Signpost (SAS) Stepped Approach • All placements result from discussion with appropriate stakeholders such as parent(s)/carer(s), the local authority, Pupil Placement Panel (where appropriate) and individual schools. • Parent(s)/carer(s) are unable to apply directly to iCollege or via West Berkshire Council's School Admissions Team
<p>Long term placements can be accessed through:</p> <ul style="list-style-type: none"> • Secondary Pupil Placement Panel ('PPP') that takes place 9 times per year for non-EHCP learners (PPP paperwork to be completed) • Annual Review Process / SEND Panel for primary and secondary EHCP learners (Annual Review paperwork to be completed) • Direct contact with iCollege for short term 'in-reach' places or 'out-reach' support (iCollege 'request for support' paperwork to be completed) • Places for primary and secondary permanent and fixed term exclusions via liaison with the West Berkshire Council Exclusions Officer
<p>Length of the school day:</p> <p>iCollege complies with statutory guidance issued by the Department of Education</p> <p>The school day runs during 'normal school hours' and is typically between 9am and 3pm. However, this can vary between sites and, according to specific individual learning needs and learning programmes developed to meet those.</p>
<p>Where and what is iCollege:</p> <p>iCollege The Pod is located in Newtown Road, Newbury, RG14 7BQ and is a six-place specialist day provision for learners in years 4 to 6 with SEMH and complex needs. Learners all have an EHCP with SEMH as their primary need. The Pod is a high engagement / low demand learning environment. Staff are trained in, and apply the principles of Therapeutic</p>

INSPIRATIONKS1&2
Foxglove Way, Thatcham
Berks., RG18 4DH
01635 877114

INTEGRATIONKS3&4
22 Highview, Calcot
Reading, Berks., RG31 4XD
01189 416636

INTERVENTIONY9&10
88 Newtown Road, Newbury
Berks., RG14 7BT
01635 49397

INDEPENDENCY11&KS5
Richmond House, Bath Road
Newbury, Berks., RG14 1QY
01635 48872



<p>Thinking. Learners are supported to develop their sense of self and learn to manage their behaviours and emotions.</p> <p>iCollege Pod Plus is located in Urquart Road, Thatcham, RG19 4RE and is a 10 place specialist day provision similar to The Pod but for learners in years 7 and 8 with a 'moving on' plan post year 8.</p> <p>iCollege Inspiration is located in Foxglove Way, Thatcham, RG18 4HD and provides short and long term placements for KS1 and 2 learners who are struggling to access mainstream education, including learners who are looking for re-integration back to mainstream or special school following a permanent exclusion or extended fixed-term exclusion. Some learners have EHCPs, but not all. Inspiration also provides an 'out-reach' service to primary schools.</p> <p>iCollege Integration is located at High View, Calcot, RG31 4XD and provides short term placements for KS3 and 4 learners who are struggling to access mainstream education, including learners who are looking for re-integration back to mainstream or special school following a permanent exclusion or extended fixed-term exclusion. Some learners have EHCPs, but not all. Integration also provides an 'out-reach' service to secondary schools.</p> <p>iCollege Intervention is located in Newtown Road, Newbury, RG14 7BQ and provides long term placements for year 9 and 10 learners who follow the National Curriculum and study 3 core subjects; English, maths and science. In addition, they study ICT, art, PSE, and PE as well as having access to drama, music and therapeutic outdoor activities. Learners work in small groups and are often supported 1:1.</p> <p>iCollege Independence is located on Bath Road, Speen, RG14 1QY and provides long term placements for year 11 – 13 learners with a 'complete curriculum' including 8 learning opportunities for all learners. Independence offers learners access to national qualifications at the appropriate levels and an intensive careers / transition programme</p> <p>NB – iCollege is not an all-through school.</p>
<p>Funding:</p> <p>High Needs Block funding - £10k per place / £820k, paid to iCollege at the start of the academic year (66 places plus 6 x Pod and 10 x Pod Plus)</p> <p>Local Authority Funding for long or short term places 21/22 - 50% of top-up funding, unless PEX or special circumstances when 100%</p> <p>Schools for long or short term places 21/22 - 50% top-up funding, unless PEX or special circumstances when 0%</p> <p>EHCP learners – 100% LA if placed via Annual Review / SEND Panel, or 50% schools and 50% LA if negotiated with iCollege outside Annual Review / SEND Panel</p> <p>(CiC from out of area, but living in West Berks without EHCPs are funded by West Berks. CiC with EHCPs are usually funded by the placing 'home' authority)</p>
<p>Top-up Costs 21/22:</p> <p>Band 1 = £112 per day basic rate</p> <p>Band 2 = £148</p> <p>Band 3 = £183</p> <p>Bespoke = negotiation with referring body</p> <p>(Banding 2, 3 and bespoke relates to identified and agreed learner needs, usually only for EHCP learners)</p>
<p>Transport:</p> <p>iCollege complies with the West Berkshire Council's Home to School Transport Policy</p>
<p>Refreshments:</p> <p>iCollege offers all learners a midday meal, breakfast / snacks and tea/coffee/juice during the school day</p>

INSPIRATIONKS1&2
Foxglove Way, Thatcham
Berks, RG18 4DH
01635 877114

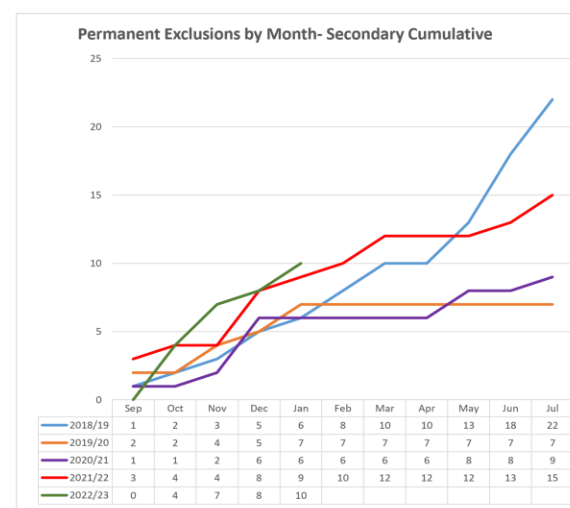
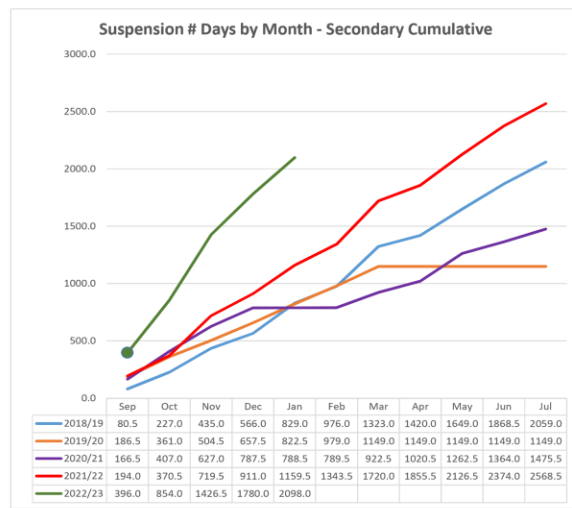
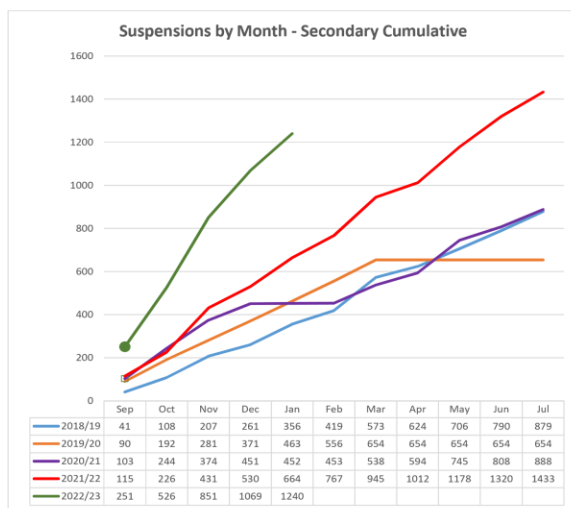
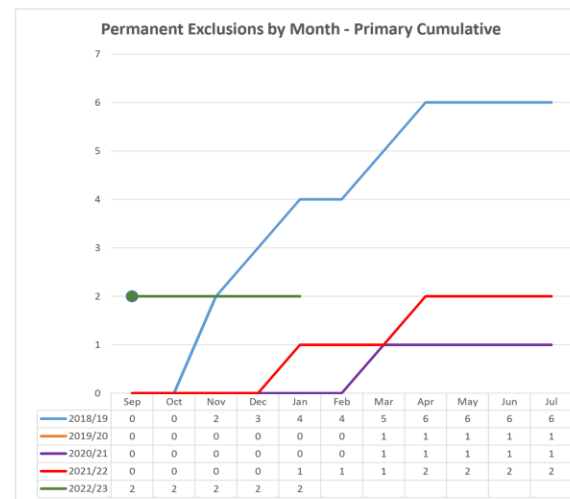
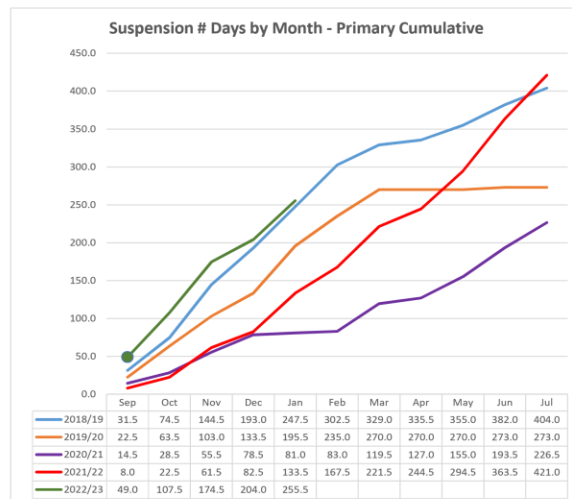
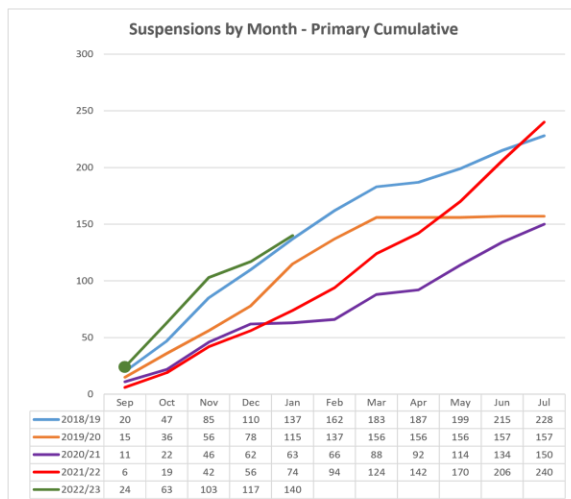
INTEGRATIONKS3&4
22 Highview, Calcot
Reading, Berks, RG31 4XD
01189 416636

INTERVENTIONY9&10
88 Newtown Road, Newbury
Berks, RG14 7BT
01635 49397

INDEPENDENCEY11&KS5
Richmond House, Bath Road
Newbury, Berks, RG14 1QY
01635 48872

Appendix C Exclusion & Suspension data

Exclusions summary by month



Appendix D Data showing increased demand for icollege

Secondary PPP referrals to iCollege for long-term INCLUSION places

	Year 11	Year 10	Year 9	Year 8	Year 7	PEX total
19/20	6	6	6	1	0	5
20/21	6	6	2	2	0	3
21/22	6	9	10	3	3	5
22/23 (to January 2023)	3	2	1 2 x dual roll	0 1 x dual roll	0 1 x dual roll	3

Secondary referrals to iCollege for long-term EHCP places

	Year 14	Year 13	Year 12	Year 11	Year 10	Year 9	Year 8	Year 7
19/20	2	2	1	4	4	4	0	4
20/21	1	0	1	5	3	1	4 (dual roll)	0
21/22	0	3	1	4	3	4	3 (Pod+)	10 (Pod+)
22/23 (to 31.01.23)	0	0	4	4	5	3	7	3

Total Numbers long-term places @ Intervention and Independence

	Year 14	Year 13	Year 12	Year 11	Year 10	Year 9	Year 8	Total
19/20	1	4	7	26	14	5	0	57
20/21	0	3	4	28	11	6	0	52
21/22	0	0	4	24	10	10	1 (late move summer 22 / safeguarding)	49
22/23 (to 31.01.23)	0	0	2	21	13	5	0	41 (5 months)

Total numbers short-term places @ Integration

	Year 13	Year 12	Year 11	Year 10	Year 9	Year 8	Year 7	Total	PEX total
19/20	0	0	1	16 / 3	13 / 4	5 / 3	7	42	10
20/21	0	0	10 / 1	9 / 2	10 / 2	14 / 1	5 / 1	48	7
21/22	0	0	7 / 2	18 / 2	20 / 5	13 / 2	14 / 1	72	12
22/23 (to 31.01.23)	0	0	8 / 2	14 / 2	21 / 4	9 / 2	4 / 1	56 (5 months)	11

Integration try to meet all demand for places. In order to do so, in 22/23 placements have been reduced from 5 days to 3 days and limited to 6 weeks.

Appendix E Financial Modelling Additional Provision 2023

Additional iCollege Provisional Budget held by Michelle Sancho & Nicola Ponton						
Place Funding Budget						
Funded places from Sept 2023 until Mar 2024						
18 @	2 out of 3 terms	£10,000	£120,000			
Funded places from April 2024 onwards						
18 @	100%	£10,000	£180,000			
Places funded for 2023-24 (inclusion budget)						
					no of days	
12 50/50		56 50@	112/day		123	£83,656
Places funded for 2024-25						
					no of days	
12 50/50		56 50@	112/day		190	£127,680.00
Additional 6 places be funded by SEN for EHCP students						
Total additional funding for 2023-24			£202,656			
Total additional funding for 2024-25			£307,680			

Appendix F – Equalities Impact Assessment (Stage One)

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 approve up front funding for iCollege To agree to extend provision at iCollege by 18 places
Name of Service/Directorate:	Education
Name of assessor:	N Ponton
Date of assessment:	02/02/2023

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

(1) What are the main aims, objectives and intended outcomes of the proposed decision and who is likely to benefit from it?	
Aims:	To ensure we meet the needs of vulnerable learners in West Berkshire with SEMH
Objectives:	To provide additional capacity at iCollege to meet the needs of pupils with SEMH
Outcomes:	18 additional places at iCollege will be made
Benefits:	The complex needs of young people will be met effectively locally and in a cost effective way

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

	people with complex behaviour and emotional needs including mental health difficulties. They will be able to attend good quality provision locally and not have to travel to specialist placements		their school or via an EHCP. The evidence for increased need is supported by exclusion data and the request for Out of County placements
Gender Reassignment			
Marriage and Civil Partnership			
Pregnancy and Maternity			
Race			
Religion or Belief			
Sex			
Sexual Orientation			
Further Comments:			

(3) Result	
Are there any aspects of the proposed decision, including how it is delivered or accessed, that could contribute to inequality?	No <input type="checkbox"/>
This service will support young people with complex SEN needs	
Will the proposed decision have an adverse impact upon the lives of people, including employees and service users?	No <input type="checkbox"/>
The request is to provide greater provision which will improve access for service users and better education accommodation will positively impact on employees	

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	No <input type="checkbox"/>
Owner of EqIA Stage Two:	
Timescale for EqIA Stage Two:	

Name: Nicola Ponton

Date: 05/03/2023

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

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Early Years Budget 2023/24

Report being considered by: Schools Forum on 13th March 2023

Report Author: Avril Allenby and Lisa Potts

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

1. Purpose of the Report

- 1.1 To set out the proposal for the Early Years budget 2023/24, which is based upon the recommendations of the Early Years Funding Group.

2. Recommendations

- 2.1 That the Early Years DSG budget for 2023/24 be set at the level detailed in the budget model are agreed. Thus increasing the 3 & 4 year old rate, the 2 year old rate, the quality rate and deprivation along with an increase in the SEN Inclusion Funding.
- 2.2 That there remains a focus on deficit recovery and lowering of the pass-through rate.

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. Funding Framework for 2023/24

- 3.1 The funding rate determined for West Berkshire for 2023/24 for 3 to 4 year olds has increased from £5.01 to £5.26. This includes a further 6p per hour for Teachers pay and pensions in the form of a grant.
- 3.2 It is important to point out that the additional funding to support teacher pay and pensions was previously allocated through a grant directly to schools along with their allocation for the rest of the teaching staff in their school.
- 3.3 It is for each local authority to decide how best to distribute this funding. In West Berkshire we will be providing extra grant for teacher pay and pensions to all schools with a nursery class. The Maintained Nursery Schools will not receive extra as this element has been included in their supplementary funding.
- 3.4 Local Authorities are required to set an average funding rate for providers for 3 and 4 year olds which is at least 95% of the authority's funding rate. This minimum funding level is referred to as the pass through rate.
- 3.5 The funding rate paid for 2 year olds has increased by a 56p uplift from £6.11 to £6.67 per hour.
- 3.6 The Early Years Pupil Premium Grant (EYPPG) is to continue and is increasing from £0.60 to £0.62 per hour.

- 3.7 A Disability Access Fund (DAF) payment of £828 per child per year will be made for children in receipt of Disability Living Allowance.
- 3.8 An SEN Inclusion fund also continues.

4. Forecast Outturn for 2022/23

- 4.1 The figures in the forecast below are based on actual hours for the 2022/23 year, with a small contingency to allow for any final changes in the Spring 2023 hours.
- 4.2 There is a forecast underspend of £268k on the delegated funds, which is due to a reduction in the numbers of hours being taken up by parents.
- 4.3 The centrally managed funds have a forecast saving of £26k, which is mainly due to a lower uptake of the Disability Access Fund than we were funded for.
- 4.4 The initial budget allocation was based on January 2021 census, based on the current census we are due to receive £9,000 additional funding from the DFE, but final figures won't be known until July 2023.
- 4.5 The 2021-22 funding adjustment of £101k is the adjustment from the prior year.
- 4.6 The table below shows the forecast outturn for 2022/23:

	2022/23 Budget Set £	2022/23 Forecast £	2022/23 Variance £
Funds Delegated to Early Years Providers			
PVI Providers	6,165,370	5,920,281	-245,089
Nursery classes in Mainstream Schools	1,875,190	1,972,647	97,457
Maintained Nursery Schools (including MNSS lump sum)	824,890	798,619	-26,271
2 Year Old Funding	736,930	663,214	-73,716
Pupil Premium Grant (30%) and deprivation funding (70%)	235,690	215,493	-20,197
Total Delegated Funds	9,838,070	9,570,253	-267,817
Centrally Managed Funds			
Central Expenditure on Children Under 5	281,980	276,850	-5,130
Early Development Intervention Team (EDIT)	62,505	60,755	-1,750
SEN Inclusion Fund	90,000	91,750	1,750
Disability Access Fund	42,400	21,600	-20,800
SSRs	69,310	69,307	-3
Total Centrally Managed Funds	546,195	520,262	-25,933
TOTAL EXPENDITURE	10,384,265	10,090,515	-293,750
Early Years DSG Block Funding In Year	-10,161,380	-10,025,446	-9,066
In year overspend (under spend)	367,885	65,068	-302,817
Early Years 2021-22 funding adjustment		101,295	101,295
Early Years DSG Block Overspend from previous year	916,650	914,269	-2,381
FORECAST CUMULATIVE DEFICIT AT YEAR END	1,284,535	1,080,632	-203,903

5. Deficit Recovery

- 5.1 The deficit recovery plan took effect with effect from 1st April 2021. The first year saw a £56k reduction in the deficit. However, the deficit has grown since the end of 21/22. This is because we have to cover the centrally retained funds from the 5% which is not passed to providers. As the pass through rate is around 98%, it will take time to reduce the deficit.
- 5.2 The net budget for 22/23 was set at £368k deficit, but the outturn is expected to be lower at £65k short. This is an improved position of £303k on the budget. The outturn was budgeted to be £1.3m overspent, but the outturn is expected to be £1m over.

6. Budget Model for 2023/24

- 6.1 We are now in the second year of the funding announced in the Spending Review in October 2021. The funding in the financial year 2023/24 is £180 million, an increase on the allocation last financial year which was for £160 million.
- 6.2 In addition to this government consulted on the Early Years National Funding mainstreaming the early year’s element of the teachers’ pay and pension’s grants and creating a fairer distribution of the mainstream nursery school supplementary funding. Along with making some technical amendments and using an updated data set to underpin allocations.
- 6.3 Therefore when determining the local rates there are two factors that need to be taken into consideration. The deficit recovery and the new funding from government. The table below shows the local rates in the current financial year, the rates as per deficit recovery and the proposed rates when the new funding is applied using our local formula.

	2022/23 Current Base Rate £	2023/24 Rate as per deficit recovery £	2023/24 Proposed Rate £
3&4 year olds funding rate	4.50	4.48	4.69
Quality Rate	0.63	0.62	0.63
2YO Funding Rate	5.71	5.59	6.13
Deprivation	1.72	1.64	1.72

- 6.4 The Local Authority is allowed to fund from the grant some centrally provided services, including staffing and IT costs in relation to overseeing the delivery of the free entitlement, sufficiency of places, eligibility checking, and administration of funding payments to providers. However funding for these services is limited by the requirement to set a “pass-through rate” for 3 and 4 year olds which is at least 95% of the authority’s funding rate.
- 6.5 The pass-through rate for 2023/24 is at 98.2%, which is mainly due to the high level of hours that attract the quality supplement. This has reduced by 1.5% from the 22/23 budget.

6.6 It should be noted that 2019/20 the single base rate was increased to support all providers with the additional costs that have impacted on them over the past two years; rises in the minimum wage and pension costs alongside the introduction of the additional free entitlement to working parents. However this rise has impacted upon the pass-through rate taking it above 100% and has resulted in the overspend position that now needs addressing.

6.7 The 2023/24 budget is shown below using the rates shown above:

	2023/24 Yr 1 Budget £
Funds Delegated to Early Years Providers	
PVI Providers (90036)	6,202,254
Nursery classes in Mainstream Schools (90037)	2,016,594
Maintained Nursery Schools (90010)	931,085
2 Year Old Funding (90018)	724,257
Pupil Premium Grant (35%) and deprivation funding (65%) (90052)	218,933
Total Delegated Funds	10,093,122
Centrally Managed Funds	
Central Expenditure on Children Under 5 (90017)	339,480
Early Development Intervention Team (EDIT) (90287)	64,040
SEN Inclusion Fund (90238)	108,000
Disability Access Fund (90053)	43,060
SSRs	77,730
Total Centrally Managed Funds	632,310
TOTAL EXPENDITURE	10,725,432
Early Years DSG Block Funding In Year	-10,654,355
In Year 223234Shortfall	71,077
Early Years DSG Block Deficit carried forward	£1,080,632
OVERALL NET POSITION	1,151,709

6.8 The number of hours that are eligible for the quality rate has increased from 53% in 2019/20 to 62% in 22/23. Although we are reducing the pass through rate to providers, this is going to take some time to bring to a sustainable level.

6.9 A review of use and uptake of the SEN Inclusion Funding highlighted that this fund is under pressure due to the increase in hours available to parents and the cost of living. It is proposed to increase the fund in 2023/24. The details of the current work undertaken and the pressures are detailed in Appendix A.

7. Conclusion

7.1 The Early Years Block budget has been set at a level which seeks to realign the pass-through rate and reduce some of the deficit budget. While balancing the needs of the local childcare providers and the pressures of the current cost of living issues. Thus providing a viable pass-through rate.

- 7.2 The deficit will be monitored to ensure the overall position of the block is recovering the current shortfall.

8. Recommendation

- 8.1 That the Early Years DSG budget for 2023/24 be set at the level detailed in the budget model are agreed. Thus increasing the 3 & 4 year old rate, the 2 year old rate, the quality rate and deprivation along with an increase in the SEN Inclusion Funding.
- 8.2 That there remains a focus on deficit recovery and lowering of the pass-through rate.

9. Appendices

- 9.1 Appendix A – Early Years Inclusion Support Funding
- 9.2 Appendix B – Equalities Impact Assessment.

Appendix A

West Berkshire Early Years Inclusion Support Funding (EYISF) Budget

What is EYISF?

<https://www.gov.uk/government/publications/early-years-funding-2022-to-2023/early-years-entitlements-local-authority-funding-of-providers-operational-guide-2022-to-2023>

5.3 Special educational needs inclusion fund (SENIF)

Local authorities are required to have SENIFs for all 3 and 4-year-olds with SEN who are taking up the free entitlements, regardless of the number of hours taken. These funds are intended to support local authorities to work with providers to address the needs of individual children with SEN.

In West Berkshire, EYIS funding can be used to support a child's inclusion during the parental entitlement to 15 or 30 hours of free early years' education per week, for up to 38 weeks per academic year. It is for eligible two, three and four year-olds.

How it is allocated

EYISF is allocated specifically to support the inclusion of a named child. All funds must be spent on that purpose.

Applications are made on a termly basis by settings and reviewed at a panel meeting (The panel consists of the four advisory teachers from EDIT, the LSS manager, an advisory teacher from the Early Years Team, plus representatives from the EP Service and SEN Team).

EYISF is allocated within the bands shown below in line with free entitlement of 15 or 30 hours and the child's support need (frequency of intervention needed).

Band	Frequency of intervention guide	2021-22
1	Low 1 to 7 hours	200
2		500
3	Medium 8 to 20 hours	800
4		1000
5		1200
6	High 21 to 30 hours	1600
7		2000

How it has been used over the past couple of years

Previously the amount of funding allocated has reflected the number of hours a child attends the setting from their free entitlement (15 or 30 hrs) and the level of support needed e.g. low / medium / high. In this way the EYISF could support settings to provide targeted interventions for children with lower level or emerging SEND as well as a high level of support for those with more complex needs.

The Managers and SENDCos would determine how to use the funding best to support the inclusion of the child within their setting.

The funding could be used flexibly, to ensure the child's additional needs are met. For example, the funding could:

- provide a contribution toward additional staffing. An additional staff member may be recruited by the setting to work with the child, or to provide 'cover' for an experienced member of staff to provide support at given times
- be ear-marked for staff training to support staff in meeting the needs of the child
- be used to purchase equipment or resources to meet the needs of the child

Pressures on the EYISF budget

The EYISF budget is currently £90,000 per year and has not been increased for a number of years.

Two factors have had significant impact on the funds available to support settings:

1. The introduction in September 2017 of 30 hours free early years' entitlement for working parents.
2. The gradual increase in the minimum wage (this was £7.50 in 2017 and will increase again in April 2023 to £10.43).

Without a designated SEND budget, private, voluntary and independent (PVI) settings rely on EYISF if a child needs a high level of individual support to be included in the setting, or if they are looking to increase ratios to allow for targeted interventions. Although EYISF has always been a **contribution** towards the cost of including a child with SEND, the bandings as they stand provide a minimal contribution. For example, a child attending 30 hours requiring full adult support to be included in a setting would receive a maximum of £2000 per term, this equates to £6.66 per hour.

For the spring term 2023 there were 56 requests. Once assessed and Bands allocated the total amount of funding needed was £32,600, which far exceeded the £22,000 remaining in the budget for the year. The panel had to make some difficult decisions which resulted in only the children with an exceptional level of need (i.e. those for whom a placement would not be possible without full time support) were allocated the full funding (15 children). 24 children were given 50% of their allocated funding and the rest were given no funding. This amounted to £24,500 with the deficit having to be found from other budgets that sit within Learning Support.

For comparison:

In spring term 2022 there were 39 requests for funding.

In spring term 2021 there were 25 requests for funding.

What we forecast might be needed in the future?

The following table shows the last three years of funding:

	No of requests	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7
Spring 2020*	35	8	21	6	0	0	0	0
Summer 2020	39	1	10	4	14	5	1	4
Autumn 2020	19	0	1	9	5	3	1	0
Spring 2021	25	0	2	6	10	5	2	0
£80,900 total 20/21		£200	£6,500	£15,200	£29,000	£15,600	£6,400	£8,000
Summer 2021	30	0	4	6	12	6	2	0
Autumn 2021	22	0	1	7	6	4	4	0
Spring 2022	39	1	8	6	9	8	6	1
£91,700 total 21/22		£200	£6,500	£15,200	£27,000	£21,600	£19,200	£2,000
Summer 2022	55	2	11	16	16	3	6	1
Autumn 2022	32	6	12	5	5	1	2	1
Spring 2023	38	0	12	9	9	5	3	0
£105,500 total 22/23		£1,600	£17,500	£24,000	£30,000	£10,800	£17,600	£4,000

* Bandings were higher - this was changed for summer 2020 funding onwards

- Autumn term traditionally sees the fewest requests as children transition to school, with summer term having the heaviest demand on the budget.
- The figures show a year on year increase in the number of funding requests made with a greater number of parents taking up their child's full entitlement of 15 hrs (Band 3 or 4) or up to 30 hours, (Bands 5, 6, or 7).
- We are also seeing an increase in the number of children with more complex needs being supported in mainstream PVI settings, who require a high level of individual adult support in order to be included in the setting (those children at Band 3/4 or 6/7).

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:	For the Schools Forum to agree the 2023/24 Early Years budget.
Name of Service/Directorate:	Early Years Budget 2023/24
Name of assessor:	Lisa Potts
Date of assessment:	14/2/2023

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 Early Years Block budget
Objectives:	To ensure services continue to be funded
Outcomes:	Agreement to fund Early Years 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:** 01/03/2023

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

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Schools Funding Formula 2023/24

Report being considered by: Schools' Forum on 13th March 2023

Report Author: Melanie Ellis

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

1. Purpose of the Report

- 1.1 To inform members of a change to the final school funding formula allocations for 2023/24 as a result of the Department for Education (DfE) review.

2. Recommendation

- 2.1 To note the final formula 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. The allocations have been approved by the Department for Education.

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 DfE funding allocation for 2023-24 is £127.44m and after NNDR direct allocations, there is £125.8m available for the schools formula distribution.
- 3.2 Significant revaluations to the NNDR (national non-domestic rates) are expected in 2023-24, the funding for which is required to be allocated to schools via the National Funding Formula.
- 3.3 Following the Authority Proforma Tool (APT) submission, the DfE advised us to increase the estimated NNDR figures in the APT 2023-24 to account for the revaluation. This is essential in order to avoid any lag in funding to schools and to ensure the funding received in 2024-25 is not detrimentally impacted. The amendments have resulted in a change to the final funding figure for the majority of schools, although the overall level of funding for West Berkshire remains the same.
- 3.4 This updated version has been signed off by the DfE and is awaiting political ratification on the 28th February. We do not expect any further revisions to be required. Schools have been notified of the changes.
- 3.5 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.

4. Final School Funding

		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. Formula Rates

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 AWP	£3,217	£3,329	£3,343	£3,394	£3,512	£3,501	£43,509,329	£45,367,600
KS3 AWP	£4,536	£4,694	£4,714	£4,785	£4,952	£4,935	£29,826,898	£31,251,334
KS4 AWP	£5,112	£5,290	£5,313	£5,393	£5,581	£5,563	£20,289,797	£22,367,127
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		
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	£5,065,044	£6,061,528
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	£1,797,378
Secondary								
Total Allocation (excluding minimum per pupil funding level and MFG funding total)							£119,056,814	£127,082,139
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	£127,082,139
Additional funding to meet the minimum funding level							£637,221	£293,032
Total Allocation including minimum funding adj							£119,694,036	£127,375,171
MFG adjustment							£72,543	£64,271
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

Schools Funding Formula 2023/24

2023/24 School Formula Allocations					2023/24 FINAL ALLOCATION			YEAR ON YEAR CHANGE		
APPENDIX A) PROVISIONAL ALLOCATIONS 2023/24		2022/23 FINAL ALLOCATION (after 0.25% HNB transfer)			2023/24 FINAL ALLOCATION (no block transfer)			YEAR ON YEAR CHANGE		
School Name	Phase	Pupil count Oct 2021	Formula allocated	Per pupil funding	Pupil count Oct 2022	Formula allocated	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	£676,427	£5,637	£89	£474	0%
Basilidon C.E. Primary School	Primary	159	£721,532	£4,538	154	£744,845	£4,837	£23,313	£299	3%
Beedon C.E. (Controlled) Primary School	Primary	47	£363,710	£7,739	44	£381,243	£8,665	£17,533	£926	5%
Beenham Primary School	Primary	50	£377,963	£7,559	62	£485,322	£7,828	£107,358	£269	22%
Birch Copse Primary School	Primary	425	£1,837,575	£4,324	423	£1,892,243	£4,473	£54,668	£150	3%
Bradfield C.E. Primary School	Primary	156	£709,555	£4,548	142	£703,655	£4,955	£-5,900	£407	-1%
Brightwalton C.E. Aided Primary School	Primary	99	£520,871	£5,261	99	£553,940	£5,595	£33,069	£334	6%
Brimpton C.E. Primary School	Primary	54	£384,277	£7,116	59	£434,777	£7,369	£50,501	£253	13%
Bucklebury C.E. Primary School	Primary	114	£574,625	£5,041	122	£647,386	£5,306	£72,761	£266	13%
Burghfield St Mary's C.E. Primary School	Primary	204	£916,205	£4,491	214	£1,005,648	£4,699	£89,443	£208	10%
Calcot Infant School and Nursery	Primary	201	£998,552	£4,968	218	£1,117,402	£5,126	£118,850	£158	12%
Calcot Junior School	Primary	272	£1,266,995	£4,658	281	£1,386,750	£4,935	£119,756	£277	9%
Chaddleworth St Andrew's C.E. Primary School	Primary	30	£295,409	£9,847	23	£283,581	£12,330	£-11,827	£2,483	-4%
Chieveley Primary School	Primary	198	£880,549	£4,447	191	£907,456	£4,751	£26,906	£304	3%
Cold Ash St Mark's CE Primary School	Primary	178	£776,115	£4,360	187	£856,254	£4,579	£80,139	£219	10%
Compton C.E. Primary School	Primary	188	£873,912	£4,648	183	£911,574	£4,981	£37,661	£333	4%
Curridge Primary School	Primary	92	£477,390	£5,189	93	£532,825	£5,729	£55,435	£540	12%
Denefield School	Secondary	958	£5,478,345	£5,719	961	£5,789,777	£6,025	£311,432	£306	6%
Downsway Primary School	Primary	214	£940,323	£4,394	213	£977,621	£4,590	£37,297	£196	4%
Enborne C.E. Primary School	Primary	75	£432,624	£5,768	77	£467,131	£6,067	£34,506	£298	8%
Englefield C.E. Primary School	Primary	105	£509,464	£4,852	109	£549,194	£5,038	£39,730	£186	8%
Falkland Primary School	Primary	420	£1,819,150	£4,331	423	£1,891,219	£4,471	£72,070	£140	4%
Fir Tree Primary School and Nursery	Primary	183	£905,073	£4,946	196	£1,031,245	£5,261	£126,172	£316	14%
Francis Bailly 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	£1,170,142	£4,979	£91,568	£290	8%
Hampstead Norreys C.E. Primary School	Primary	89	£526,053	£5,911	75	£501,854	£6,691	£-24,200	£781	-5%
Hermitage Primary School	Primary	195	£865,645	£4,439	191	£899,815	£4,711	£34,170	£272	4%
Highwood Copse Primary School	Primary	41.5	£269,377	£6,491	73.5	£452,647	£6,158	£183,271	£-333	68%
Hungerford Primary School	Primary	348	£1,544,664	£4,439	360	£1,696,512	£4,713	£151,848	£274	10%
Inkpen Primary School	Primary	64	£436,733	£6,824	56	£436,665	£7,798	£-67	£974	0%
John O'gaunt School	Secondary	405	£2,586,919	£6,387	430	£2,908,003	£6,763	£321,084	£375	12%
John Rankin Infant and Nursery School	Primary	251	£1,095,149	£4,363	230	£1,096,459	£4,767	£1,310	£404	0%
John Rankin Junior School	Primary	358	£1,551,186	£4,333	357	£1,608,436	£4,505	£57,250	£173	4%
Kennet School	Secondary	1512	£8,702,248	£5,755	1517	£9,258,071	£6,103	£555,823	£347	6%
Kennet Valley Primary School	Primary	204	£981,989	£4,814	201	£1,001,475	£4,982	£19,486	£169	2%
Kintbury St Mary's C.E. Primary School	Primary	145	£705,837	£4,868	140	£746,936	£5,335	£41,099	£467	6%
Lambourn CofE Primary School	Primary	169	£834,783	£4,940	157	£844,959	£5,382	£10,177	£442	1%
Little Heath School	Secondary	1314	£7,636,913	£5,812	1325	£8,144,727	£6,147	£507,814	£335	7%
Long Lane Primary School	Primary	210	£952,491	£4,536	214	£1,024,705	£4,788	£72,213	£253	8%
Mortimer St John's C.E. Infant School	Primary	172	£786,682	£4,574	174	£843,232	£4,846	£56,550	£272	7%
Mortimer St Mary's C.E. Junior School	Primary	237	£1,016,095	£4,287	242	£1,099,976	£4,545	£83,881	£258	8%
Mrs Bland's Infant School	Primary	155	£785,053	£5,065	154	£860,215	£5,586	£75,161	£521	10%
Pangbourne Primary School	Primary	191	£870,610	£4,558	174	£868,807	£4,993	£-1,803	£435	0%
Park House School	Secondary	1037	£6,013,904	£5,799	975	£5,970,446	£6,124	£-43,458	£324	-1%
Parsons Down Infant School	Primary	107	£573,032	£5,355	117	£640,728	£5,476	£67,696	£121	12%
Parsons Down Junior School	Primary	233	£1,059,760	£4,548	179	£894,024	£4,995	£-165,736	£446	-16%
Purley CofE Primary School	Primary	104	£537,596	£5,169	98	£548,894	£5,601	£11,298	£432	2%
Robert Sandilands Primary School and Nursery	Primary	232	£1,084,868	£4,676	212	£1,063,208	£5,015	£-21,660	£339	-2%
Shaw-cum-Donnington C.E. Primary School	Primary	90	£503,662	£5,596	93	£541,841	£5,826	£38,179	£230	8%
Shefford C.E. Primary School	Primary	60	£412,259	£6,871	56	£417,993	£7,464	£5,733	£593	1%
Speenhamland School	Primary	278	£1,253,033	£4,507	276	£1,348,299	£4,885	£95,266	£378	8%
Springfield Primary School	Primary	304	£1,321,510	£4,347	309	£1,408,217	£4,557	£86,707	£210	7%
Spurcroft Primary School	Primary	417	£1,847,643	£4,431	398	£1,840,337	£4,624	£-7,307	£193	0%
St Bartholomew's School	Secondary	1350	£7,537,756	£5,584	1353	£7,854,034	£5,805	£316,278	£221	4%
St Finian's Catholic Primary School	Primary	193	£847,232	£4,390	196	£895,697	£4,570	£48,465	£180	6%
St John the Evangelist C.E. Nursery and Infant Sch	Primary	178	£833,279	£4,681	180	£887,667	£4,931	£54,388	£250	7%
St Joseph's Catholic Primary School	Primary	203	£939,971	£4,630	213	£1,046,400	£4,913	£106,429	£282	11%
St Nicolas C.E. Junior School	Primary	247	£1,061,896	£4,299	251	£1,127,023	£4,490	£65,127	£191	6%
St Paul's Catholic Primary School	Primary	319	£1,365,893	£4,282	304	£1,374,123	£4,520	£8,230	£238	1%
Stockcross C.E. School	Primary	100	£529,528	£5,295	90	£524,376	£5,826	£-5,152	£531	-1%
Streatley C.E. Voluntary Controlled School	Primary	103	£508,161	£4,934	99	£530,318	£5,357	£22,157	£423	4%
Sulhamstead and Ufton Nervet School	Primary	95	£501,767	£5,282	102	£556,633	£5,457	£54,866	£175	11%
Thatcham Park CofE Primary	Primary	325	£1,466,096	£4,511	337	£1,577,042	£4,680	£110,946	£169	8%
The Downs School	Secondary	1016	£5,657,639	£5,569	1047	£6,118,444	£5,844	£460,805	£275	8%
The Hilsleys Primary School	Primary	61	£396,896	£6,506	60	£418,719	£6,979	£21,823	£472	5%
The Willink School	Secondary	1007	£5,837,873	£5,797	1026	£6,305,557	£6,146	£467,684	£348	8%
The Willows Primary School	Primary	336	£1,644,272	£4,894	348	£1,790,551	£5,145	£146,280	£252	9%
The Winchcombe School	Primary	448	£1,997,332	£4,458	441	£2,050,804	£4,650	£53,472	£192	3%
Theale C.E. Primary School	Primary	311	£1,406,001	£4,521	318	£1,461,539	£4,596	£55,538	£75	4%
Theale Green School	Secondary	546	£3,316,666	£6,074	634	£4,075,274	£6,428	£758,609	£353	23%
Trinity School	Secondary	1001	£5,966,687	£5,961	1085	£6,762,439	£6,233	£795,751	£272	13%
Welford and Wickham C.E. Primary School	Primary	80	£482,218	£6,028	72	£472,080	£6,557	£-10,138	£529	-2%
Westwood Farm Infant School	Primary	180	£835,309	£4,641	179	£870,286	£4,862	£34,978	£221	4%
Westwood Farm Junior School	Primary	239	£1,078,954	£4,514	233	£1,110,438	£4,766	£31,484	£251	3%
Whitelands Park Primary School	Primary	367	£1,577,829	£4,299	393	£1,758,282	£4,474	£180,453	£175	11%
Woolhampton C.E. Primary School	Primary	102	£535,872	£5,254	100	£553,131	£5,531	£17,258	£278	3%
Yattendon C.E. Primary School	Primary	90	£484,050	£5,378	90	£519,994	£5,778	£35,944	£399	7%
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			£64,252,670		£3,221,041		
Secondary Total		23160	£58,734,950		23313	£63,186,772		£4,451,823		

Deficit Schools

Report being considered by: Heads Funding Group on 13th March 2023

Report Author: Melanie Ellis

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

1. Purpose of the Report

- 1.1 To provide details of the most recent financial forecast of:
- (1) The five schools which have operated throughout 2022/23 with licenced deficit budgets
 - (2) Schools that have informed West Berkshire Council they now expect to end the 2022/23 financial year with an unlicensed deficit balance on their main school budget.
- 1.2 To give an overview of the School Resource Management Advisers (SRMA) deployment scheme that three of the five licenced deficit schools took part during the autumn term 2022/23.

2. Recommendation

- 2.1 That the report be noted.

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

- 3.1 Schools are permitted to set a deficit budget if they meet certain conditions. This is termed a licensed deficit. The conditions of a licensed deficit are set out in the Scheme for Financing Schools (the legal contract the Council has with schools). If the conditions are not met by the school, the Council has the power to issue a Notice of Concern, which ultimately could mean removal of a school's delegation.
- 3.2 During the financial year some schools enter an unplanned financial deficit due to circumstances beyond the school's control. For example higher than budgeted inflationary pay increases, power costs etc., poor Ofsted outcomes that result in unplanned spend
- 3.3 One of the conditions schools that operate with a licensed deficit agree to is that the school will
"6) take part in a) any review the Local Authority commissions on the school's budget deficit position and recovery plan, including a Schools Resource Management Advisor deployment paid for by the DfE (this involves Governors, Headteacher and the School Business Manager/Finance Officer) "

4. Licensed Deficit Schools 2022/23

4.1 Five schools submitted a WBC Deficit Budget License Application for the financial year 2022/23. One of the five had a licensed deficit in the financial year 2021/22, the remaining four all ended 2021/22 with an unlicensed deficit balance. Two of the five expect to end the year with a surplus, one expects to end the year with a very slightly lower deficit than budgeted and the remaining two are forecasting to end the year with significantly higher deficits than budgeted. A summary is given below:

School Main School Budget+ Pupil Premium Grant + Out of Hours Club	2019/20		2020/21		2021/22		2022/23	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Forecast P9/P10
	Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)	
Basildon Primary School *	£13,720	£7,367	£11,220	£2,319	£22,290	(£18,799)	(£17,087)	(£16,773)
Inkpen Primary School #	£6,010	£15,767	£5,850	£8,819	(£14,570)	(£17,964)	£29,655	£6,416
Spurcroft Primary School	£144,820	£110,184	£20,200	(£40,624)	(£28,770)	(£79,302)	(£62,820)	(£170,628)
St Josephs Primary School #	£330	£10,468	£510	£13,993	£660	(£6,241)	(£63,731)	(£98,101)
The Kite Federation*			£4,790	£61,268	£33,310	(£35,259)	£5,647	£60,011
TOTAL Surplus/(Deficit)	£164,880	£143,786	£42,570	£45,775	£12,920	(£157,565)	(£108,336)	(£219,075)

P10 forecast figures used

* school received funding from Primary Schools in Financial Difficulty fund during 2022/23 Basildon £34,190 and The Kite £36,626

4.2 Basildon Primary School

Historic Data

School Main School Budget+ Pupil Premium Grant + Out of Hours Club	2019/20		2020/21		2021/22		2022/23	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Forecast P9/P10
	Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)	
Basildon Primary School *	£13,720	£7,367	£11,220	£2,319	£22,290	(£18,799)	(£17,087)	(£16,773)

* school received funding from Primary Schools in Financial Difficulty fund during 2022/23 Basildon £34,190

In 2020/21 a deficit of £12,959 was transferred from the school's Out of Hours Club (OoHC) to the Main School Budget (MSB). The deficit was attributed to impact of Covid-19. The transfer did not result in a deficit on the MSB but did reduce reserves.

In 2021/22 the school ended the year with a £19k deficit. This was as a result of:

- Loss of income from ceasing to let space to a local pre-school provider due to safeguarding & Internal Audit concerns,
- Cost of the school setting up and opening its own pre-school provision in September 2021,
- Two uninsured maternity covers and an unexpected mid-term resignation resulting in an agency being used to find a suitable replacement.

Although steps were taken by the school to mitigate these losses, it resulted in a year end deficit on the MSB.

P9 2022/23 Forecast Figures

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 P9 Y/E Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
Basildon Primary School	(£22,307)	(£13,337)	£8,970	£3,290	(£3,560)	(£6,850)	£1,930	£124	(£1,806)	(£16,773)

NB Year end deficits on Pupil Premium Grant and Out of Hours Clubs are automatically transferred to the main school budget at year end

At the end of December (period 9) 2022/23, the school forecasts it will end the year with a £16,773 net deficit, £314 less than was budgeted.

If the school had not received £34,190 from the Primary School in Financial Difficulty fund (PSIFD) the forecast deficit would be £45,277, which is £28,190 in excess of the deficit budget it set for 2022/23.

As with all other schools the forecast for 2022/23 has been negatively impacted by the higher than budgeted teacher and support staff inflationary pay increases.

A SRMA deployment was carried out in the autumn term and the report submitted to the school in January 2023.

The Senior Accountant with responsibility for deficit schools will be supporting the school by scrutinising the 2023/24 budget build.

4.3 Inkpen Primary School

Historic Data

School Main School Budget+ Pupil Premium Grant + Out of Hours Club	2019/20		2020/21		2021/22		2022/23	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Forecast P9/P10
	Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)	
Inkpen Primary School #	£6,010	£15,767	£5,850	£8,819	(£14,570)	(£17,964)	£29,655	£6,416

P10 forecast figures used

In 2021/22 the school operated with a licensed deficit budget. The deficit was the result of the financial impact of a fall in pupil numbers which was not recognised early enough to put in place plans to avoid a deficit. The school ended the year with a deficit £3,394 more than budgeted, this was attributed to errors in a contractors register and unplanned maintenance costs.

P10 2022/23 Forecast Figures

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 P9 Y/E Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
Inkpen Primary School #	£29,655	£6,416	(£23,239)							£6,416

P10 forecast figures used

In 2022/23 the school is forecasting a year end surplus of £6,416 which is £23,239 less than budgeted.

The reduction in surplus is attributed to the higher than budgeted teacher and support staff inflationary pay increases and a poor Ofsted which has resulted in additional spend to address the issues identified.

As the school is expected to end 2022/23 with a surplus it is not expected that the school will require ongoing support from Senior Accountant with responsibility for deficit schools.

4.4 Spurcroft Primary School

Historic Data

School Main School Budget+ Pupil Premium Grant + Out of Hours Club	2019/20		2020/21		2021/22		2022/23	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Forecast P9/P10
	Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)	
Spurcroft Primary School	£144,820	£110,184	£20,200	(£40,624)	(£28,770)	(£79,302)	(£62,820)	(£170,628)

In 2020/21 a deficit of £33,204 was transferred from the school's Out of Hours Club (OoHC) to the Main School Budget (MSB). The deficit was attributed to the impact of Covid-19.

In 2021/22 the deficit would have been £109,302 had the school not received £30,000 from the Primary School in Financial Difficulty fund (PSIFD) which reduced the deficit to £79,302, exceeding the budgeted deficit by £50,532.

During the year the school overspent on staff absence cover and one to one support for 1-1 and vulnerable children. Cleaning and premises staff costs were under budgeted. A new phonics scheme had to be purchased following an Ofsted visit, utility costs were higher than budgeted and unavoidable unplanned premises related costs were incurred. The school transferred a deficit of £1,622 from the OoHC to the MSB.

P9 2022/23 Forecast figures

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 P9 Y/E Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
Spurcroft Primary School	(£70,310)	(£161,835)	(£91,525)				£7,490	(£8,793)	(£16,283)	(£170,628)

NB Year end deficits on Pupil Premium Grant and Out of Hours Clubs are automatically transferred to the main school budget at year end

At the end of December (period 9) the school forecasts a deficit of £170,628, which is an increase in deficit of £107,808.

The school was on target to end 2022/23 as planned until the end of August 2022. Since then the school has seen higher than budgeted teacher and support staff inflationary pay increases, insufficient budgets for absence cover (also impacted by a fall in number of HLTAs willing to provide cover), additional 1-1 support, use of agency staff when unable to recruit and instead of breaking even the OoHC is expected to transfer a deficit of £8,793 to MSB at the end of the year.

A SRMA deployment was carried out in the autumn term and the report submitted to the school in January 2023.

The Senior Accountant with responsibility for deficit schools has arranged to visit the school on 28th February, to discuss budget build and deficit recovery.

4.5 St Joseph's Primary School

Historic Data

School Main School Budget+ Pupil Premium Grant + Out of Hours Club	2019/20		2020/21		2021/22		2022/23	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Forecast P9/P10
	Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)	
St Josephs Primary School #	£330	£10,468	£510	£13,993	£660	(£6,241)	(£63,731)	(£98,101)

P10 forecast figures used

In 2020/21 as a result of Covid-19 the school transferred a deficit of £26,922 from the OoHC to the MSB, despite the transfer the school ended the year with a larger surplus than budgeted.

In 2021/22 the school transferred another deficit of £38,102 from the OoHC to the MSB. This deficit resulted in the school moving from a forecast surplus on MSB of £30,929 to a deficit of £6,241.

P10 2022/23 Forecast figures

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 P9 Y/E Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
St Josephs Primary School #	(£63,731)	(£62,217)	£1,514	£0	£1	£1	£0	(£35,885)	(£35,885)	(£98,101)

NB Year end deficits on Pupil Premium Grant and Out of Hours Clubs are automatically transferred to the main school budget at year end

P10 forecast figures used

The school expects to transfer a deficit of £35,885 from the OoHC to the MSB, resulting a combined deficit of £98,101, exceeding the budgeted deficit of £63,731 by £34,370. The total cost of the OoHC deficits transferred to the school's MSB to date will be £100,909.

The school's expectation has been that the OoHC uptake would increase, returning to nearly the same level as pre Covid-19. This has not been the case and the school is now investigating other options with regard to the OoHC provision.

The school is not automatically replacing staff (including teachers) that resign. Where staff are being replaced, fixed term contracts are being used where practical.

The SBM left in mid-November and to date the school has not had any success in filling the role. The ex SBM is covering finances on a casual basis for now.

A SRMA deployment was carried out in the autumn term and the report submitted to the school in January 2023.

The Senior Accountant with responsibility for deficit schools is to visit the school to discuss budget build, deficit recovery and OoHC when informed by the Headteacher of the next meeting between the Headteacher and ex SBM.

4.6 The Kite Federation

Historic Data

School Main School Budget+ Pupil Premium Grant + Out of Hours Club	2019/20		2020/21		2021/22		2022/23	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Forecast P9/P10
	Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)	
The Kite Federation*			£4,790	£61,268	£33,310	(£35,259)	£5,647	£60,011

* school received funding from Primary Schools in Financial Difficulty fund during 2022/23 The Kite £36,626

The 2021/22 deficit was the result of an uninsured absence and settlement payment in addition to errors in the original budget.

P9 Forecast Figures

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 P9 Y/E Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
The Kite Federation	£3,577	£58,620	£55,043				£2,070	£1,391	(£679)	£60,011

NB Year end deficits on Pupil Premium Grant and Out of Hours Clubs are automatically transferred to the main school budget at year end

At the end of December (period 9) the school forecasts it will end the year with a £60,011 surplus, £54,364 more than is in the budget. This is in part due to the federation's successful PSIFD bid for £36,626 to cover the uninsured absence and settlement payment incurred in 2021/22.

Since September 2022 the federation has allowed staff to reduce hours if requested, casual contracts that ended in December 2022 were not extended and staff leavers are not being replaced. In addition some extra grants and donations have been received.

The Senior Accountant with responsibility for deficit schools has arranged to visit the school on 8th March, to discuss budget build.

5. Schools Forecasting to end 2022/23 with an Unlicensed Deficit

5.1 Seven schools have submitted a P9 report that forecasts an unlicensed deficit on their MSB at the end of the 2022/23 financial year.

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 P9 Y/E Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
Beenham Primary School	£310	(£55,663)	(£55,973)	£760	£219	(£541)	£0	£77	£77	(£55,367)
Bradfield Primary School	£4,530	(£5,065)	(£9,595)	£1,130	£15,911	£14,781	£390	(£526)	(£916)	£10,320
Brimpton Primary School	£1,590	(£31,057)	(£32,647)	£210	(£2,317)	(£2,527)	£600	£1,138	£538	(£32,236)
Bucklebury Primary School	£470	(£11,362)	(£11,832)	£1,340	£7,865	£6,525				(£3,497)
Long Lane Primary School ⁽¹⁾	£9,930	(£51,160)	(£61,090)				(£5)		£5	(£51,160)
Pangbourne Primary School ⁽²⁾	£470	(£20,177)	(£20,647)	£1,340	£381	(£959)				(£19,796)
St Finians Primary School	£6,800	(£41,926)	(£48,726)				£1,670	£135	(£1,535)	(£41,791)
TOTAL Surplus/(Deficit)	£24,100	(£216,410)	(£240,510)	£4,780	£22,059	£17,279	£2,655	£824	(£1,831)	(£193,527)

NB Year end deficits on Pupil Premium Grant and Out of Hours Clubs are automatically transferred to the main school budget at year end

(1) Out of Hours Club forecast not submitted requested 14.02.23

(2) expect deficit to reduce following corrective forecast work completed with school, await P10 reports due 22.02.23.

5.2 Beenham Primary School

Historic Data

School	2019/20		2020/21		2021/22		2022/23	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Forecast
	Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)	
Beenham Primary School	(£23,230)	(£33,847)	£340	(£363)	£2,170	£22,009	£1,070	(£55,367)

P9 2022/23 Forecast Figures

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 P9 Y/E Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
	Beenham Primary School	£310	(£55,663)	(£55,973)	£760	£219	(£541)	£0	£77	£77

NB Year end deficits on Pupil Premium Grant and Out of Hours Clubs are automatically transferred to the main school budget at year end

The school previously recovered from a long term deficit but now finds itself forecasting a deficit at the end of this financial year for the following reasons:

- Financial impact of the higher than budgeted teacher and support staff inflationary pay increases,
- Long term uninsured teacher sickness absence,
- Additional unbudgeted costs incurred as a result of supporting pupils whilst applying for EHCPs,
- 1-1 children needing support at lunchtimes,
- Many costs higher than expected due to impact of high inflation,
- Unfunded costs incurred for non-Afghan refugee pupils.

In addition, the school had been told that they should budget to continue to receive funding for Afghan refugee pupils (they allowed for £13.8K in 2022/23). When the P9 forecasts were prepared no information about the funding had been received so the school did not include it in the forecast. Since then the Local Authority has received confirmation that some funding for these children will be made available this financial year but there is no indication as to when, how much or how it will be allocated.

The Senior Accountant with responsibility for deficit schools has arranged to visit the school on 1st March, to discuss budget build and deficit recovery.

5.3 Bradfield Primary School

Historic Data

School	2019/20		2020/21		2021/22		2022/23	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Forecast
	Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)	
Bradfield Primary School	£13,570	£1,316	(£7,940)	£11,950	£29,810	£14,154	£6,050	£10,320

P9 2022/23 Forecast Figures

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 P9 Y/E Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
Bradfield Primary School	£4,530	(£5,065)	(£9,595)	£1,130	£15,911	£14,781	£390	(£526)	(£916)	£10,320

NB Year end deficits on Pupil Premium Grant and Out of Hours Clubs are automatically transferred to the main school budget at year end

Subsequent to submission of the P9 forecast, the SBM has identified some contract costs that have been miscoded to the Main School Budget. The school believe once corrected the deficit will be cleared.

5.4 Brimpton Primary School

Historic Data

School	2019/20		2020/21		2021/22		2022/23	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Forecast
	Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)	
Brimpton Primary School	£9,070	£16,249	£1,370	£22,044	£33,480	£11,748	£2,400	(£32,236)

P9 2022/23 Forecast Figures

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 P9 Y/E Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
Brimpton Primary School	£1,590	(£31,057)	(£32,647)	£210	(£2,317)	(£2,527)	£600	£1,138	£538	(£32,236)

NB Year end deficits on Pupil Premium Grant and Out of Hours Clubs are automatically transferred to the main school budget at year end

The forecast deficit seems to be the result of financial impact of the higher than budgeted teacher and support staff inflationary pay increases, cover required for long term absence of a TA, inflationary increase in costs and multiple overspends.

The Senior Accountant with responsibility for deficit schools is to work with the school to improve robustness of budget build and help plan a deficit recovery.

5.5 Bucklebury Primary School

Historic Data

School	2019/20		2020/21		2021/22		2022/23	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Forecast
	Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)	
Bucklebury Primary School	£210	(£15,508)	£440	£27,102	£1,090	£11,560	£1,810	(£3,497)

P9 2022/23 Forecast Figures

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 P9 Y/E Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
Bucklebury Primary School	£470	(£11,362)	(£11,832)	£1,340	£7,865	£6,525				(£3,497)

NB Year end deficits on Pupil Premium Grant and Out of Hours Clubs are automatically transferred to the main school budget at year end

The Finance Officer has been catching up on the school's finances since she joined the school in September 2022, so with the agreement of the WBC Schools

Accountancy team the P9 forecast was not submitted until 13th February (deadline was 18th January).

For this reason the submission had not been reviewed by the Senior Accountant with responsibility for deficit schools prior to this report being written. Once the review is complete, contact will be made with the school to offer support with budget build and deficit recovery.

5.6 Long Lane Primary School

Historic Data

School	2019/20		2020/21		2021/22		2022/23	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Forecast
Main School Budget+ Pupil Premium Grant + Out of Hours Club	Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)	
Long Lane Primary School ⁽¹⁾	£31,700	£28,176	£13,740	£13,849	£28,190	£10,279	£9,925	(£51,160)

(1) Out of Hours Club forecast not submitted requested 14.02.23

P9 2022/23 Forecast Figures

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 P9 Y/E Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
Long Lane Primary School ⁽¹⁾	£9,930	(£51,160)	(£61,090)				(£5)		£5	(£51,160)

NB Year end deficits on Pupil Premium Grant and Out of Hours Clubs are automatically transferred to the main school budget at year end

(1) Out of Hours Club forecast not submitted requested 14.02.23

In 2020/21 and 2021/22 the school transferred deficits of £18,568 and £1,489 from the OoHC to the MSB.

Early in 2022/23 the OoHC was closed as planned and a deficit of £8,669 was transferred to the MSB, exceeding the budget allowed for the closure by £4.1k. The school did not submit a bid to the PSIFD to cover the redundancy costs incurred.

The school states that the forecast deficit of £51,160 is the result of the financial impact of the higher than budgeted teacher and support staff inflationary pay increases, some TA contracts being changed to HLTA contracts mid-year, cost of covering absences, unplanned but unavoidable repairs to premises and kitchen, water, energy, school meals and PPG costs under budgeted and unbudgeted Health & Safety buy back. In turn this has been offset by some unbudgeted/additional income/funding for example unbudgeted PPG from another authority, successful insurance claims, funding for Ukraine refugee pupils.

The Senior Accountant with responsibility for deficit schools has emailed the school to arrange a visit to work with both the new Head Teacher and retiring SBM on the budget build and to help plan for deficit recovery.

5.7 Pangbourne Primary School

Historic Data

School	2019/20		2020/21		2021/22		2022/23	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Forecast P9/P10
Main School Budget+ Pupil Premium Grant + Out of Hours Club	Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)	
Pangbourne Primary School	£13,890	£23,320	£5,090	£18,220	£100	£11,766	£750	(£19,796)

P9 2022/23 Forecast Figures

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 P9 Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
Pangbourne Primary School (2)	£740	(£20,177)	(£20,917)	£10	£381	£371				(£19,796)

NB Year end deficits on Pupil Premium Grant and Out of Hours Clubs are automatically transferred to the main school budget at year end

(2) expect deficit to reduce following corrective forecast work completed with school, await P10 reports due 22.02.23.

The review of the P9 forecast identified some errors that once corrected are expected to reduce the deficit significantly.

The school has been asked to submit the P10 forecast to the Senior Accountant with responsibility for deficit schools by the 22nd February so an accurate forecast can be used to determine next steps.

5.8 St Finians Primary School

Historic data

School	2019/20		2020/21		2021/22		2022/23	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Forecast
Main School Budget+ Pupil Premium Grant + Out of Hours Club	Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)		Surplus/(Deficit)	
St Finians Primary School	(£77,150)	(£40,599)	(£34,310)	(£20,657)	£4,820	£1,675	£8,470	(£41,791)

P9 2022/23 Forecast Figures

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9 Y/E Forecast	Variance	2022/23 P9 Y/E Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
St Finians Primary School	£6,800	(£41,926)	(£48,726)				£1,670	£135	(£1,535)	(£41,791)

NB Year end deficits on Pupil Premium Grant and Out of Hours Clubs are automatically transferred to the main school budget at year end

The school previously recovered from a long term deficit but now finds itself forecasting a deficit for the end of this financial year for the following reasons:

- Financial impact of the higher than budgeted teacher and support staff inflationary pay increases,
- Increases to the FTE of teachers, TAs and LTCs due to increasing needs of pupils,
- Unidentified training needs for imminent dioceses inspection,
- Under budgeted for energy costs.

The Senior Accountant with responsibility for deficit schools will contact the school after the half term break to arrange a visit to assist with budget build and deficit recovery plans.

6. School Resource Management Adviser (SRMA) deployment

- 6.1 A School Resource Management Adviser (SRMA) is an independent accredited expert with experience in the management of resources in the education sector, deployed but not employed by the Education and Skills Funding Agency (EFSA). They offer all schools and academy trusts, whatever their financial position, the opportunity to access free support from experienced school business leaders. This tailored advice and peer-to-peer support can help school leaders to identify opportunities to make better use of their funding, enabling them to target resources where they will have the most impact on outcomes for children. Using this free resource allows schools and the Local Authority (LA) to access those with experience outside the LA to determine if the schools and/or the LA are missing opportunities to use resources more efficiently.
- 6.2 A deployment consists of:
- (1) An initial review of the school's financial information and metrics. From time to time throughout the process the SRMA will request data from the school and/or LA to assist with the review.
 - (2) Meetings with the Senior Leadership Team (including the SBM), governors and LA to better understand the school's position.
 - (3) Use by SRMA of school resource management tools and guidance available in order to provide advice and support.
 - (4) A meeting with Senior Leadership Team (including the SBM), governors and LA (if appropriate) to discuss findings/recommendations. There is no requirement for schools to accept and act upon the findings.
 - (5) A report is produced and once quality assured, shared with the LA and school.
 - (6) Approximately six months after the report is distributed, schools are asked to complete an evaluation. This helps the school track progress and helps the department to measure the impact of the programme.
- 6.3 In 2020/21 two primary schools were asked by West Berkshire Council (WBC) to participate in the scheme in order that the process could be better understood. In 2021/22 a third school took part. A summary of the feedback is attached at Appendix A – SRMA evaluation sheet summary. To date none of the suggestions made have been over and above those identified by the LA and/or the school, this in itself is reassuring as the actions are being identified locally at an earlier date.
- 6.4 In 2022/23 willingness to participate in the SRMA programme at the LA's discretion become a condition of licencing a deficit budget and three of the five establishments with licenced deficits in the current financial year took part during the autumn term. Reports were received in January 2023.
- 6.5 It is a requirement that any maintained school wishing to access this resource has the support of the LA, this may limit the number of schools able to take part at any one time.

The most recent School resource management advisers: information for local authorities and maintained schools guidance can be found at

<https://www.gov.uk/government/publications/the-school-resource-management-advisers-srma-programme/school-resource-management-advisers-information-for-local-authorities-and-maintained-schools>

7. Conclusion

7.1 The table below summarises the forecasts, with nine schools forecasting a total deficit of £489k, and three schools forecasting a surplus of £77k. Monitoring will continue until year end, and a report on the final position will be produced.

School	Main School Budget (MSB)			Pupil Premium Grant (PPG)			Out of Hours Club (OoHC)			COMBINED
	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 Original Budget	2022/23 P9/P10 Y/E Forecast	Variance	2022/23 P9 Y/E Forecast
	A	B	B-A=C	D	E	E-D=F	G	H	H-G=I	B+E+H
Basildon Primary School	(£22,307)	(£13,337)	£8,970	£3,290	(£3,560)	(£6,850)	£1,930	£124	(£1,806)	(£16,773)
Beenham Primary School	£310	(£55,663)	(£55,973)	£760	£219	(£541)	£0	£77	£77	(£55,367)
Brimpton Primary School	£1,590	(£31,057)	(£32,647)	£210	(£2,317)	(£2,527)	£600	£1,138	£538	(£32,236)
Bucklebury Primary School	£470	(£11,362)	(£11,832)	£1,340	£7,865	£6,525				(£3,497)
Long Lane Primary School ⁽¹⁾	£9,930	(£51,160)	(£61,090)				(£5)	£0	£5	(£51,160)
Pangbourne Primary School ⁽²⁾	£740	(£20,177)	(£20,917)	£10	£381	£371				(£19,796)
Spurcroft Primary School	(£70,310)	(£161,835)	(£91,525)				£7,490	(£8,793)	(£16,283)	(£170,628)
St Finians Primary School	£6,800	(£41,926)	(£48,726)				£1,670	£135	(£1,535)	(£41,791)
St Josephs Primary School #	(£63,731)	(£62,217)	£1,514	£0	£1	£1	£0	(£35,885)	(£35,885)	(£98,101)
TOTAL (Deficit)	(£136,508)	(£448,734)	(£312,226)	£5,610	£2,589	(£3,021)	£11,685	(£43,204)	(£54,889)	(£489,349)
Bradfield Primary School	£4,530	(£5,065)	(£9,595)	£1,130	£15,911	£14,781	£390	(£526)	(£916)	£10,320
Inkpen Primary School #	£29,655	£6,416	(£23,239)							£6,416
The Kite Federation	£3,577	£58,620	£55,043				£2,070	£1,391	(£679)	£60,011
TOTAL Surplus	£37,762	£59,971	£22,209	£1,130	£15,911	£14,781	£2,460	£865	(£1,595)	£76,747
TOTAL Surplus/(Deficit)	(£98,746)	(£388,763)	(£290,017)	£6,740	£18,500	£11,760	£14,145	(£42,339)	(£56,484)	(£412,602)

N.B Year end deficits on Pupil Premium Grant and Out of Hours Clubs are automatically transferred to the main school budget at year end

P10 forecast figures used

(1) Out of Hours Club forecast not submitted requested 14.02.23

(2) expect deficit to reduce following corrective forecast work completed with school, await P10 reports due 22.02.23.

8. Appendices

8.1 Appendix A – SRMA evaluation sheet summary

F/Y participated and school	Section A - SRMA Recommendation Summary Section -For information only							Section B - 6 month Evaluation Section - For Completion 6 months after SRMA deployment						
	Estimated benefit or -cost over the next three years if implemented			Achievability	Benefit Grouping	Specific Benefit	Analysis / Rationale	Staff / Non staff	Was this recommendation implemented?	If implemented, what monetary value has been achieved to date. If none- enter £0.00	Savings Realised			Explanatory Notes- optional/free text
	Year 1 (£)	Year 2 (£)	Year 3 (£)					Y/N			6 months (£)	Year End (£)	Year 2 (£)	
2020/21 School 1	0	4,791	4,791	High	Other expenditure	Other insurance premiums	Risk Protection Arrangement - Switching Insurance cover to the Government backed RPA which has been in use for Academies for many years and is now open to maintained schools.	Non staff	Y	7,930	7,930	7,930	7,930	Cost of LA insurance £10,932, RPA £3002. Assumed these costs remained the same for years 2 and 3.
2020/21 School 1	0	4,812	9,623	Medium	Education support staff	Education support staff	Use of Apprenticeships - The use of Apprentices to fulfil some non-teaching roles. This would show values such as inclusivity and engaging with the community. Savings are based on the average apprentice cost of £16.5k including on-costs and the average non-teaching staff costs of £21,643. Replacement of two staff for apprentices on a wastage basis.	Staff	N					As yet we have had no vacancies that would be suitable for an apprentice.
2020/21 School 2	0	62,234	62,234	Medium	Teaching staff	Teaching staff	Teaching Contact Ratio - To increase the ratio in the school to 76% minimum. This would mean the reduction of teaching staff in the school by 1.2 teachers. There would be contractual complications, and this may be best completed by the non-replacement of natural wastage or the reshaping of the leadership team.	Staff	N	0	0	0	0	The school has been concentrating on a Marketing Strategy first, in order to drive up pupil numbers. A new 2 year old provision was opened in Sept2021 and expansion of the 3-4 year old provision too, to encourage more children into our setting before statutory school age. We have made two recent appointments of teaching staff, at lower paycales than their predecessors. Staff structure is something that it kept in mind with every recruitment process.
2020/21 School 2	0	5,068	5,068	High	Other expenditure	Other insurance premiums	Risk Protection Arrangement - Switching Insurance cover to the Government backed RPA which has been in use for Academies for many years and is now open to maintained schools.	Non-staff	Y	7,500	7,500	7,500	7,500	Assuming that the same quotes are generated for the LA and RPA schemes in years 2 and 3.
2020/21 School 2	0	6,442	12,884	High	Education support staff	Education support staff	Use of Apprentices - The use of Apprentices to fulfil some non-teaching roles. This would show values such as inclusivity and engaging with the community. Savings are based on the average apprentice cost of £16.5k including on-costs and the average non-teaching staff costs of £22,942. Replacement of two staff for apprentices on a wastage basis.	Staff	N	0	0	0	0	Many of our non-teaching roles are part-time and the hours are flexed to fit the needs of the pupils and staff alike. Apprenticeship roles have not currently been appropriate for the most recent appointments, but could be something to consider in the future. We do have 3 support staff that are currently undertaking apprenticeship training via the apprenticeship levy, and a further two who have recently completed it.
2021/22 School 3	0	0	0	Low	Teaching staff	Teaching staff	Based on reduction in average teaching costs to the top of green threshold level of £59500 should the school need to divert spending elsewhere or manage a deficit budget, they could save £429,468. This illustrates the impact of higher paid staff. This would take longer than three years to achieve as and when staff changed. and so is shown just for reference purposes. As future budgets still need further work on them it is not felt appropriate to include this as the figures may change.	Staff	N	0	0	0	0	Whilst we acknowledge that our average teacher cost is higher than the sector average, we have experienced a sharp decline in applications when we advertise a teaching post. As we can only recruit from within the pool of applications we have we have to pay the "going rate" if we wish to recruit. However, we are also working with local Teacher training organisations to try to secure a small flow of NQTs (ECTs) into the school to reduce costs and aid recruitment. We currently have two trainee teachers on that basis.
2021/22 School 3	0	0	70,512	Low	Teaching staff	Teaching staff	Based on 2 of the SLT teaching half a timetable or other management time being reduced, which would bring teacher contact ratio closer to the more optimum level if the school need to divert spending elsewhere or manage a deficit budget. Would be subject to costs if not achieved through natural means. Capacity levels may prohibit this but it is a consideration. Overall saves 1 FTE teacher	Staff	Y	0	0	0	0	We currently have two members of SLT (Assistant headteachers) with a regular teaching commitment of half a day a week each. Whilst this plugs a gap in our teaching capacity it does not save the school money as their time is more expensive than if we had teachers in post. We are also short of one Assistant Headteacher (vacant post) so this is stretching SLT capacity at the same time.
2021/22 School 3	0	0	137,500	Low	Education support staff	Education support staff	Reduce overall spend on curriculum support staff should the school need to divert spending elsewhere or manage a deficit budget. This is based on the spend being reduced by 5% in Year three .Would be subject to costs if not achieved through natural means. School currently considering adding 3 staff now so by reconsidering this, average cost £25k per member of staff, it could be part achieved here.	Staff	Y	105,000	210,000	100,000	100,000	We currently have 10 unfilled vacancies for Teaching Assistants (due to challenges recruiting - not enough applications) which is saving us money, but at the expense of curriculum delivery and safety for remaining staff. We have therefore kept these vacant roles in the budget plan to fill as soon as we are able to recruit. We still have a balanced 3-year budget plan with these posts in.

F/Y participated and school	Section A - SRMA Recommendation Summary Section -For information only							Section B - 6 month Evaluation Section - For Completion 6 months after SRMA deployment						
	Estimated benefit or -cost over the next three years if implemented			Achievability	Benefit Grouping	Specific Benefit	Analysis / Rationale	Staff / Non staff	Was this recommendation implemented?	Savings Realised				Explanatory Notes- optional/free text If the recommendation was not implemented or the value of savings is less/more than the SRMA identified please explain the reasons why for context.
	Year 1 (£)	Year 2 (£)	Year 3 (£)					Y/N		6 months (£)	Year End (£)	Year 2 (£)	Year 3 (£)	
2021/22 School 3	2,500	2,500	2,500	Medium	Revenue generation	Donations and/or voluntary funds	Estimate of potential grant /bids that might be achievable based on conservative estimate.	Revenue generation	Y	3,500	5,000	5,000	5,000	We continue to apply for grant funding wherever possible for our projects. NB: Some of the grant funding organisations suggested by the SRMA are not accessible for us due to geographical or sector restrictions, but we continue to research and apply for grants wherever possible.
2022/23 School 4 (Licenced Deficit)	£27,872.83	£48,738.00	£49,712.00	High	Teaching staff	Teaching staff	Reducing the teaching staff by 1 x FTE. The school ratios indicate the school is overstaffed due to small class sizes and a non-teaching headteacher. The school should consider mixed classes in the short term until the expected increase in the NOR materialises.	Staff						
2022/23 School 4 (Licenced Deficit)	£19,546.92	£34,179.00	£34,863.00	High	Teaching staff	Teaching staff	Reducing the nursery teaching staff by 1 x post .66 FTE. The nursery is running a deficit budget and the NOR is not expected to rise greatly over the next few years. Whilst it is the schools strategy to have qualified teachers in post that may not be possible and therefore reducing the teacher post from 1.14 to .14 will make the necessary financial savings to move the nursery from deficit to surplus.	Staff						
2022/23 School 4 (Licenced Deficit)	£11,417.58	£19,964.00	£20,364.00	Medium	Education support staff	Education support staff	Reducing 1 x teaching assistant post .The school's curriculum staff ratio is the upper end of target indicating the school has an acceptable number of classroom support staff, however, when this is considered against the lower than average number of students requiring additional support it would suggest the school is over spending on classroom support.	Staff						
2022/23 School 4 (Licenced Deficit)	-£25,000.00	-£25,000.00	-£25,000.00	High	Other staff	Other staff	Recruit a caretaker to ensure regular maintenance is undertaken at the school and emergency site issues are not undertaken by the headteacher or SBM.	Staff						
2022/23 School 5 (Licenced Deficit)	£82,775.00	£144,738.00	£147,632.00	Medium	Education support staff	Education support staff	Given the lower-than-average number of student with additional needs, the school should review the classroom support currently offered with a view to reducing costs. Reducing the number of TAs in the school in line with the metrics target would see a saving of £82,775 in the first year.	Staff						
2022/23 School 5 (Licenced Deficit)	25,000	25,000	25,000	Medium	Education support staff	Education support staff	The practice of paying staff on time sheets should cease. This will allow for greater control over the cost of staffing.	Staff						
2022/23 School 6 (Licenced Deficit)	42,525	74,358	75,845	Medium	Education support staff	Education support staff	Reduce the number of TAs by 5 = FTE 4.05. Using an average total salary cost for the school's TAs of £18,000 and reducing the number of TAs by 5 = 4.05 FTE total savings £72,900pa and bringing the Curriculum Staff Costs as % of Total Revenue Income metrics in line with target.	Staff						
2022/23 School 6 (Licenced Deficit)	25,682	44,908	45,806	Medium	Teaching staff	Teaching staff	Members of the leadership team teach a reduced timetable for example the headteacher covers 1 x PPA session. The deputy headteacher covers 1 x PPA session a week and teaches 2 x days a week. Therefore, the school has a fulltime member of the leadership team teaching 50% of the week Replacing the DHT with 1 x .4FTE teacher would save circa £44,027pa	Staff						
2022/23 School 6 (Licenced Deficit)	11,667	20,000	20,000	Medium	Education support staff	Education support staff	Replace the HLTA with responsibility for inclusion and pupil premium with a mix of admin and student support	Staff						

Dedicated Schools Grant Monitoring Report 2022/23 – Month Ten

Report being considered by: Schools' Forum on 13th March 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 £157.4m. This includes £48.4m which funds Academies and post-16 high needs places which is paid direct by the Education and Skills Funding Agency (ESFA) to schools. The DSG budget for 2022/23 has been built utilising the remaining grant of £109m.
- 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 £110.7m, 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. Month Ten Forecast (31 January 2023)

5.1 The forecast position at the end of January 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	Month 10 Forecast	Deficit/ (surplus)
£'000	£'000	£'000		£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
			Expenditure:								
63,320	64,558	70,512	Schools Block (inc ISB)	71,663	1,274	72,937	71,663	71,770	71,827	73,319	382
10,042	10,441	9,899	Early Years Block	10,016	86	10,102	10,030	10,030	10,030	10,104	1
1,054	981	1,001	Central School Services Block	992		992	984	977	980	980	(12)
19,967	20,939	23,827	High Needs Block	26,651	38	26,690	26,515	26,959	27,690	27,790	1,100
(341)	0	0	High Needs Block In-Year deficit recovery	(1,707)		(1,707)	0	0	0	0	1,707
94,041	96,919	105,240	Total Expenditure	107,615	1,399	109,014	109,191	109,736	110,527	112,192	3,178
			DSG Grant Income:								
(63,602)	(65,700)	(70,293)	Schools Block	(71,663)	(1,274)	(72,937)	(71,663)	(71,663)	(71,663)	(72,937)	0
(9,491)	(10,229)	(9,834)	Early Years Block	(10,016)	(86)	(10,102)	(10,016)	(10,016)	(10,016)	(10,102)	0
(976)	(959)	(1,009)	Central School Services Block	(992)		(992)	(992)	(992)	(992)	(992)	0
(18,365)	(20,148)	(22,601)	High Needs Block	(24,944)	(38)	(24,983)	(24,944)	(24,944)	(24,944)	(24,983)	(0)
(92,434)	(97,037)	(103,737)	Total DSG Income	(107,615)	(1,399)	(109,014)	(107,615)	(107,615)	(107,615)	(109,014)	0
(16)	(112)		In-year adjustments								
(92,450)	(97,149)	(103,737)	Total Income	(107,615)	(1,399)	(109,014)	(107,615)	(107,615)	(107,615)	(109,014)	0
			In year net deficit/(surplus):								
(282)	(1,142)	219	Schools Block	0	0	0	0	107	165	382	382
551	211	65	Early Years Block	(0)	0	(0)	13	13	13	1	1
78	22	(8)	Central School Services Block	0	0	0	(8)	(15)	(12)	(12)	(12)
1,245	679	1,227	High Needs Block	0	0	0	1,571	2,015	2,746	2,807	2,807
1,591	(230)	1,503	Net In-year Deficit	0	0	0	1,575	2,120	2,911	3,178	3,178
100	1,691	1,461	Deficit Balance in reserves	2,964		2,964	2,964	2,964	2,964	2,964	2,964
			In year reserve movement	0		0	108	108	108	108	108
1,691	1,461	2,964	Cumulative Deficit	2,964	0	2,964	4,647	5,192	5,983	6,250	6,250

5.2 The Month Ten forecast shows an in-year forecast deficit of £3.2m, 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 £6.2m.

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 £1.1m 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 - growth fund	(1,283)	0	287	(996)
Schools Block De-delegated	(245)	108	94	(43)
Schools Block - other	(88)	0	1	(87)
Early Years Block	914	0	1	915
Central School Services Block	64	0	(12)	52
High Needs Block	3,597	0	2,807	6,404
Grant changes	6	0	0	6
Total Deficit Balance	2,964	108	3,178	6,250

6. Conclusion

- 6.1 The total forecast deficit on the DSG amounts to £6.2m, comprising £2.96m from previous years and a further £3.2m 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 Ten

Dedicated School's Grant (DSG) 2022/2023 Budget Monitoring Month Ten							
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	1,091,860	53,165,310	53,142,855	-22,455	Rates adjustment
DSG top slice	Academy Schools Primary	0		0	0	0	
90025	Secondary Schools (excluding 6th form funding)	18,816,950	182,600	18,999,550	19,021,976	22,426	Rates adjustment
DSG top slice	Academy Schools Secondary	0		0	0	0	
90230	DD - Schools in Financial Difficulty (primary schools)	30,000		30,000	124,423	94,423	Balance to be funded by reserves
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	2,412	-798	
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	286,695	286,695	Spend of £286k 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	1,274,460	72,937,385	73,319,056	381,671	
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	798,619	-26,271	
90037	Early Years Funding - Maintained Schools	1,875,190		1,875,190	1,972,647	97,457	
90036	Early Years Funding - PVI Sector	6,165,370		6,165,370	5,920,281	-245,089	
90052	Early Years PPG & Deprivation Funding	235,690		235,690	215,493	-20,197	
90053	Disability Access Fund	42,400		42,400	21,600	-20,800	
90018	2 year old funding	736,930		736,930	663,214	-73,716	
90017	Central Expenditure on Children under 5	281,980		281,980	276,850	-5,130	
90287	Pre School Teacher Counselling	62,505	13,195	75,700	73,950	-1,750	
90238	Early Years Inclusion Fund	90,000		90,000	91,750	1,750	Very high level of applications for funding for the spring term

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

Cost Centre	Description	Original Budget 2022/23	Net Virements in year	Amended Budget 2022/23	Forecast	Variance	Comments
90054	Early Years adjustment re grant funding	-367,900	72,723	-295,177		295,177	
	SSR	69,307		69,307	69,307	0	
	Early Years Block Total	10,016,362	85,918	10,102,280	10,103,711	1,431	
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	551,800	-69,010	
90554	Non WBC free schools	331,700		331,700	535,720	204,020	
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	1,005,180	-108,820	
90579	Independent Special School Place & Top Up	4,656,200		4,656,200	4,395,790	-260,410	
90580	Further Education Colleges Top Up	1,016,940		1,016,940	1,366,660	349,720	
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	876,125	45,985	
90627	Disproportionate No: of HN Pupils NEW	42,000		42,000	86,321	44,321	
90628	EHCP PRU Placement	767,020		767,020	980,500	213,480	
	High Needs Block: Top Up Funding Total	18,095,110	0	18,095,110	19,244,196	1,149,086	
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 Ten

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	241,986	74,076	
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	54,300	-1,600	
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	3,461,556	2,326	
90054	Efficiency Target	-1,706,840	51,675	-1,655,165	0	1,655,165	
	SSR	191,506		191,506	191,506	0	
	High Needs Block Total	24,944,251	38,480	24,982,731	27,789,948	2,807,217	
	TOTAL DSG EXPENDITURE	107,615,490	1,398,858	109,014,348	112,192,417	3,178,069	
90030	DSG Grant Account	-107,615,490	-1,398,858	-109,014,348	-109,014,348	0	
	Net In-year Deficit	0	0	0	3,178,069	3,178,069	
	Deficit Balance brought forward	2,964,515		2,964,515	2,964,515	0	
	In year reserve movement			107,970	107,970	0	Funding from reserves for de-delegations
	Cumulative Deficit	2,964,515	0	3,072,485	6,250,554	3,178,069	

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