

Notice of Meeting

Schools Forum

Monday 19th June 2023 at 5.00pm

Via Zoom

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

Date of despatch of Agenda: Tuesday, 13 June 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, 19 June 2023 (continued)

Forum Members: Reverend Mark Bennet, Melissa Cliffe, Heather Codling, Catie Colston, Iain Cottingham, Paul Davey, Jacque Davies, Gemma Duff, Richard Hand, Michelle Harrison, Keith Harvey, Richard Hawthorne, Jon Hewitt, Jo Lagares, Maria Morgan, Gemma Piper, Chris Prosser, David Ramsden, Ant Sizer, Campbell Smith, Graham Spellman, Phil Spray, Charlotte Wilson and Lindsay Wood

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Sarah Clarke
Service Director: Strategy and Governance

If you require this information in a different format or translation, please contact Stephen Char 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, 13 MARCH 2023

Present: Reverend Mark Bennet (Church of England Diocese), Clare Beswick (Maintained Primary School Headteacher), Melissa Cliffe (Maintained Primary School Headteacher), Paul Davey (Maintained Primary School Governor), Jacquie Davies (Pupil Referral Unit Headteacher), Gemma Duff (Maintained Primary School Governor), Richard Hand (Trade Union), Michelle Harrison (Maintained Primary Schools), Keith Harvey (Maintained Primary School Headteacher), Jon Hewitt (Maintained Special School Headteacher), Councillor Ross Mackinnon, Maria Morgan (Maintained Nursery School Headteacher), Gemma Piper (Academy School Headteacher), David Ramsden (Maintained Secondary School Headteacher), Ant Sizer (Maintained Secondary School Deputy Headteacher), Campbell Smith (Academy School Governor), Graham Spellman (Roman Catholic Diocese) and Lindsay Wood (Academy School Headteacher)

Also Present: Avril Allenby (Early Years Service Manager), Melanie Ellis (Chief Accountant), Nicola Ponton (SEN Manager) and 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: Councillor Dominic Boeck (Portfolio Holder for Children, Young People and Education), Rose Carberry (Principal Advisor for School Improvement), Richard Hawthorne (Academy School Headteacher), Chris Prosser (Maintained Secondary School Headteacher) and Phil Spray (Maintained Primary School Governor)

PART I

1 Minutes of previous meeting dated 23rd January 2023

The Minutes of the meeting held on 23rd January 2023 were approved as a true and correct record and signed by the Chair.

2 Actions arising from previous meetings

Actions Jan23-Ac1, Ac2 and Ac3 were in hand or completed and were therefore removed from the list of actions arising.

Dec22-Ac4 - Case study information from other local authorities in the Safety Valve or Delivering Better Value programmes: Jane Seymour confirmed that there were not yet any published case studies. These would be shared with the Forum as and when they became available.

Dec22-Ac4 – national data on EHCP inflation: Jane Seymour reported that in West Berkshire since 2014 the number of EHCPs had increased by 41 percent compared to the national increase of 97 percent.

3 Declarations of Interest

There were no declarations of interest received.

4 Membership

Jess Bailiss reported that there were three vacancies on the Forum – a maintained primary representative, the early years private, voluntary and independent (PVI) representative and the post 16 representative. It was hoped these positions would be filled in time for when the Forum next met in June 2023.

5 Work Programme 2023/24 and Contract Timetable

Jess Bailiss drew attention to the proposed work programme for 2023/24 under Appendix A of the report. The work programme followed the same pattern as it had in previous years and was subject to change throughout the year. Included in Appendix B to the report was the contract information that had been requested at the last meeting of the Forum in January.

It was proposed that the Schools' Forum approve the work programme for 2023/24 and note the contract information.

Reverend Mark Bennet recalled that the grounds maintenance and cleaning contracts had been considered by the Forum in the past however, were not included on this list. He queried if this was because these contracts were now delegated to schools rather than handled centrally. Jess Bailiss reported that she would look into both of these contracts. Contracts were only required to be brought to the Forum if they were funded from the DSG or above the EU procurement thresholds.

Jon Hewitt proposed that the work programme for 2023/24 be approved and this was seconded by David Ramsden. The Chair invited the Forum to vote on the proposal and at the vote the motion was approved.

RESOLVED that:

- The Schools' Forum approved the work programme for 2023/24 and noted the contract information.
- Jess Bailiss would look into why the cleaning and grounds maintenance contracts were not included with the contract information.

6 Final High Needs Block Budget 2023/24 (Jane Seymour)

Jane Seymour introduced the report (Agenda Item 7), which set out the current financial position of the high needs budget for 2022/23 and the position as far as it could be predicted for 2023/24, including the likely shortfall.

Jane Seymour reported that the report would be very familiar to members of the Forum as the information had been presented on a number of occasions. The report set out the final position of the High Needs Block (HNB) for the next financial year as far as it could be predicted. It was possible that there could still be some changes. The net shortfall in the 2023-24 HNB budget, was £9,548,144. This included 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.

Jane Seymour reported that the reason why these figures were slightly higher than at previous meetings was because there was a requirement, under the minimum funding guarantee, to passport an increase of 3.4 percent to special schools. There was also additional funding included for the pupil referral unit, in line with the proposal which was due to be discussed later on the agenda. There were also some additional costs in relation to additional placements since the figures were initially presented.

Gemma Piper queried how many additional placements had been awarded since November 2022, when the report was last presented, and since factored onto the figures. Jane Seymour reported that she would have to check the exact numbers. It was not a

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huge number however, it needed to be kept in mind that one placement could cost over £100k per annum so could make a significant difference.

Reverend Mark Bennet was aware that schools were under increasing pressure with regards to additional needs. He asked if there was any intelligence from schools that informed forward thinking on the number of places that might be required. Jane Seymour reported that this was being looked at as part of the SEND strategy review, which was taking place currently. The data gathered would be used to provide a pattern of provision needed going forward to meet needs over the next five years.

The recommendation was that the Schools' Forum approved the HNB budget for 2023/24. Catie Colston proposed that the HNB budget 2023/24 was approved and this was seconded by Maria Morgan. The Chair invited the Forum to vote on the proposal and at the vote the motion was approved.

RESOLVED that:

- Jane Seymour would check the number of placements that had been awarded since the last report was brought to the Forum in November 2022 and factored into the figures.
- The HNB Budget for 2023/24 was approved by the Schools' Forum.

7 iCollege Review (Nicola Ponton and Jacquie Davies)

Nicola Ponton introduced the report (Agenda Item 8), which aimed to confirm the funding method proposed for iCollege in March 2023 taking in to account the increased demand for iCollege since the Covid-19 pandemic.

Nicola Ponton reported that a decision was required on two items. The first item was seeking guaranteed upfront funding for iCollege as currently there was a lag each term, which made managing the budget particularly difficult. Jacquie Davies reported that this would bring iCollege in line with how mainstream schools were funded and prevent the roller coaster effect and anxiety amongst governors when it looked like iCollege was going into deficit when it was not. Jacquie Davies reported that the area had been spoken about the previous year however, had not come to fruition.

Nicola Ponton explained that the second area where a decision was required was for increased provision at the PRU for pupils in Key Stage Three. There had been a lot of work undertaken by secondary heads to lead on the area. It was proposed that the places be increased at the Pod Plus (for EHCP students) by six places to allow for year nine students. It was proposed that there be an additional 12 places at integration to enable year seven and eight learners to follow a bespoke intervention programme to enable them to reintegrate back into mainstream school and hopefully address some of the difficulties they had been facing with the emotional dysregulation.

Reverend Mark Bennet reported that in his role as Governor at Kennet School he had become aware of how positive some of the iCollege interventions were but also how challenging it was for schools to access places. It was good to see that more places were planned, however, considering the increased needs pupils were currently presenting with, Reverend Bennet queried if it was a sufficient number of places. Nicola Ponton reported that the increase was likely related to Covid and from young people recovering from the experience of being at home. The additional 12 places proposed was roughly in line with the extra demand being seen for iCollege. Nicola Ponton added that it was still unknown exactly how young people were recovering but based on the information available it seemed the most reasonable proposal. It was also important not to commit too much high needs funding if it was not needed.

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Catie Colston referred to section 2.1 of the report, which confirmed the upfront method of funding and asked if her understanding was right that the method of funding would stay the same but the timing would change. Nicola Ponton confirmed this was correct. Catie Colston further queried if, as a result of the change of timing, there would be any negative impact on other local authority services or schools that the Forum needed to be aware of. Nicola Ponton confirmed it was simply a change to timings to ensure iCollege was provided with funding in the same way as mainstream schools.

Keith Harvey commented that it was highly unlikely that there would be lower numbers of pupils needing increased support anytime soon. He felt that the number of children going through to primary school with significant difficulties was increasing in younger age groups and therefore it was likely there would be much higher need for a longer period of time as a result of Covid.

Gemma Piper felt that numbers needed to be captured earlier on, down to year four, to help identify where the priority cases were. There was data available, particularly in primary schools, regarding potential numbers and this would help to map for the future. It was felt numbers would not reduce for some time yet.

Maria Morgan agreed with Keith Harvey's comments and that increased levels of need were being seen at a much younger age. Until all the services that were in place prior to the pandemic were back in place, this increase would be difficult to manage.

Jacquie Davies reported that they already had an understanding of the primary level data because they knew about the current year sixes that would be moving through to secondary school. The Outreach Team was also already working with a number of pupils in years four and five. Jacquie Davies reported she did not have the data to hand but the resources were in place to capture the data.

Jacquie Davies reported that the increase in capacity at Key Stage Three would provide flexibility to be able to do more outreach work.

Keith Harvey proposed that the two recommendations set out in section two of the report were approved and this was seconded by Catie Colston. The Chair invited the Forum to vote on the proposal and at the vote the motion was approved.

RESOLVED that:

- The Schools' Forum approved the recommendation for a method of 'up-front' funding for iCollege.
- The Schools' Forum approved the recommendation for additional places at iCollege as set out in the report.

8 Final Early Years Block Budget 2023/24 (Avril Allenby)

Avril Allenby introduced the report (Agenda Item 9), which set out the proposal for the Early Years budget 2023/24, which was based upon the recommendations of the Early Years Funding Group (EYFG).

Avril Allenby reported that unlike reports for other budgets, the one for early years had to be brought to the Forum late in the year and this was because of the way the funding was calculated. They had to wait for a review of the number of places and hours that had been taken up.

Avril Allenby explained that when the report was pulled together in consultation with the EYFG, two areas needed to be taken into consideration. Firstly the deficit recovery and secondly how to work with local providers to provide a balanced and fair budget that could be passed through to providers to ensure they could continue to operate effectively for young children.

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Avril Allenby highlighted that much within the report was good news. There was increased funding for the various aspects of the early years grant. It was however still important to be mindful of the deficit, which was not being recovered as quickly as desired.

Lisa Potts reported that for the current years forecast, the number of hours taken up had decreased. The consequence of this was that a reduced level of grant funding would be received. The budget had initially been set with a high level of deficit (£368k) however, taking all factors into account, this was not expected to be as high (£65k). This was an improved position of £303k on the budget. Progress was also being made with the pass through rate which had been quite high historically and had reduced to 98.2 percent for 2023/24.

Lisa Potts highlighted that the table under 6.3 of the report showed the current base rate and what it should have been if the deficit recovery plan had been followed. Figures had been proposed for the hourly funding rate and had been agreed by the EYFG.

The table under section 6.7 of the report showed the budget for 2023/24. This was particularly difficult to pull together because the income estimate was based on schools census information from January 2023 and then also 2024. The key figure within the table was the in-year shortfall for 2023/24, which was £71k and much lower than expected for the current year.

Lisa Potts drew attention to section 6.8 of the report regarding the quality rate. In the past there had been a good level of quality across providers in terms of the standard of staff providing the service. The problem was that this also impacted on the pass through rate. The number of hours that were eligible for the quality rate had increased from 53 percent in 2019/20 to 62 percent in 2022/23. This was something that might need to be reviewed going forward.

Lisa Potts highlighted that for the centrally managed funds the budget for the SEN Inclusion Fund had been increased and some analysis for this was included within Appendix A to the report. It was hoped that the increase in the SEN Inclusion Fund would help support more children at a younger age.

The Chair commended the effort that had gone into trying to balance the budget, which was a great achievement.

Catie Colston referred to information on the quality rate and asked for this to be explained in more detail. Avril Allenby reported that a quality rate had always been provided in West Berkshire and when the national funding formula was introduced it had needed to be rationalised. The settings that attracted the quality rate had to have either a qualified teacher or a qualification that was equivalent. Avril Allenby reported that this was something that had been encouraged because it would be good for early years however, it had been encouraged so well that there was a much higher proportion of children attending settings that attracted the quality rate. There were also now more schools that provided nursery provision. Avril Allenby explained that going forward they would be looking into whether the quality rate could be differentiated depending on qualifications, but this would need to be consulted on.

Reverend Mark Bennet reported that there had been some information in the national press regarding the number of early years' providers reducing and he queried what was happening to the number of local providers. Reverend Bennet stated that one of the areas considered by the Forum in the past was its success in reaching disadvantaged pupils in early years, and he asked if there was any information to show how this area was progressing.

In response to Reverend Bennet's first question regarding providers, Avril Allenby reported that locally there had not been as many closures due to the cost of living crises,

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compared to that reported nationally. Those providers at risk had managed to re-assess their services and continue to operate. Business support was also provided to providers at risk of closure. Avril Allenby reported that there had been no closures in 2023/24 and in the previous year four very small providers had closed.

Regarding Reverend Bennet's second question on vulnerable children, Avril Allenby reported that the vulnerable two year old rates had dropped during Covid however, it was now steadily climbing back up. There would soon be a review of SEN places as it needed to be understood how well children with SEN were accessing their entitlements and to ensure there were sufficient places. Reverend Bennet stated that this was an area that would need focus going forward as the budget would come under increasing pressure from economic factors.

Keith Harvey proposed that the two recommendations set out in section two of the report were approved and this was seconded by Melissa Cliffe. The Chair invited the Forum to vote on the proposal and at the vote the motion was approved.

RESOLVED that The Schools' Forum approved the Early Years DSG budget for 2023/24 as set out in the report and that focus should remain on deficit recovery and lowering of the pass-through rate.

9 Schools Funding Formula 2023-24 Update (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 10), which informed members of a change to the final school funding formula allocations for 2023/24 as a result of the Department for Education (DfE) review.

Melanie Ellis reported that the information had already been sent to schools. When West Berkshire had submitted its data, the DfE had come back with a query on the business rate estimates and requested an uplift be applied to ensure all schools had the best estimate for the 2023/24 position. This had been run through the funding formula and schools had been advised accordingly.

RESOLVED that the Schools' Forum noted the report.

10 Deficit Schools (Melanie Ellis)

Melanie Ellis introduced the report (Agenda Item 11) which sought to provide details of the most recent financial forecast of the five schools which had operated throughout 2022/23 with licenced deficit budgets and schools that had informed West Berkshire Council they now expected to end the 2022/23 financial year with an unlicensed deficit balance on their main school budget. The report also provided an overview of the School Resource Management Advisers (SRMA) deployment scheme that three of the five licenced deficit schools took part in during the autumn term 2022/23.

Melanie Ellis reported that two of the five schools in deficit were expecting to end the year with a surplus; one was expecting to have a slightly improved deficit position than budgeted; and the other two were expecting to have a higher deficit than planned. The reasons behind each school's position was detailed in the report. The Schools Accountancy Team would continue to work with all schools involved.

Melanie Ellis drew attention to section five of the report and highlighted that it was concerning that seven schools had submitted a P9 report that forecasted an unlicensed deficit on their Main School Budget at the end of the 2022/23 financial year. Further detail on this could be found in the report and Melanie Ellis reported that she would report on this again after year end when it would be known for certain how many more schools were facing a deficit.

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Melanie Ellis drew attention to section six of the report on the SRMA deployment. Melanie Ellis reported that the SRMA was an independent expert with experience of managing resources in the education sector. It was being provided through the DfE and was free support for schools.

In 2021, two West Berkshire schools had participated in the SRMA scheme and a year later another school had taken part. The feedback was included in Appendix A to the report along with details of the schools that had taken part and recommendations made by the SRMA. Melanie Ellis reported that the SRMA process had now been added as a condition for a school having a deficit licensed.

Melanie Ellis explained that the table under 7.1 of the report summarised the forecasts, with nine schools forecasting a total deficit of £489k, and three schools forecasting a surplus of £77k. Monitoring would continue until year end, and a report on the final position will be produced.

RESOLVED that the Schools' Forum noted the report.

11 **DSG Monitoring 2022/23 Month 10 (Michelle Sancho)**

Michelle Sancho introduced the report (Agenda Item 12), which provided the forecast financial position of the services funded by the Dedicated Schools Grant (DSG), highlighting any under or over spends, and the cumulative deficit on the DSG.

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 £157.4m, which included £48.4m 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 £109m.

The DSG expenditure budgets required for 2022/23 totalled £110.7m, which was £1.7m more than the funding available. As a result, a £1.7m in-year efficiency target had been set against this in order to balance the DSG budget.

The forecast position at the end of January 2023 was detailed in Table One of the report and more detailed information was included in Appendix A. The Month Ten forecast showed 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 was £6.2m. The majority of the reported £1m overspend on the High Needs Block related to pressures on top up funding.

Gemma Piper stated that the Education Welfare Service (EWO) was becoming a statutory requirement and asked if the deficit included an increase in funding for this. Michelle Sancho reported that the EWO Service currently had a statutory element and a traded element however with new Government requirements this would change from September 2023. The change had not impacted on the current figures presented in the report. The service was currently reconfiguring how it was going to deliver its services going forward with regards to reducing the traded element and increasing the statutory element. The service was currently funded by the Schools' Block.

RESOLVED that the Schools' Forum noted the report.

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

The next meeting of the Forum would take place virtually on 19th June 2023 at 5pm.

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(The meeting commenced at 5.00 pm and closed at 5.51 pm)

CHAIR

Date of Signature

Actions from previous meetings

Ref No.	Date of meeting(s) raised	Item	Action	Responsible Officer	Update
Mar23-Ac1	13th March 2023	Work Programme 2023/24 and Contract Timetable	Jess Bailiss would look in to why the cleaning and grounds maintenance contracts were not included with the contract information.	Jess Bailiss	<p>The two contracts have not been included with the contract table/reported to the Forum, because of the low number of schools that have chosen to buy into them. The cost of each contract is below the EU Procurement Thresholds (£170,781.60) .</p> <ul style="list-style-type: none"> • Maintenance Contract - So far in 2023 only 2 have schools have chosen to buy back into the service with a cost of £10,472.83. Other schools have asked for quotes but few have taken up the service. In 2022 the cost for the schools buy back was £24,746.58 • Cleaning Contract – Only four schools have bought in to this contract, which is due to run until 2024 with a total contract value (based on Initial Term) of £68,966.
Mar23-Ac2	13th March 2023	Final High Needs Block Budget 2023/24	Jane Seymour would check the number of placements that had been awarded since the last report was brought to the Forum in November 2022 and factored into figures.	Jane Seymour	

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Schools' Forum Membership and Constitution from September 2023

Report being considered by: Schools' Forum on 19th June 2023
Report Author: Jessica Bailiss
Item for: Decision **By:** All Forum Members

1. Purpose of the Report

1.1 To review and where necessary update the membership and Constitution of the Schools' Forum.

2. Recommendation

2.1 To approve the membership and Constitution of the Schools' Forum from September 2023.

Is the Schools' Forum required to make a decision as part of this report or subsequent versions due to be considered later in the meeting cycle?	
Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>

3. Implications and Impact Assessment

Equalities Impact:	Positive	No Impact	Negative	Commentary
	A Are there any aspects of the proposed decision, including how it is delivered or accessed, that could impact on inequality?	X		
B Will the proposed decision have an impact upon the lives of people with protected characteristics, including employees and service users?		X		There will be no adverse impact caused upon the lives of people, including employees or service users as a result of the decision.
Data Impact:		X		
Consultation and Engagement:	Michelle Sancho (Acting Head of Education Services), Melanie Ellis (Acting Head of Finance and Property) and Stephen Chard (Democratic Services Manager)			

4. Introduction/Background

- 4.1 The Schools' Forum is required to review its membership and Constitution annually. The current Constitution complies with The Schools' Forums' (England) Regulations 2012, which were last updated in 2020 to allow Schools' Forums to continue to meet remotely.
- 4.2 There have been no legislative changes over the last year requiring a change to the Forum's current practice. The membership however does need to be reviewed to see if the split based on pupil numbers is still correct or needs to be changed.
- 4.3 The current rules in respect to School Forum membership are as follows:
- (1) The need to have full representation for the various types of school with the number of members representing each being broadly proportionate to the number of pupils in each phase. This is to ensure debate within the Schools' Forum is balanced and representative.
 - (2) There is no minimum or maximum number of members, but non school members must not make up more than one third of the total membership. However, care should be taken to keep the Schools' Forum to a reasonable size to ensure that it does not become too unwieldy.
- 4.4 The current breakdown in pupil numbers between the three main groups is as follows (pupil numbers include Nursery and Sixth Form):

TABLE 1	Pupil Numbers (Jan 22 census)		Pupil Numbers (Jan 23 census)	
	Number	%	Number	%
Primary Schools	(61) 12,007	46%	(61) 11,837	45%
Secondary Schools	(3) 4,182	16%	(3) 4275	16%
Academy Schools	(13) 9886	38%	(13) 10,125	39%
TOTAL	26,075	100%	26,237	100%

(The number of schools in each sector is shown in brackets)

- 4.5 No schools in West Berkshire have converted to academy status since the last membership report that was presented to the Schools' Forum in July 2022. However, there has been an increase in academy pupil numbers.
- 4.6 Schools and academies members together must make up at least two-thirds of the total membership of the Schools' Forum. The current membership of the Schools' Forum is organised as follows under Table 2:

TABLE 2					
School Members	Heads	Governors	Other	Total	
	Number	Number	Number	Number	%
Primary	4 (2v)	3	1	8	47%
Secondary	3	0	0	3	18%
Academies	4	2	0	6	35%
	11	5	1	17	100%
Other School Members					
Nursery Schools	1			1	
Special Schools	1			1	
iCollege (PRU)	1			1	
Non School Members					
RC Diocese			1	1	
C of E Diocese			1	1	
Early Years PVI			1	1	
Trade Union			1	1	
Non School Post 16			1	1	
TOTAL MEMBERSHIP	13	6	6	25	
Proportion of School Members (minimum must be 66.7%)				80%	

(*v stands for vacancy)

- 4.7 Pupil numbers in the academy sector have increased between 2022 and 2023. Based on this it is proposed that the number of school members on the Schools' Forum (excluding 'other school members' listed below) is increased from 17 to 18. This would increase the number of academy representatives on the Schools' Forum by one. All other sectors would remain the same. The revised composition of the Forum would be as follows (amended figures are highlighted in red) under Table 3.
- 4.8 It is suggested that the extra proposed academy position be awarded to an Academy Governor as this will reflect how the academy and other groups have been split historically.

TABLE 3					
School Members	Heads	Governors	Other	Total	
	Number	Number	Number	Number	%
Primary	4	3	1	8	44%
Secondary	3	0	0	3	17%
Academies	4	3	0	7	39%
	10	6	1	18	100%
Other School Members					
Nursery Schools	1			1	
Special Schools	1			1	
iCollege	1			1	
Non School Members					
RC Diocese			1	1	
C of E Diocese			1	1	
Early Years PVI			1	1	
Trade Union			1	1	
Non School Post 16			1	1	
TOTAL MEMBERSHIP	12	6	6	26	
Proportion of School Members (minimum must be 66.7%)				81%	

5. Membership and end of Term of Offices

- 5.1 The term of office for members of the Forum is four years or until the position by virtue of which they are eligible for Forum membership comes to an end, whichever is the sooner.
- 5.2 The current vacancies on the Schools' Forum are as follows and work is taking place with the relevant groups to fill these positions:
- One maintained primary headteacher representative;
 - The non-school post 16 representative;
 - The Early Years PVI representative.
 - Academy governor representative (subject to approval. If approved an election will take place with academy governors in June/July.)
- 5.3 No Forum members are due to reach the end of their term of office in 2023. When approaching the end of their term of office, Forum members are contacted individually and asked to consult with their relevant forums or alternatively for Governors an election process will be coordinated.

5.4 A list of standing declarations of interest is kept up to date and published on the Schools' Forum webpage (Appendix D).

6. Constitution

6.1 Amendments are being proposed to the Constitution to ensure it reflects the proposed change in membership (if approved). These amendments can be seen highlighted in blue (sections 2.1, 2.2 and 2.4) in the proposed Constitution under Appendix C.

6.2 Forum Members are invited to suggest any changes which they deem necessary or desirable.

7. Proposals

7.1 That the Schools' Forum agree the revised membership for the Forum as set out in sections 4.7 and 4.8.

7.2 There have been no changes to the Regulations or Operational Guidance for the Schools' Forum, so it is not proposed that any changes are made to the Constitution, apart from those highlighted in 6.1 above, which will ensure it reflects the proposed change in membership (if approved).

8. Conclusion

8.1 The Schools' Forum is invited to approve the membership and the Constitution for the Schools' Forum from September 2023.

9. Appendices

9.1 Appendix A: Equalities Impact Assessment

9.2 Appendix B: Membership of the Schools Forum – September 2023

9.3 Appendix C: Constitution of the Schools Forum

9.4 Appendix D: Standing declarations of interest

Appendix A

Equality Impact Assessment (EqIA) - Stage One

What is the proposed decision that you are asking the Schools' Forum to make:	To approve the membership and Constitution of the Schools' Forum from September 2023.
Name of Service/Directorate:	Legal and Democratic
Name of assessor:	Jessica Bailiss
Date of assessment:	May 2023

(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 where necessary update the membership and Constitution of the Schools' Forum.
Objectives:	Review the Constitution for the Forum and ensure it reflects any changes made to the Schools' Forum Regulations 2012. Review the membership composition against pupil numbers to ensure that it is still correct or needs to be changed.
Outcomes:	A reviewed Constitution and membership for 2023/24
Benefits:	Pupils across school phases in the district are fairly represented at the Schools' Forum. A Constitution that is fit for purpose.

(2) Which groups might be affected and how? Is it positively or negatively and what sources of information have been used to determine this?		
Group Affected	What might be the effect?	Information to support this
Age	Pupils across the school phases are fairly represented at the Schools' Forum.	The January schools' census is used to calculate the membership composition for the Forum.
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

(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"/>
<p><u>Only a positive impact identified</u></p> <p>The report aims to review and where necessary update the membership and Constitution of the Schools' Forum. This will help to ensure that pupils are fairly represented at the Schools' Forum. The refreshed Constitution will be published on the Schools' Forum's webpage.</p>	
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"/>
<p>There will be no adverse impact caused upon the lives of people, including employees or service users as a result of the decision.</p>	

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

Name: Jessica Bailiss

Date: May 2023

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West Berkshire Council Schools' Forum

Membership 2023/24

Appendix B

Contact e-mail address for all members: schoolsforum@westberks.gov.uk

School Members:				Start	End	Duration
<u>Nursery Schools</u>	Maria Morgan	Headteacher	Victoria Park Nursery School	Apr-20	Apr-24	4 years
<u>Primary Schools</u>	Gemma Duff	Governor	Kintbury C of E Primary School	Oct-22	Oct-26	4 years
	Jo Lagares	Headteacher	The Kite Federation	Jun-23	Jun-27	4 years
	Keith Harvey	Headteacher	St John and St Nicolas Schools Federation	Jan-22	Jan-26	4 years
	Melissa Cliffe	Headteacher	Basildon C of E Primary	Dec-21	Dec-25	4 years
	Michelle Harrison	School Business Manager	St Finian's Catholic Primary School	Feb-21	Feb-25	4 years
	Paul Davey	Governor	Enborne C of E Primary School	May-22	May-26	4 years
	Phil Spray	Governor	Spurcroft Primary School	Feb-22	Feb-26	4 years
	<i>Vacancy</i>	<i>Headteacher</i>				
<u>Secondary Schools</u>	Chris Prosser	Headteacher	The Downs School	Oct-20	Oct-24	4 years
	David Ramsden	Headteacher	Little Heath School	Sep-22	Sep-26	4 years
	Ant Sizer	Deputy Headteacher	The Willink School	Sep-22	Sep-26	4 years
<u>Special Schools</u>	Jon Hewitt	Headteacher	The Castle School	Sep-22	Sep-26	4 years
<u>Pupil Referral Units</u>	Jacque Davies	Headteacher	The Reintegration Service / iCollege	Oct-21	Oct-25	4 years
<u>Academies</u>	Catie Colson	Governor	Highwood Copse Primary School	May-22	May-26	4 years
	Lindsay Wood	Headteacher	Fir Tree Primary School	Nov-22	Nov-26	4 years
	Gemma Piper	Kennet Academy Trust CEO	Kennet Academy Trust	Jul-20	Jul-24	4 years
	Richard Hawthorne	Headteacher	John O'Gaunt School	Oct-20	Oct-24	4 years
	Campbell Smith	Governor	St Bartholomews School	Nov-20	Nov-24	4 years
	Charlotte Wilson	Headteacher	Trinity School	Oct-21	Oct-25	4 years
Non School Members:						
Non School Post 16 Providers	<i>Vacancy</i>					
Early Years PVI Providers	<i>Vacancy</i>					
Church of England Diocese	Reverend Mark Bennet		Diocese of Oxford	Dec-21	Dec-25	4 years
Roman Catholic Diocese	Graham Spellman		Diocese of Portsmouth	Jul-20	Jul-24	4 years
Trade Union	Richard Hand		NEU	Jan-22	Jan-26	4 years
Other Attendees:						
Executive Members:						
	Heather Codling	Portfolio Holder for Children, Education and Young People's Services				
	Iain Cottingham	Portfolio Holder for Finance and Corporate Services				
LA Officers:						
	Michelle Sancho	Acting Head of Education Service				
	Melanie Ellis	Acting Head of Finance and Property				
Clerk:						
	Jessica Bailiss	Democratic Services Officer				

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CONSTITUTION OF THE WEST BERKSHIRE SCHOOLS' FORUM

Background

1. The West Berkshire Schools' Forum (hereafter referred to as "the Forum").
2. The requirement to establish a schools forum comes from the Education Act 2002. The main purpose of the Forum is to consider aspects of the relationship between schools and the local authority relating to financial matters.
3. The Forum is a decision making and consultative body in relation to matters concerning schools' budgets as defined in the School and Early Years Finance (England) Regulations 2014, the Schools Forum Regulations 2012 and the School Budget Shares (Prescribed Purposes) (England) 2002. The Schools Forum Regulations 2012 govern the composition, constitution and procedures of Schools' Forums.¹

This document is divided into 3 sections:

- A. Terms of Reference of the West Berkshire Schools' Forum
- B. Membership of the West Berkshire Schools' Forum
- C. Operating Conventions of the West Berkshire Schools' Forum

A. TERMS OF REFERENCE OF THE FORUM

1.1 Status of the Forum

The Forum is established in accordance with Sections 47(1) 47A of the School Standards and Framework Act 1998 and The Schools Forums (England) Regulations 2012.

1.2 Annual Consultation on School Funding

The authority must consult the Schools' Forum annually in respect of the authority's functions relating to school funding including:

- Changes to the funding formula.
- The allocation of the Dedicated Schools Grant (DSG), including redistributions between blocks.
- Contracts where the LA is entering into a contract to be funded from the schools budget.
- Funding arrangements for pupils with special educational needs, in particular the places to be commissioned by the LA and schools, and the arrangements for paying top up funding.

¹ These Regulations can be accessed at: <https://www.legislation.gov.uk/ukxi/2012/2261/contents>

- Funding arrangements for the use of Pupil Referral Units and the education of children otherwise than at school, in particular the places to be commissioned by the LA and schools, and the arrangements for paying top up funding.
- Central spend on children and young people with high needs.
- Funding arrangements for early years provision.
- Central spend on licences negotiated centrally by the Secretary of State.
- Administrative arrangements for the allocation of central government grants paid to the schools via the authority.
- Changes to the Minimum Funding Guarantee to go to the DfE for approval.
- Any other matter concerning the funding of schools as the Forum sees fit.

1.3 Annual Decisions on School Funding

School Forum Members must decide annually on the following proposals made by the LA:

- The amount of expenditure the local authority can centrally retain from the school budget, including growth fund, falling rolls fund, admissions, servicing of schools forum, central spend on early years.
- The criteria for allocating funding from the growth fund and falling rolls fund.
- The de-delegation for mainstream maintained schools of allowable central budgets by the schools representatives of the relevant phase on behalf of all the schools they represent.
- Carry forward of over/under spend on central expenditure to the next financial year.
- Revisions to the authority's Scheme for Financing Schools.

B. MEMBERSHIP OF THE FORUM

2.1 Composition

Schools' Forums' Regulations 2012 state that the primary schools, secondary schools and academies must be broadly proportionately represented on the Forum having regard to the total number of registered pupils. The proportionality of the membership will be reviewed annually (in June/July) so that elections, if required, can be held by the end of the summer term ready for the new academic year.

The Forum shall in total comprise of ~~25~~ 26 members being ~~20~~ 21 school members (including Academies) and 5 non school members. The school members shall be Headteachers, Governors or Early Years representatives drawn from the schools / partnerships in the West Berkshire Local Authority area. The Primary and Secondary Headteacher members groups may also include, at the Local Authority's discretion, representatives of Headteachers - senior members of staff, such as School Business Managers.

The Local Authority has the discretion to divide the groups set out below in 2.2, for example the ratio of Headteachers or their Representatives and Governors in each group.

2.2 School Members

The current number of representatives in each phase is as follows:

- a) **Primary Headteachers or their Representative and Governors**
8 representatives from primary schools of which at least 4 must be Headteachers or their representative.
- b) **Secondary Headteachers or their Representative and Governors**
3 representatives from secondary schools of which at least 2 must be Headteachers or their representative.
- c) **Special School Representatives**
1 representative from the special schools.
- d) **Nursery School Representatives**
1 representative from the nursery schools.
- e) **Academy Proprietor Body Representative, Headteachers/their Representative and Governors**
67 representatives from the Academies, as elected by the proprietors of the Academies, of which at least 4 must be Proprietor Body Representatives/Headteachers or their representative.
- f) **Pupil Referral Unit Headteachers or their Representative**
1 representative from the Pupil Referral Units.

2.3 Election of Schools Members

The primary school and secondary school headteacher representatives shall be elected by their respective Heads Forum.

Academy representatives shall be elected by the Academies proprietors.

Governors shall be elected through an election process coordinated by the Clerk to the Schools' Forum.

The special school representative shall be elected by mutual agreement between the two special schools.

The nursery school representative shall be elected by mutual agreement between the two nursery schools.

The pupil referral unit representative shall be elected by mutual consent between the pupil referral units.

Support can be requested by Heads Forums for the Clerk to the Schools' Forum to help manage their election process. The Clerk of the Schools' Forum must make a record of the process by which the constituents of each group elect their nominees to the Forum.

There should be no more than two representatives from one school/academy across the groups that make up the Schools' Forum. This will be assessed as part of the election process.

An election scheme must take into account the following factors:

- The process for collecting names of those wishing to stand for election.
- The timescale for notifying all constituents of the election and those standing.
- The arrangements for dispatching and receiving ballots.
- The arrangements for counting and publicising the results.
- Any arrangements for unusual circumstances, such as only one candidate standing in an election or where there is a tie between two or more candidates.
- Whether existing members can stand for re-election.

If an election does not take place by any date set by the Authority or any such election results in a tie between two or more candidates the Authority will appoint the schools member.

2.4 Non-School Members

In addition to the [20 21 school members](#) a representative of the following groups will have full voting rights within the Forum except for voting on the funding formulae where only the Early Years PVI Provider representative can vote:

- Roman Catholic Diocese
- Church of England Diocese
- Trade Union
- Early Years PVI Provider
- Non school Post 16

The representative will be elected by their group and the record of the appointment process will be held by the Clerk of the Schools' Forum.

2.5 Substitute Members

Representative groups may nominate permanent substitutes who have sufficient experience and knowledge of schools funding to attend meetings.

and/or

A stand-in substitute who attends as a full voting member if a headteacher or permanent substitute is unavailable. Stand-in substitutes may attend some meetings as an observer to gain an insight into the work of the Forum.

The Clerk must be notified in writing 24 hours before the start of the meeting that a substitution will be required. Substitute members will have full voting rights when taking the place of the substantive member for whom they are the designated substitute.

2.6 Participation of Observers

Observers shall be invited to attend Forum meetings. Observers may participate in the debate but will not have voting rights should any business of the Forum require a vote. The

following groups shall be asked if they would like to nominate an observer (and a named substitute) to the Forum:

- The Education and Skills Funding Agency (ESFA)

2.7 Council Officers and Elected Members

The following may attend and speak at Forum meetings in an advisory capacity only and will be invited to attend Forum meetings:

- Executive Director (People) or their representative
- Head of Finance or their representative
- Children, Education & Young People Portfolio Holder
- Finance Portfolio Holder
- Clerk to the Schools' Forum

2.8 Terms of Office

The term of office for members of the Forum is four years. The same members can be reappointed providing they are re-elected by the group that they represent. This also applies to any permanent substitutes. A Governor representative reaching the end of their term can stand again for re-election through an election process run by the Schools' Forum Clerk.

As well as the term of office coming to an end, a schools member ceases to be a member of the Schools' Forum if he or she resigns from the Forum, giving at least one month's written notice, or no longer occupies the office which he or she was nominated to represent. An election should be held within the outgoing members electing group to nominate a successor. The Clerk will then inform the Forum members of the result of the election within one month.

2.9 Failure to attend meetings

Where a member of the Schools' Forum fails throughout a period of six consecutive months from the date of their last attendance to attend a meeting of the Forum (or to organise for an appropriate substitute to attend on their behalf), then subject to certain exceptions, they will cease to be a member of the Schools' Forum unless the failure was due to some reason approved before the expiry of that period.

C. OPERATING CONVENTIONS OF THE WEST BERKSHIRE SCHOOLS FORUM

3.1 Ordinary Meetings

An ordinary meeting of the Forum shall be held, at a minimum, four times a year.

3.2 Administration of Meetings

Meetings of the Forum shall be convened by the Local Authority, who will arrange the clerking and recording of meetings. The cycle of annual meetings are based on the financial year. All the meeting dates for the next financial year are set by the end of March every year.

Items for consideration by the Forum shall be submitted to the Clerk no later than ten working days prior to the meeting. The agenda and working papers should be circulated a

week in advance of the meeting date. Every effort should be made to circulate draft minutes to Forum members within ten working days of the meeting.

3.3 The Chair and Vice Chair

The Chair and Vice-Chair shall be elected from within the membership of the Schools' Forum (but may not be either an elected member or an officer of the local authority).

3.4 Quorum

The Forum shall be quorate if at least 40% of the total membership is present (this excludes observers). If the Forum is not quorate the meeting can proceed and the members present can give advice to the local authority, but the authority is not obliged to take that advice into consideration. Decisions on the schools' budgets may not be taken unless 40% of the school members (Headteachers and Governors) are present.

3.5 Voting

Each member shall only have one vote. Voting shall be by a named vote if the meeting is held virtually or by a show of hands if in person. If there are equal numbers of votes for and against, the Chair will have a second or casting vote. There will be no restriction on how the Chair chooses to exercise a casting vote.

When the vote is on the schools funding formula only the schools' members and the Early Years Representative are eligible to vote.

3.6 Sub-Committees and Working Groups

The Forum may have sub-committees or working groups. The Forum shall receive reports from the sub-committees or working groups to approve formally.

3.7 Declaration of Interest

Any member of the Forum who has an interest in any proposal, beyond the generality of the group that they represent, shall declare the interest at the beginning of the relevant item. Should the member declare a prejudicial interest then they can explain any issues to the meeting and then must leave the meeting until the item has finished. The member cannot vote on that item. Members may remain in the case of a personal interest.

Where it is clear that a decision in which a member has an interest is likely to arise at a particular meeting, the meeting concerned may invite a substitute member (with no interest to declare) in accordance with the Constitution to attend the meeting in their place. Elected members are subject to the governance of the Council's Code of Conduct.

3.8 Status of Reports

All report authors will be responsible for informing the Clerk in advance of the status of reports to be included in the agenda i.e. confidential or non-confidential.

3.9 Expenses

The Local Authority shall maintain a budget for the reimbursement of all reasonable expenses relating to the operation of the Forum and charge these expenses to the Schools' Budget. The Local Authority shall reimburse expenses of members of the Forum when members submit appropriate claims, in connection with attendance at the meetings. Supply cover should only be claimed when it has been necessary to employ a supply cover teacher to enable the Headteacher to attend the Forum.

3.10 Interpretation of the Constitution

The Chair or person presiding at the meeting shall be the final arbiter regarding the interpretation of the Forum's Constitution. The Constitution shall be interpreted in conjunction with the relevant provisions contained in the legislation relating to the Forum's proceedings. The requirements of legislation will prevail in the event of there being any inconsistency between the legislation and the Constitution.

3.11 Amendment of the Constitution

With the exception of matters subject to legislative provision or approval by the authority, the Forum may vary its Constitution by a simple majority vote by the members provided that prior notice of the nature of the proposed variation is made and included on the agenda for the meeting.

3.12 Publicity relating to the Schools Forum

The Schools Forum is a public meeting and the Local Authority is responsible for putting the Schools' Forum papers, minutes and decisions promptly on the West Berkshire Council website and generally draw schools attention to forthcoming Schools' Forum meetings and agendas and the minutes of Forum discussions.

Document last approved by the School's Forum in July 2022

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Schools Forum - Declarations of Interest

All members of the Schools' Forum are required to declare any standing interests for publication.

Name	Key Role on the Forum	School / Organisation	Any other interests
Ant Sizer	Maintained Secondary Headteacher Representative	Deputy Headteacher - The Willink School	No other interests to declare.
Campbell Smith	Academy Governor Representative	St Bartholomew's School	Treasurer of St Bartholomew's School Parents' Association. Vice-Chair and Finance Governor at St Bartholomew's School. Wife is Chief People Officer at RM Education plc.
Catie Colston	Academy Governor Representative	Governor at Highwood Copse (Newbury College Academy Trust)	Chair of Governors at St Bartholomew's school. Director of Colston Consultants, Research and Consultancy Co. Husband is a Councillor at West Berkshire Council.
Charlotte Wilson	Academy Headteacher Representative	Headteacher - Trinity School	Executive Headteacher of Newbury Academy Trust including, Trinity, Speenhamland and Fir Tree Primary Schools. Trinity School/Fir Tree and Speenhamland host SEND Resource Units.
Chris Prosser	Maintained Secondary Headteacher Representative	Headteacher – The Downs School	Executive Headteacher of Beedon and Compton Primary Schools.
David Ramsden	Maintained Secondary Headteacher Representative	Headteacher – Little Heath School	No other interests to declare.
Gemma Duff	Maintained Primary Governor Representative	Parent Governor at Kintbury St Marys	No other interests to declare.
Gemma Piper	Academy Trust Representative	CEO - Kennet Schools Academies Trust	CEO of Kennet Schools Academies Trust including Kennet School, Francis Baily Primary School and Whitelands Park Primary School.
Graham Spellman	Roman Catholic Diocese Representative	Diocese of Portsmouth	No other interests to declare.
Jacquie Davies	Pupil Referral Unit Representative	Headteacher – iCollege	Vice-Chair and Safeguarding Governor Basildon C of E Primary School. Secretary MD3D Ltd (Sales support and technical consulting in metrology devices for high accuracy data).

Name	Key Role on the Forum	School / Organisation	Any other interests
Jo Lagares	Maintained Primary Headteacher Representative	Executive Headteacher - The Kite Federation (Stockcross C. of E. Primary School and Welford and Wickham C. of E. Primary School)	No other interests to declare.
Jon Hewitt	Maintained Special School Headteacher Representative	Headteacher - The Castle School	The Castle School is a sponsor of the new SEMH provision at Theale.
Keith Harvey	Maintained Primary Headteacher Representative	Executive Headteacher – St Nicholas’ C of E Junior School	Acting Executive Headteacher St Nicolas and St John the Evangelist Schools. Wife is a teacher at the iCollege.
Lindsay Wood	Academy Headteacher Representative	Headteacher - Fir Tree Primary School	Associate Headteacher - Newbury Academy Trust. Represent Headteachers on LA SEN panel.
Maria Morgan	Maintained Nursery Schools	Headteacher at Victoria Park Nursery School	No other interests to declare.
Mark Bennet	Church of England Diocese Representative	Member of Oxford Diocesan Board of Education - Diocese of Oxford	Foundation Governor of Thatcham Park School. Trustee of Thatcham Park Church of England Primary School Trust. Member and Director of Kennet School Academies Trust. Member of Kennet School local governing body. Trustee of Westcott House, a Theological College in Cambridge. Trustee of the Thatcham Parochial Charities. Trustee of Culham St Gabriel’s Trust Member of the Church of England General Synod Trustee of the theological charities: BIAPT and Contact Pastoral Trust.
Melissa Cliffe	Maintained Primary Headteacher Representative	Headteacher at Basildon C of E Primary School	No other interests to declare.

Name	Key Role on the Forum	School / Organisation	Any other interests
Michelle Harrison	Maintained Primary Schools	School Business Manager at St Finian's Catholic Primary School	Safeguarding Director at Kennet School Academy Trust
Paul Davey	Maintained Primary Governor Representative	LA Governor at Enborne C of E Primary School	Foundation governor of Theale Primary School
Phil Spray	Maintained Primary Governor Representative	Co-opted Governor at Spurcroft Primary School and Nursery	An employee of Transform UK
Richard Hand	Trade Union Representative	National Education Union Joint Branch and District Secretary, West Berkshire	Teacher at Little Heath School.
Richard Hawthorne	Academy Headteacher Representative	Head of School, John O'Gaunt, Hungerford	No other interests to declare.

Last updated on 8th June 2023

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Resourced School Funding

Report being considered by: Schools' Forum on 19th June 2023
Report Author: Jane Seymour, Lisa Potts
Item for: Decision **By:** All Forum Members

1. Purpose of the Report

1.1 The purpose of this report is to present a possible new funding model for PD resourced provisions in Kennet and Speenhamland and for HI Resourced provision at Westwood Farm

2. Recommendations

- 1.1 That the revised funding model set out below is considered.
- 1.2 That agreement is reached on assistance to the three resourced schools above with deficits in 2022-23.

Is the Schools' Forum required to make a decision as part of this report or subsequent versions due to be considered later in the meeting cycle?

Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>
--	------------------------------

3. Implications and Impact Assessment

Equalities Impact:	Positive	No Impact	Negative	Commentary
	A Are there any aspects of the proposed decision, including how it is delivered or accessed, that could impact on inequality?		x	

<p>B Will the proposed decision have an impact upon the lives of people with protected characteristics, including employees and service users?</p>		x		
<p>Data Impact:</p>		x		
<p>Consultation and Engagement:</p>	Finance, Headteachers of affected schools			

4. Introduction/Background

- 4.1 The model for funding resourced provision in mainstream schools for children with EHCPs has had only minimal adjustments in the last 10 years and the band values for resourced provision have not increased.
- 4.2 Schools with resourced provision have been raising with the Local Authority a range of concerns about resourced budgets on the basis that they have become over time inadequate to meet the needs of children placed there. Three schools in particular were raising serious concerns in 2022-23 about being in a deficit position. These were Kennet (PD Resource), Speenhamland (PD Resource) and Westwood Farm (HI Resource).
- 4.3 Whilst the budget models for other schools with resourced provision will also need to be considered, work has so far focused on the three schools raising the most significant concerns.
- 4.4 A new model for funding resourced schools in these provisions is proposed for consideration.

5. Supporting Information

- 5.1 When the funding models were reviewed it was felt that the staffing ratios on which the funding bands are based continue to be appropriate. For PD resourced provision the staffing ratios are 1:10 teacher, 1:10 HLTA and 1:2.5 TA. For HI resourced provision the staffing ratios are 1:5 teacher and 1:2.5 HLTA. These are the basic staffing ratios on which the lowest band values are calculated (PD1 and HI1). Higher funding bands are available for children who require a higher level of one to one support than the basic staffing ratios provide. The higher funding bands (PD2, PD3 and PD4 and HI2, HI3 and HI4) are based on additional one to one support for 25%, 50% or 75% of the pupil's time in school.
- 5.2 There are two key differences between the current funding model and the proposed funding model.

Resourced School Funding

- The current model is based on historic costs for staff. Band values have not been updated for some time. The proposed model has been recalculated based on current salary costs for teachers, HLTAs and TAs.
- The current model assumes that the AWPU or pupil led funding for children in the resourced provision goes in to the resourced budget in order to contribute to the staffing ratios set out in 5.1 above. The funding model relies on pupil led funding being transferred in its entirety to the resourced provision budget in order that these staffing ratios can be delivered. However, the principle on which these provisions are based is that children will be included in mainstream lessons for the majority if not all of their time. Headteachers of resourced schools have therefore argued that they require the pupil led funding to be retained in the main school budget in order to meet the costs associated with pupils from the resourced provision having a place in the mainstream school. The proposed model assumes that pupil led funding remains in the mainstream school budget and the top up values for the funding bands have been adjusted accordingly.

5.3 Taking the above in to account, the band values would change as follows:

Band	Current value	New value	Difference
PD1	£8,105	£12,780	£4,675
PD2	£11,387	£18,437	£7,050
PD3	£14,670	£24,095	£9,425
PD4	£17,953	£29,752	£11,799
Band	Current value	New value	Difference
HI1	£10,605	£18,533	£7928
HI2	£15,625	£25,256	£9631
HI3	£20,645	£31,978	£11,333

5.4 The increase in cost which would result from implementation of this model is estimated as follows:

School	2022-23 cost to WBC	2023-24 est. cost to WBC	Difference
Speenhamland PD Resource	£109,583	£187,100	£77,517
Kennet PD Resource	£226,460	£366,546	£140,086
Westwood Farm HI	£93,290	£147,806	£54,516

Resourced School Funding

Resource			
Total	£429,333	£701,452	£272,119

5.5 It should be noted that where children are placed by other Local Authorities, they are responsible for top up costs. These calculations only include the costs to West Berkshire.

5.6 The 2023-24 financial year cost is an estimate based on current students and is therefore subject to some change related to the band values of leavers and joiners, but gives an indication of additional cost.

5.7 Deficits incurred in relation to these resourced provisions in 2022-23 are reported by the schools as follows:

School	Deficit for resourced provision in 22-23
Speenhamland PD Resource	£52,313
Kennet PD Resource	£56,830
Westwood Farm HI Resource	£68,580

5.8 The schools have requested assistance with deficits for 2022-23.

5.9 It is proposed that the full amount of deficit should be paid where it is lower than the estimated additional annual costs which would result from the proposed funding model, but where the deficit exceeds this amount, the payment towards the deficit should be capped. This would result in the following payments for deficits in 2022-23:

School	Deficit for resourced provision in 22-23
Speenhamland PD Resource	£52,313
Kennet PD Resource	£56,830
Westwood Farm HI Resource	£54,516
Total	£163,659

6. Options for Consideration

- 6.1 Make no change to funding models for resourced provision. This would leave schools in deficit and risk pupils' needs being inadequately met and parents seeking more expensive out of area placements
- 6.2 Accept the proposed funding model
- 6.3 Request an alternative funding model

7. Proposals

- 7.1 The Schools' Forum agrees to the payment of deficits for 22-23 as set out in 5.9 above
- 7.2 The Schools' Forum agrees to the proposed funding model for 2023-24 or proposes an alternative funding model.

8. Conclusion

- 8.1 The adoption of the proposed funding model will secure appropriate support for children in these resourced provisions, which would remain cost effective compared to alternatives in the non- maintained and independent sector.

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School Balances 2022/23

Report being considered by:	Schools Forum on 19 th June 2023		
Report Author:	Melanie Ellis		
Item for:	Discussion	By:	All Maintained Schools Representative

1. Purpose of the Report

- 1.1 This report sets out for information purposes the year end balances for all maintained schools, highlighting those schools with a deficit or significant surplus

2. Recommendation

- 2.1 To discuss the report and consider if further information is required on surplus balances.

3. Introduction/Background

- 3.1 This report provides an overview of school balances at the end of 2022/23. A separate report provides the detail for those schools either in deficit or ending the year with an unplanned deficit.
- 3.2 The Scheme for Financing Schools states: "In order to control surplus balances, the authority will report the balances held by each school at the end of the financial year to the Schools' Forum (during the Summer term), alongside the actual balance for the previous three years and any other data deemed to be of relevance. The Schools' Forum may request individual schools to provide further information and/or attend a meeting of the Heads Funding Group if the data reported raises any concerns regarding their financial management in respect of their balances."

4. Overview of School Balances as at 31st March 2023

- 4.1 Table 1 summarises the overall closing balances (all funds) of West Berkshire maintained schools compared to the previous year.

TABLE 1	As at 31st	As at 31st	Increase/(Decrease)	
	March 2022	March 2023		
Total Balances Summary	£'000	£'000	£'000	%
Nursery Schools	196	170	(25)	(12.9%)
Primary Schools	4,637	4,747	110	2.4%
Secondary Schools	2,385	3,327	942	39.5%
Special Schools	3,102	5,005	1,903	61.4%
Pupil Referral Units	468	458	(11)	(2.2%)
Total for all Schools	10,788	13,708	2,920	27.1%

School Balances 2022/23

4.2 The school balances (revenue and capital) at 31st March 2023 total £13.7m, an increase of £2.9m from 2021/22. This is the third year with a significant increase in school reserves and represents an increase of 27% for all schools. Nursery school balances and those of the PRU have decreased, with the balances in the other school types increasing year on year. As can be seen in the table above, the two special schools account for £1.9m of the increase, secondaries £0.9m.

4.3 Table 2 summarises the balances of West Berkshire maintained schools by fund.

2022/23 Balances by type of fund	Main School Budget	Pupil Premium	Revenue		Revenue Total	Community (Before & After school clubs)	Capital	Total Balances
	£'000	£'000	Sports Fund £'000	Resource Units £'000	£'000	£'000	£'000	£'000
Nursery Schools	84	0	0	0	84	4	82	170
Primary Schools	3,186	210	175	(14)	3,557	209	982	4,747
Secondary Schools	2,494	0	0	0	2,494	0	833	3,327
Special Schools	4,593	141	22	0	4,757	11	237	5,005
Pupil Referral Units	414	0	4	0	418	0	40	458
Total for all Schools	10,771	351	202	(14)	11,310	224	2,174	13,708
2021/22 Balance	8,755	363	427	(28)	9,517	186	1,085	10,788
Increase/(Decrease)	2,016	(12)	(225)	13	1,793	38	1,089	2,920
%	23.0%	(3.4%)	(52.7%)	48.5%	18.8%	20.2%	100.4%	27.1%

4.4 In addition to £11.3m being held in revenue balances, £224k is held in before and after school club funds and £2.2m in capital balances

- (1) Of the revenue balances £351k is unspent pupil premium grant (though note that not all schools account for this separately and include within the main school budget) and £202k is unspent sports premium grant. All unspent sports funding must be spent by the end of the academic year 2023/24.
- (2) The deficit balance on the resource units has decreased by £13k.
- (3) The £224k balance in the before and after school clubs is an increase on 2021/22 and is more in line with pre covid years - 2018/19 (£252k) and 2019/20 (£246k)
- (4) Capital balances have doubled. Additional funding to be spent on capital projects, prioritising projects that improve the school estate's energy efficiency, was received in January 2023. This totalled £1.1m. Many schools have yet to spend this funding and it has, therefore, been carried forward. Schools can only move capital funding to revenue at the point that it is required for a project and is restricted to £20k.

4.5 Table 3 summarises the main school balances.

TABLE 3	As at 31st	As at 31st	Inc/(Dec)	Balance
Main School Balances	March	March		as a % of
	2022	2023		funding
	£'000	£'000	£'000	
Nursery Schools	141	84	(57)	8%
Primary Schools	3,436	3,186	(250)	5%
Secondary Schools	1,978	2,494	516	10%
Special Schools	2,777	4,593	1,816	38%
Pupil Referral Units	423	414	(9)	13%
Total for all Schools	8,755	10,771	2,016	10%

- (1) Both maintained nursery schools have a reduction to their balance as was the case in 2022/23.
- (2) Primary school balances have decreased overall by £250k. The balance of £3,186k represents 5% of the main school funding. 27 primary schools have seen an increase in balances (£736k), 26 with a decrease (£986k). A detailed breakdown per school is shown in Appendix A.
- (3) One of the three maintained secondary schools has an increased balance in 2022/23 (£549k), two with small decreases. The under spend is largely attributable to recruitment difficulties leading to unspent budget. Appendix B provides details of these schools.
- (4) The two special schools main school balances have increased by £1.8m to £4.6m. £330k of this increase relates to the newly opened (September 2022) unit Castle at Theale, as a result of being in temporary accommodation and not being able to recruit the correct number of staff and purchase goods and services. Other funds were carried forward for projects that were not completed in the year. There has been a £3.8m increase to the balance of the two schools in three years, when the balance at March 2020 totalled £792k. The major issue currently is around recruitment and retention and the gap from the point of resignation to recruitment, which has resulted in budget not being spent. This is seen most significantly in support staff, where high levels of staff are needed. The provision needs to be staffed to deliver a full service otherwise placements are impacted. Special school reserves are planned to be used to support this recruitment. Please see Appendix B for the breakdown by school.

5. Schools with Significant Surpluses

- 5.1 The Schools' Forum previously agreed to remove the claw back scheme for schools with excess surplus balances with the understanding that information on high surplus balances would still be reviewed. Table 4 shows those schools with a main school surplus balance greater than 10% of their funding in 2022/23.

TABLE 4 Main School Surplus Balances	As at 31st March 2022	As at 31st March 2023	Percentage of Funding %	Balance in excess of 10%
<u>Nursery</u>				
Victoria Park Nursery	98,679	72,277	12%	12,637
<u>Primary</u>				
Beedon Primary	49,431	67,618	16%	26,356
Chaddleworth & Shefford Fed	80,762	87,012	12%	11,870
Englefield Primary	70,244	60,450	11%	3,379
John Rankin Schools Fed	445,104	414,775	14%	119,162
Parsons Down Federation	101,146	218,432	12%	40,464
Purley Infant School	64,326	74,704	13%	15,228
Robert Sandilands	170,993	146,824	12%	23,656
Springfield Primary	274,906	352,615	22%	191,111
St Paul's Primary	228,677	196,548	13%	49,979
<u>Secondary</u>				
The Downs	662,609	1,211,610	15%	407,773
<u>Special</u>				
Brookfields Special School	2,027,795	3,445,943	46%	2,699,013
The Castle School	749,418	1,147,535	25%	687,659
<u>Pupil Referral Units</u>				
icollege	423,079	413,937	13%	104,780

6. 2023/24 Forecast Position

6.1 Appendix A and B also shows the forecast 2023/24 balances. By 31.3.2024, all sectors are forecasting a reduction in balances, with a total forecast reduction of £5m:

- (1) Primary £1.8m
- (2) Nursery £0.01m
- (3) Secondary £0.4m
- (4) Special £2.3m
- (5) PRU's £0.4m

7. Conclusion

7.1 This is the third year with a significant increase in the total of school reserves, driven primarily this year by the increase balances in the two special schools and one of the secondary schools. Given the combination of reduced pupil numbers, the cost pressures that schools will continue to face in 2023-24 and the decrease in additional funding to support education recovery, the primary school balances are forecast to continue to reduce in the coming year.

8. Appendices

- 8.1 Appendix A – Main School Budget Balances Maintained Primary Schools
- 8.2 Appendix B – Main School Budget Balances Maintained Other Schools

School Balances 2022/23

Appendix A

	Main School Budget Balance				Inc/(Dec)	2023/24	Forecast Inc/(Dec)
	2019/20	2020/21	2021/22	2022/23			
	£	£	£	£			
Primary Schools							
Aldermaston Church of England Primary School	29,263	72,607	94,133	76,480	(17,653)	22,390	(54,090)
Basildon Church of England Primary School	(6,040)	(3,831)	(23,004)	(9,986)	13,018		9,986
Beedon Church of England (Controlled) Primary School	19,149	28,605	49,431	67,618	18,188	51,710	(15,908)
Beenham Primary School	(33,847)	(363)	20,936	(31,015)	(51,951)	(3,090)	27,925
Birch Copse Primary School	501	18,018	26,569	60,025	33,457	2,510	(57,515)
Bradfield Church of England Primary School	(1,779)	11,100	12,596	15,476	2,880	(23,380)	(38,856)
Brightwalton Church of England Aided Primary School	33,336	17,760	42,967	35,015	(7,953)	40,100	5,085
Brimpton Church of England Primary School	15,396	21,845	11,308	(30,834)	(42,142)	(21,200)	9,634
Bucklebury Church of England Primary School	(20,418)	22,471	2,712	(18,734)	(21,446)	18,700	37,434
Burghfield St Marys Church of England Primary School	34,627	40,061	43,292	46,588	3,296	26,470	(20,118)
Calcot Schools Federation	116,363	151,376	220,266	198,116	(22,150)	107,280	(90,836)
Chaddleworth Shefford Federation Cof E Primary School	47,900	59,199	80,762	87,012	6,251	64,790	(22,222)
Chieveley Primary School	31,702	49,504	59,104	75,856	16,752	76,020	164
Cold Ash St Mark's Church of England Primary School	11,915	12,464	17,698	879	(16,819)	1,290	411
Compton Church of England Primary School	(26,608)	59,055	68,759	99,784	31,025	66,300	(33,484)
Curridge Primary School	36,595	60,163	82,835	53,622	(29,213)	28,430	(25,192)
Downsway Primary School	25,049	54,571	26,948	31,417	4,468	0	(31,417)
Enborne Church of England Primary School	2,446	15,184	3,574	0	(3,574)	5,330	5,330
Englefield Church of England Primary School	48,436	73,497	70,244	60,450	(9,794)	18,020	(42,430)
Falkland Primary School	166,124	273,962	329,663	188,834	(140,829)	23,520	(165,314)
Garland Junior School	41,281	53,059	35,046	68,246	33,200	118,400	50,154
Hampstead Norreys & The Ilsleys	(3,825)	10,311	12,493	68,065	55,572	75,830	7,765
Hermitage Primary School	26,971	19,019	(7,151)	1,911	9,063	14,070	12,159
Hungerford Primary School	103,085	87,029	106,570	111,060	4,490	103,050	(8,010)
Inkpen Primary School	15,767	8,819	(17,964)	5,782	23,747	28,650	22,868
John Rankin Schools Federation	298,129	387,427	445,104	414,775	(30,330)	115,520	(299,255)
Kennet Valley Primary School	25,522	48,726	82,901	50,592	(32,309)	(29,670)	(80,262)
Kintbury St Mary's Church of England Primary School	47,570	30,085	18,523	56,700	38,177	59,330	2,630
Long Lane Primary School	26,597	13,849	10,279	(76,173)	(86,451)	(48,390)	27,783
Mortimer Federation	63,176	35,100	49,510	63,658	14,148	2,320	(61,338)
Mrs Bland's Infant School	(32,526)	(12,613)	98,099	121,064	22,965	6,760	(114,304)
Pangbourne Primary School	19,379	15,341	3,804	520	(3,284)	(47,760)	(48,280)
Parsons Down Schools Federation	58,879	88,012	101,146	218,432	117,286	153,730	(64,702)
Purley Church of England Infant School	40,562	54,329	64,326	74,704	10,378	25,860	(48,844)
Robert Sandilands Primary School and Nursery	125,878	177,063	170,993	146,824	(24,168)	107,970	(38,854)
Shaw-cum-Donnington Church of England Primary School	25,140	5,407	4,973	16,737	11,763	780	(15,957)
Springfield Primary School	81,296	154,633	274,906	352,615	77,708	274,250	(78,365)
Spurcroft Primary School	103,681	(40,624)	(79,302)	(138,281)	(58,979)	(187,330)	(49,049)
St Finian's Catholic Primary School	(40,599)	(20,657)	0	(33,935)	(33,935)	(85,990)	(52,055)
St John the Evangelist Cof E Infant and Nursery School	487	27,893	22,669	15,263	(7,406)		(15,263)
St Joseph's Catholic Primary School	7,606	11,678	(7,173)	(85,585)	(78,412)	(69,500)	16,085
St Nicolas Church of England Junior School	45,825	38,218	51,614	(4,049)	(55,662)	(54,550)	(50,501)
St Paul's Catholic Primary School	93,651	181,504	228,677	196,548	(32,130)	31,790	(164,758)
Streatley Church of England Voluntary Controlled School	32,757	31,501	13,960	19,451	5,491	14,220	(5,231)
Sulhamstead and Ufton Nerve CofE VA Primary School	10,525	13,630	16,993	28,714	11,721	29,600	886
Thatcham Park Church of England Primary School	41,932	81,345	150,148	111,216	(38,932)	250	(110,966)
The Kite Federation	6,467	59,369	(37,097)	73,182	110,279	23,480	(49,702)
The Willows Primary School	154,239	138,622	232,354	129,060	(103,294)	100,730	(28,330)
The Winchcombe School	95,590	40,408	21,573	31,821	10,249	20,700	(11,121)
Theale Church of England Primary School	5,747	38,018	37,384	8,626	(28,758)	0	(8,626)
Westwood Farm Schools Federation	6,502	62,307	44,253	77,699	33,445	24,630	(53,069)
Woolhampton Church of England Primary School	1,588	13,505	23,094	39,782	16,688	18,540	(21,242)
Yattendon Church of England Primary School	18,877	27,037	22,423	14,086	(8,337)	16,390	2,304
Total Primary Schools	2,077,868	2,916,597	3,435,921	3,185,714	(250,207)	1,348,850	(1,836,864)

School Balances 2022/23

Appendix B

Main School Budget Balance				Inc/(Dec)	2023/24	Forecast Inc/(Dec)
2019/20	2020/21	2021/22	2022/23			
£	£	£	£	£	£	£

Nursery Schools

Hungerford Nursery School Centre for Children and Families	43,514	48,209	42,439	12,082	(30,358)	6,140	(5,942)
Victoria Park Nursery School	118,983	119,985	98,679	72,277	(26,402)	67,370	(4,907)
Total Nursery Schools	162,498	168,193	141,119	84,359	(56,760)	73,510	(10,849)

Main School Budget Balance				Inc/(Dec)	2023/24	Forecast Inc/(Dec)
2019/20	2020/21	2021/22	2022/23			

Secondary Schools

The Downs School	30,622	151,869	662,609	1,211,610	549,001	865,690	(345,920)
Little Heath School	340,875	644,072	607,454	603,436	(4,018)	608,300	4,864
The Willink School	95,498	581,741	707,494	678,716	(28,778)	600,340	(78,376)
Total Secondary Schools	466,994	1,377,682	1,977,557	2,493,762	516,205	2,074,330	(419,432)

Special Schools

Brookfields Special School	425,991	879,012	2,027,795	3,445,943	1,418,147	1,993,750	(1,452,193)
The Castle School	366,436	527,828	749,418	1,147,535	398,118	267,350	(880,185)
Total Special Schools	792,427	1,406,840	2,777,213	4,593,478	1,816,265	2,261,100	(2,332,378)

Pupil Referral Units

iCollege Alternative Provision	106,385	352,757	423,079	413,937	(9,142)	9,580	(404,357)
Total PRUs	106,385	352,757	423,079	413,937	(9,142)	9,580	(404,357)

Total for all Schools	3,606,172	6,222,070	8,754,889	10,771,250	2,016,361	5,767,370	(5,003,880)
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2022/23 Dedicated Schools Grant: Year End Outturn Report

Report being considered by: Schools' Forum on 19th June 2023

Report Author: Melanie Ellis

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

1. Purpose of the Report

- 1.1 To report on the outturn of the services funded by the Dedicated Schools Grant (DSG), highlighting any under or over spends, and to highlight the cumulative deficit at 31 March 2023.

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 2022. There are four DSG funding blocks: Schools, High Needs, Early Years and Central Schools Services.
- 3.2 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 deficits and surpluses and to inform future year budget requirements.
- 3.3 The way in which local authorities account for DSG deficits has been altered by the Local Authorities (Capital Finance and Accounting) Regulations 2020, made by the Department for Levelling Up, Housing and Communities (DLUHC). This requires DSG deficits to be held in a separate reserve in local authorities' accounts. However, the way in which local authorities should plan their management of DSG and report to DfE remains governed by the School and Early Years Finance Regulations 2022.

4. Year End Outturn

	2022/23								
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	Month 12 Outturn	Deficit/ (surplus)
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Total Expenditure	107,615	1,549	109,165	109,191	109,736	110,527	112,192	110,754	1,589
Total Income	(107,615)	(1,397)	(109,012)	(107,615)	(107,615)	(107,615)	(109,014)	(109,067)	(55)
Net In-year Deficit	0	153	153	1,575	2,120	2,911	3,178	1,686	1,534
Deficit Balance in reserves	2,964	0	2,964	2,964	2,964	2,964	2,964	2,964	2,964
In year reserve movement	0	(153)	(153)	108	108	108	108	108	261
Cumulative Deficit	2,964	0	2,964	4,647	5,192	5,983	6,250	4,758	4,758

- 4.1 From previous years, there was a cumulative deficit of £2.964m.
- 4.2 The 2022/23 DSG expenditure budget was set £1.7m higher than available funding, and this was treated as an in-year deficit against the High Needs block.
- 4.3 Overall DSG spend for 2022/23 was £118k less than budgeted, bringing the in year position to £1.6m over budget.
- 4.4 The 2022/23 outturn position has increased the cumulative deficit position to £4.76m. This will be held in a separate reserve in the local authority accounts.
- 4.5 The year end position by block is shown in the chart below:

	2022/23								
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	Month 12 Outturn	Deficit/ (surplus)
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Expenditure:									
Schools Block (inc ISB)	71,663	1,427	73,090	71,663	71,770	71,827	73,319	73,090	0
Early Years Block	10,016	73	10,089	10,030	10,030	10,030	10,104	10,240	151
Central School Services Block	992		992	984	977	980	980	967	(25)
High Needs Block	26,651	50	26,701	26,515	26,959	27,690	27,790	26,456	(244)
High Needs Block In-Year deficit	(1,707)		(1,707)	0	0	0	0	0	1,707
Total Expenditure	107,615	1,549	109,165	109,191	109,736	110,527	112,192	110,754	1,589
DSG Grant Income:									
Schools Block	(71,663)	(1,274)	(72,937)	(71,663)	(71,663)	(71,663)	(72,937)	(72,937)	0
Early Years Block	(10,016)	(73)	(10,089)	(10,016)	(10,016)	(10,016)	(10,102)	(10,102)	(13)
Central School Services Block	(992)		(992)	(992)	(992)	(992)	(992)	(992)	0
High Needs Block	(24,944)	(50)	(24,994)	(24,944)	(24,944)	(24,944)	(24,983)	(24,983)	11
Total DSG Income	(107,615)	(1,397)	(109,012)	(107,615)	(107,615)	(107,615)	(109,014)	(109,014)	(2)
In-year adjustments								(53)	(53)
Total Income	(107,615)	(1,397)	(109,012)	(107,615)	(107,615)	(107,615)	(109,014)	(109,067)	(55)
In year net deficit/(surplus):									
Schools Block	0	153	153	0	107	165	382	153	0
Early Years Block	(0)	0	(0)	13	13	13	1	138	138
Central School Services Block	0	0	0	(8)	(15)	(12)	(12)	(25)	(25)
High Needs Block	0	0	0	1,571	2,015	2,746	2,807	1,474	1,474
Grant adjustment (re PPG)								(53)	(53)
Net In-year Deficit	0	153	153	1,575	2,120	2,911	3,178	1,686	1,534
Deficit Balance in reserves	2,964	0	2,964	2,964	2,964	2,964	2,964	2,964	2,964
In year reserve movement	0	(153)	(153)	108	108	108	108	108	261
Cumulative Deficit	2,964	0	2,964	4,647	5,192	5,983	6,250	4,758	4,758

5. Schools Block

- 5.1 The 2022/23 budget was funded from DSG grant of £73m. The Schools Block ended the year online, with £153k use of balances from the schools block reserve. De-delegated budgets were underspent by £229k, which will transfer to reduce the future cost of services.
- 5.2 The month ten reported position included balances for the growth fund and schools in financial difficulty, which have been funded from reserves
- 5.3 £108k from the Schools Block reserve has been spent in year and an in-year movement of £153k, leaving a surplus balance of £1.4m. A breakdown is provided below:

Schools Block Reserve (surplus)/deficit	1.4.2022	use of reserves	In-year Deficit/ (Surplus)	31.3.2023
	£k	£k	£k	£k
Growth Fund	(1,283)		287	(996)
Schools in Financial Difficulty	(95)		94	(1)
School Improvement	(41)	41	(189)	(189)
EMTAS	(96)	55	(28)	(69)
Therapeutic Thinking	(13)	12	(6)	(7)
Stat and Reg	0		(5)	(5)
Schools (re rates adj)	(88)		1	(87)
Total Surplus Balance	(1,616)	108	153	(1,355)

6. Early Years Block

- 6.1 Early Years Expenditure was overspent by £138k.
- 6.2 A deficit recovery programme is in place to reduce the current deficit over a 5 year period, starting from April 2021. Year 1 saw a reduction of £56k. We have finished year 2 with an increase of £138k due to a high pass through rate which we are seeking to reduce in the coming years.
- 6.3 The Early Years Block is difficult to predict due to the volatile nature of both the funding and payments to providers (payments are made according to actual number of hours of provision each term).
- 6.4 The cumulative deficit on this block at the end of 2022/23 is £1.05m.

7. Central Schools Services Block

- 7.1 At year end, overall DSG funding received for the Central Schools Services Block was on budget and expenditure was underspent by £25k.
- 7.2 The cumulative deficit on this block at the end of 2022/23 is £39k. Options will be explored to continue to reduce this deficit when setting the 2024/25 budget.

8. High Needs Block

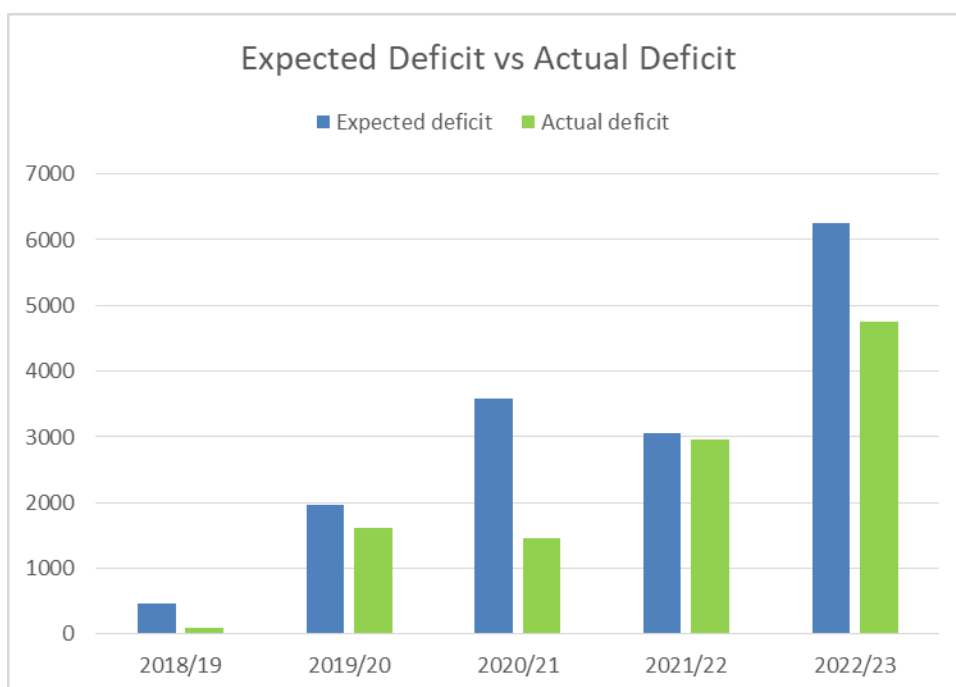
- 8.1 At year end, overall DSG funding received was £11k lower than budget due to a lower than predicted import export adjustment.
- 8.2 The 2022/23 budget was set with a £1.7m deficit recovery target. The block made expenditure savings of £244k, leaving an in-year deficit of £1.5m. The main variances against expenditure are as follows:
- An overall overspend of £23k on top up funding. There has been a large saving against independent special schools (£972k) with a corresponding pressure against top up funding in mainstream schools (£463k) and WBC Special schools (£308k) as we seek to use more of our own provision to fund placements, including the new SEMH provision at Theale.
 - Other high needs areas that offered savings included the medical tuition service as they had delays on recruitment to posts and a saving on the expansion to i-college which has been pushed back to 23/24.
- 8.3 The forecast at month 10 included £380k of placements within independent schools which have been delayed and £123k of services ending sooner than expected.
- 8.4 The cumulative deficit against this block is now £5.0m at the end of 2022/23.

9. Total Reserve Balance and cumulative deficit

- 9.1 The DSG now has a cumulative deficit of £4.76m. The High Needs Block deficit has increased by £1.5m to £5.0m. A £1.4m surplus in the schools block is reducing the overall total for the authority.

Reserve Balances (surplus)/deficit	1.4.2022 Actual	use of reserves	In-year Deficit/ (Surplus)	31.3.2023 Forecast
Schools Block - growth fund	(1,283)	0	287	(996)
Schools Block De-delegated	(245)	108	(130)	(267)
Schools Block - other	(88)	0	(4)	(92)
Early Years Block	914	0	138	1,052
Central School Services Block	64	0	(25)	39
High Needs Block	3,597	0	1,474	5,070
Grant changes	6	0	(53)	(47)
Total Deficit Balance	2,964	108	1,686	4,758

- 9.2 The chart below shows the cumulative expected deficit at month 10 compared to the actual deficit over the last four years.



9.3 The main reason for the change between month 10 and outturn in 22/23 is explained in 8.3 above.

9.4 The Department for Education has invited West Berkshire to be part of the Delivering Better Value in SEND programme which will start in the summer.

10. Conclusion

10.1 The cumulative deficit on the DSG blocks now totals £4.76m. Over spends in the High Needs Block are the most significant with a total deficit against this block of £5.0m and this will remain the area of focus going in 2023/24 and beyond.

11. Appendices

Appendix A – DSG 2022/23 Budget Monitoring Report: Outturn

Dedicated School's Grant (DSG) 2022/2023 Outturn

Cost Centre	Description	Original Budget 2022/23	Net Virements in year	Amended Budget 2022/23	Outturn	Variance	Comments
90020	Primary Schools (excluding nursery funding)	52,073,450	1,091,860	53,165,310	53,143,502	-21,808	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	94,420	124,420	124,423	3	Spend of £94k will be funded by reserves
90113	DD - Trade Union Costs	52,750		52,750	52,747	-3	
90255	DD - Support to Ethnic minority & bilingual Learners	203,140	-28,440	174,700	174,699	-1	
90349	DD - Behaviour Support Services	214,770	-6,360	208,410	208,412	2	
90424	DD - CLEAPSS	3,210		3,210	2,877	-333	
90470	DD - School Improvement	195,570	-189,220	6,350	6,346	-4	The majority of spend was against the grant previously received (outside of the DSG).
90423	DD - Statutory & Regulatory Duties	119,980	-4,570	115,410	115,404	-6	
90235	School Contingency - Growth Fund/Falling Rolls Fund	0	286,700	286,700	286,696	-4	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	1,426,990	73,089,915	73,090,187	272	
90583	National Copyright Licences	153,500		153,500	149,410	-4,090	
90019	Servicing of Schools Forum	46,480		46,480	43,104	-3,376	
90743	School Admissions	179,010		179,010	180,621	1,611	
90354	ESG - Education Welfare	161,900		161,900	154,017	-7,883	
90460	ESG - Statutory & Regulatory Duties	320,590		320,590	317,311	-3,279	
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	966,575	-25,377	
90010	Early Years Funding - Nursery Schools	824,890		824,890	800,082	-24,808	
90037	Early Years Funding - Maintained Schools	1,875,190		1,875,190	1,982,171	106,981	
90036	Early Years Funding - PVI Sector	6,165,370		6,165,370	5,941,485	-223,885	
90052	Early Years PPG & Deprivation Funding	235,690		235,690	225,056	-10,634	
90053	Disability Access Fund	42,400		42,400	27,200	-15,200	
90018	2 year old funding	736,930		736,930	673,407	-63,523	
90017	Central Expenditure on Children under 5	281,980		281,980	269,233	-12,747	
90287	Pre School Teacher Counselling	62,505		62,505	60,273	-2,232	
90238	Early Years Inclusion Fund	90,000		90,000	90,749	749	
90054	Early Years adjustment re grant funding	-367,900	72,723	-295,177	101,295	396,472	
	SSR	69,307		69,307	69,307	0	
	Early Years Block Total	10,016,362	72,723	10,089,085	10,240,258	151,173	

Dedicated School's Grant (DSG) 2022/2023 Outturn

Cost Centre	Description	Original Budget 2022/23	Net Virements in year	Amended Budget 2022/23	Outturn	Variance	Comments
90026	Academy Schools RU Top Ups	1,000,000		1,000,000	993,556	-6,444	
90539	Special Schools - Top Up Funding	4,924,490		4,924,490	5,233,228	308,738	
90548	Non WBC Special Schools - Top Up Funding	620,810		620,810	524,418	-96,392	
90554	Non WBC free schools	331,700		331,700	535,617	203,917	
90556	SEMH provision at Theale	775,390		775,390	765,987	-9,403	
90575	Non LEA Special School (OofA)	1,114,000		1,114,000	875,863	-238,137	
90579	Independent Special School Place & Top Up	4,656,200		4,656,200	3,683,566	-972,634	
90580	Further Education Colleges Top Up	1,016,940		1,016,940	1,149,072	132,132	
90617	Resourced Units top up Funding maintained	314,000		314,000	317,407	3,407	
90618	Non WBC Resourced Units - Top Up Funding	180,640		180,640	131,516	-49,124	
90621	Mainstream - Top Up Funding maintained	850,000		850,000	1,182,597	332,597	
90622	Mainstream - Top Up Funding Academies	510,000		510,000	640,595	130,595	
90624	Non WBC Mainstream - Top Up Funding	161,780		161,780	169,046	7,266	
90625	Pupil Referral Units - Top Up Funding	830,140		830,140	902,512	72,372	
90627	Disproportionate No: of HN Pupils NEW	42,000		42,000	86,321	44,321	
90628	EHCP PRU Placement	767,020		767,020	927,182	160,162	
	High Needs Block: Top Up Funding Total	18,095,110	0	18,095,110	18,118,483	23,373	
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	222,000	-4,000	
	High Needs Block: Place Funding Total	4,892,050	0	4,892,050	4,872,690	-19,360	
90240	Applied Behaviour Analysis	167,910		167,910	246,773	78,863	
90280	Special Needs Support Team	334,140		334,140	328,257	-5,883	
90281	SEND Strategy (DSG)	60,740		60,740	56,157	-4,583	
90282	Medical Home Tuition	386,090		386,090	202,609	-183,481	£89k saving on vacancies / delays on recruitment.
90237	High Needs Contingency	300,170	-99,210	200,960	99,864	-101,096	£90k for expansion of i-college to be used in 23/24
90286	Early Years Speech & Language	0	31,330	31,330	7,665	-23,665	to be spent in 23/24
90287	Pre School Teacher Counselling	62,505	26,390	88,895	86,663	-2,232	
90288	Elective Home Education Monitoring	29,310		29,310	26,123	-3,187	
90290	Sensory Impairment	243,900		243,900	250,722	6,822	
90295	Therapy Services	323,820		323,820	329,133	5,313	

Dedicated School's Grant (DSG) 2022/2023 Outturn

Cost Centre	Description	Original Budget 2022/23	Net Virements in year	Amended Budget 2022/23	Outturn	Variance	Comments
90372	Therapeutic Thinking	55,900		55,900	52,457	-3,443	
90373	Emotional Based School Avoiders (EBSA)	123,840		123,840	123,879	39	
90374	SEMH Practitioner	0	41,490	41,490	14,497	-26,993	to be spent in 23/24
90555	LAL funding	135,740		135,740	187,553	51,813	Additional funding approved by Schools Forum
90565	Equipment For SEN Pupils	15,000		15,000	16,231	1,231	
90577	SEN Commissioned Provision	584,480		584,480	622,999	38,519	
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	34,000	-5,950	
90830	ASD Teachers	288,330		288,330	268,046	-20,284	
90961	Vulnerable Children	179,400		179,400	178,980	-420	
90581	Dingleys Promise	30,000		30,000	30,000	0	
	High Needs Block: Non Top Up or Place Funding	3,472,425	0	3,472,425	3,273,808	-198,617	
90054	Efficiency Target	-1,706,840	49,675	-1,657,165	0	1,657,165	
	SSR	191,506		191,506	191,506	0	
	High Needs Block Total	24,944,251	49,675	24,993,926	26,456,488	1,462,562	
	TOTAL DSG EXPENDITURE	107,615,490	1,549,388	109,164,878	110,753,508	1,588,630	
90030	DSG Grant Account	-107,615,490	-1,396,858	-109,012,348	-109,012,348	0	
90038	Pupil Premium Grant				-52,650	-52,650	need to forward to Compton/Downs
	Net In-year Deficit	0	152,530	152,530	1,688,510	1,535,980	
	Deficit Balance brought forward	2,964,515		2,964,515	2,964,515	0	
	In year reserve movement		-152,530	-152,530	107,975	260,505	Funding from reserves for de-delegations
	Cumulative Deficit	2,964,515	0	2,964,515	4,761,000	1,796,485	

Delivering Better Value Programme

Report being considered by:	Schools' Forum on 19 th June 2023		
Report Author:	Jane Seymour		
Item for:	Information	By:	All Forum Members

1. Purpose of the Report

- 1.1 To inform the Schools' Forum about the Delivering Better Value Programme.

2. Recommendation

- 2.1 That the report is noted.

3. Introduction/Background

- 3.1 Overspending of High Needs Block budgets is an issue of national concern. The Government has introduced two programmes to address this problem. The Safety Valve Programme involves the 20 Local Authorities with the highest HNB overspend. A further 55 Local Authorities will be involved in the Delivering Better Value Programme. There are three tranches of the DBV Programme based on the level of overspend, with LAs with the higher overspends in tranche 1. West Berkshire will be in tranche 3.
- 3.2 The DfE has engaged Newton and CIPFA as its delivery partners to deliver the DBV programme.

4. Supporting Information

- 4.1 The DBV Programme has requested detailed pupil level data which has been submitted.
- 4.2 The DBV Team has organised a set up meeting with relevant LA staff, including Finance and Data colleagues, on 15th June 2023.
- 4.3 There will also be conferences for key staff in August and September 2023.
- 4.4 The data which has been submitted will feed in to a diagnostic process which will predict future spend and identify key drivers of rising HNB costs.
- 4.5 Case studies will then be looked at in detail, at case review workshops involving local stakeholders, to identify in more detail the key drivers of rising costs.
- 4.6 A programme of activities will then be developed as an implementation plan, with the opportunity to bid for up to £1,000,000 subject to the plan meeting grant conditions. This stage should be reached by December 2023.
- 4.7 Additional capacity is being sought to lead on this programme using the £45,000 grant which has been allocated by the DfE for this purpose.

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Vulnerable Children's Grant 2022-2023

Report being considered by: Schools' Forum on 19th June 2023

Report Author: Nicola Ponton

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

1. Purpose of the Report

1.1 Review of Vulnerable Children's Fund 2022/2023

2. Recommendation

1.1 That Forum Members note the report.

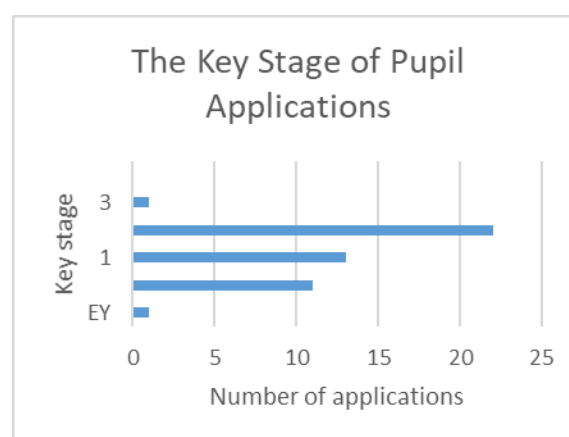
3. Introduction/Background

3.1 The Vulnerable Children's Grant (VCG) is a highly appreciated, relatively small fund, for schools who have unexpected additional financial pressures due to in-year admissions of children with Special Educational Needs (SEN) or for children whose needs suddenly change. It is specifically devised to promote social inclusion, reduce exclusions and reduce the pressure on SEN budgets by providing temporary funding.

4. Supporting Information

4.1 The VCG budget for 2021-2022 was £50,000

4.2 27 settings applied for VCG funding for 62 pupils. The vast majority of applications were received from primary schools, though one early years provider and one secondary school made successful applications.

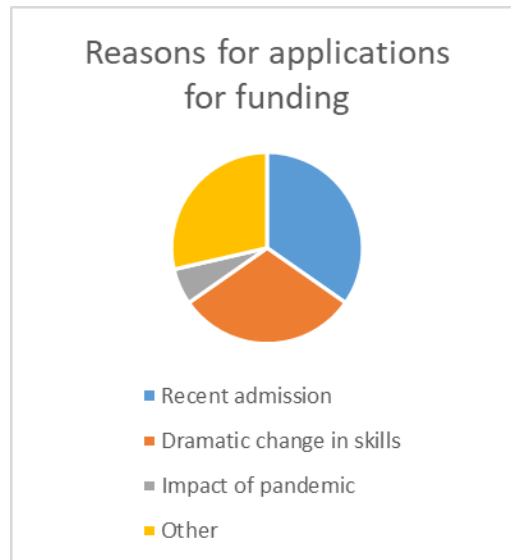


Most of the applications received were either for support for:

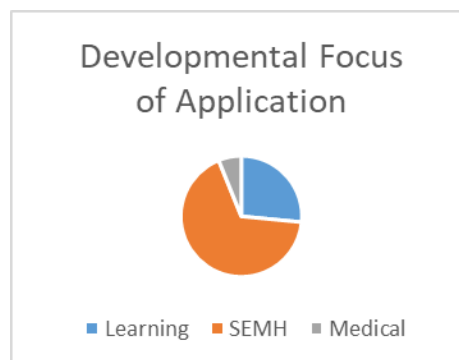
- Pupils who had arrived as an in-year admission
- A dramatic change in pupil need

- An 'other' reason, e.g. supporting extremely vulnerable children, children with significant and complex SEN

A few applications were to support pupils who had been adversely affected by the impact of the pandemic.

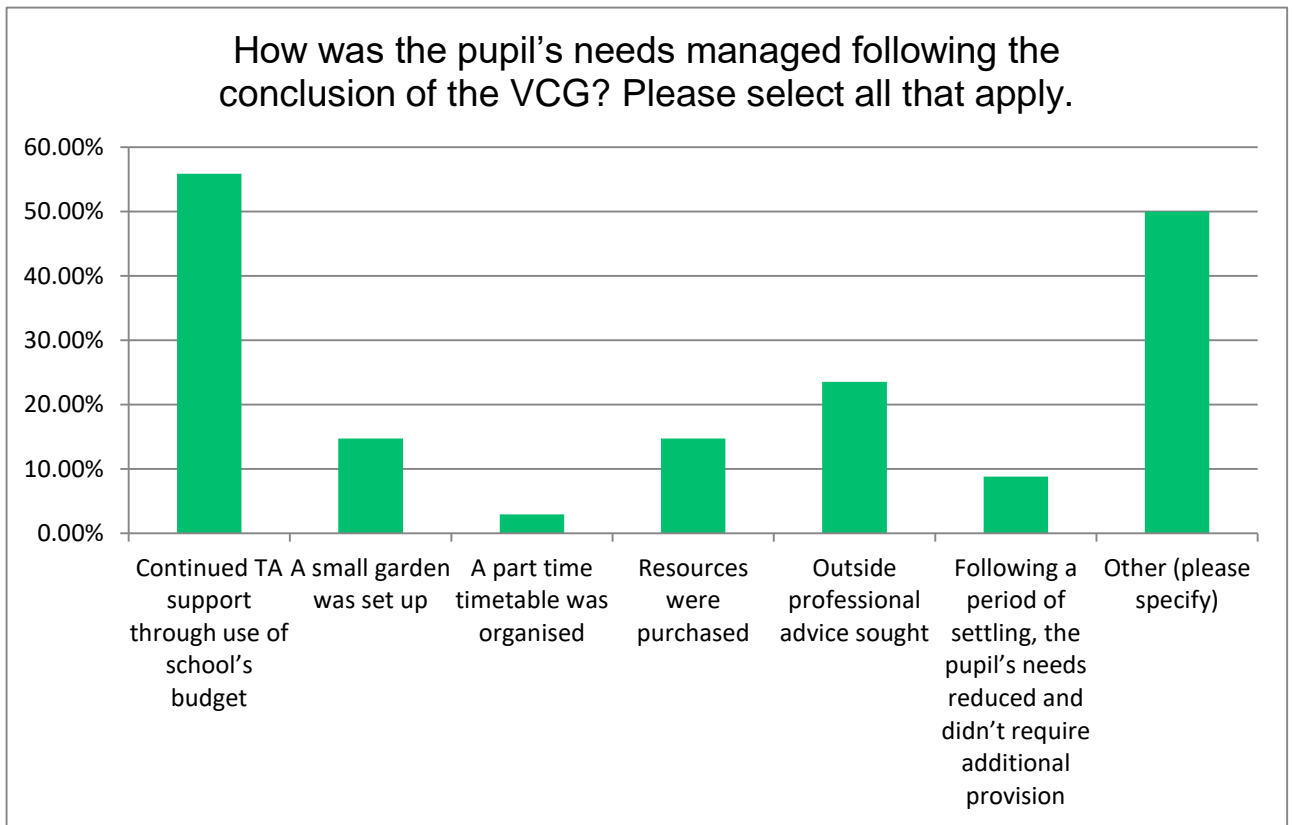


Most applications were to support a pupil's Social Emotional and Mental Health (SEMH) needs, with the remaining 26% requiring learning and 6% requiring support for their medical needs:

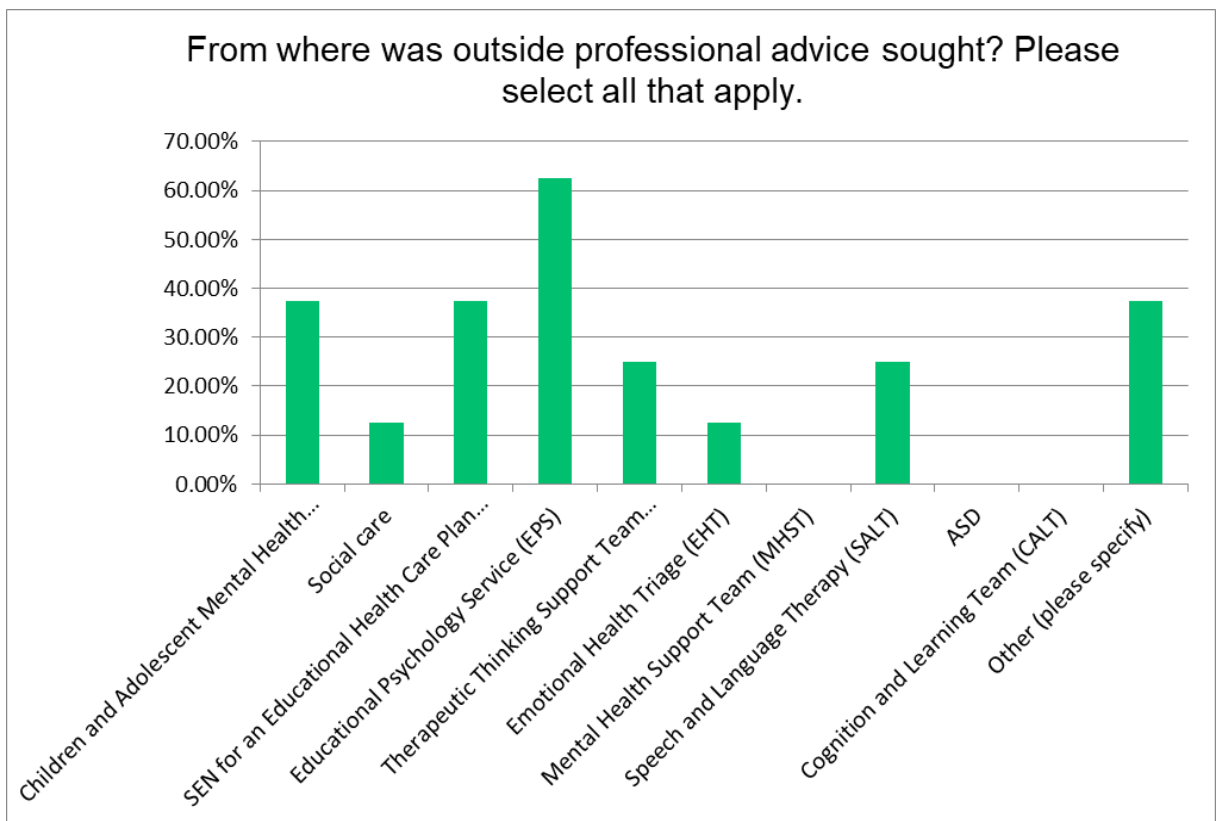


Most schools' applications requested funds to buy in TA support (69%) or agency involvement (20%). When schools were surveyed in May 2023, responses indicated that the TA support was predominantly used to support a pupil's SEMH needs and inclusion in school by providing additional support in class, or in a differentiated learning provision (a 'small garden'). As a result of this creative package, positives included; increased attendance, reduced suspensions, and children becoming more settled with staff learning to identify children's triggers/emotional needs.

Although 8% of pupils didn't require additional support after the conclusion of the VCG, the vast majority did. Schools often used their own budgets to continue to provide TA support, as well as supporting in other ways, e.g. purchasing resources. The VCG often helped schools gain evidence for an EHCP assessment and the subsequent EHCP meant they had the funding to continue the support.



The survey suggests that pupils in receipt of VCG had significant needs as Educational Psychology involvement was sought for 62% of pupils, and a CAMHS referral and EHCP assessment was requested for 37% of pupils.



Schools were clear that the VCG is an effective use of funds. 88% of pupils were said to have made a lot or some progress since receiving funding:

'The VCG has supported XX's relationships in school and her ability to interact with others. She is now happier and outbursts have reduced significantly. She is no longer at risk of exclusion.'

'He became more successful during the 3 hours a day he had support. What became apparent was that he then couldn't actually manage at all without the support, so we have had to employ an adult for him.'

Schools were grateful to receive funding as some of the quotes below illustrate:

'This is such a valuable fund of money. It allows us to put support in place instantly when the alternative would be reduction to a part-time timetable. We are very mindful that reducing children's hours is counterproductive in terms of them being school ready so are always grateful that this fund is in place.'

'The support has been invaluable and has provided much evidence required to support this child's need for an EHCP. The support has helped him make significant social progress.'

'Thank you! We reached out to various professionals and were denied support or the support was disappointing. We felt very alone. This money gave us the opportunity to look for support further afield which definitely helped us!'

'This money made a real difference to the safety of staff and pupils at our school.'

5. Conclusion

- 5.1 The VCG aims to be fair, equitable and simple to request. Feedback from schools indicates that it is valued and has significant impact. If schools, particularly smaller primary schools, cannot access this support in the future it could lead to increased movement between schools, higher exclusion figures and increased pressure on the capacity of specialist support services.

Education Unions: Facility Time Report

Report being considered by: Schools Forum on 19th June 2023

Report Author: Richard Hand

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

1. Purpose of the Report

1.1 To inform members about the activities of the teaching trade unions

2. Recommendation

2.1 That Schools' Forum note the report

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

3.1

The context for this year's report is framed by the ongoing dispute regarding pay and conditions for teachers and support staff. Whilst this may not initially be perceived as directly relevant to how facility time is used, the dispute highlights many issues which have led to an increase in particular types of case work and a decline in others.

Funding for schools in real terms is still below the levels of 2010, and even with the £2 billion promised by the government over the next two years, the Institute for Fiscal Studies still calculates that funding will not now be back to the equivalent 2010 levels until 24/25. The proportion of GDP spent on schools is at its lowest levels since 1988. Whilst the 'cash' figure of how much is spent on education is at its highest level ever, this figure is meaningless unless contextualized. Recent figures from DfE also highlight that we have more teachers than ever before. However, although there has been an increase of 6% in teacher numbers, at the same time, since 2010, pupil numbers have increased by 11%

Given the largest proportion of school funding goes on staff wages (about 80% of budget), the 5% rise in September 2022, which was unfunded, has put immense pressure on schools' budgets. According to OECD figures, we now have the largest class sizes in Europe and the youngest average age of teachers at 39 years old. This is much lower than equivalent European countries and is explained by the fact that, as the NFER recently stated, the teaching profession is 'haemorrhaging' staff.

We have seen a build up of union work over the last few years which is related to these facts, but it feels like the cumulative effect is really coming to a head now. The industrial action reflects this. Exhausted staff are reaching breaking point and this is leading to an increase in case work related to disciplinary action, grievance, settlement agreements and ill health management.

3.2 Individual Issues

As ever, union officers continue to spend most of the facilities time dealing with members individually. There has been a large increase in the numbers of members contacting us about sickness absence management as a result of work related stress connected with workload and pupil behaviour. Where there is no rep in school, union members in West Berkshire schools are able to contact their union Branch Secretaries directly by email or telephone but there is increasing use of online platforms for both meetings and briefings. Local representatives have taken a lead role on behalf of unions in ensuring members are well informed on both union advice and employer's initiatives. **Referrals to union representatives continue to be dealt with, as much as possible, on an informal basis in order to prevent escalation to more formal and time consuming interventions.**

This means that many of the issues that emerge are prevented from coming across school leaders' desks because the issue has been resolved at the early stages. It is important to flag this up as preventative work is, by its very nature, unseen if effective. This is also testament to the hard work unions and the LA have put in together in ensuring that good communication takes place between employers and members before formal processes are triggered. This can be equally as time consuming for a union officer but certainly aids more harmonious industrial relations. Some of our work is received from members once they have received formal notification of capability; disciplinary; grievance; or consultation on change to contracts, pay and conditions including redundancy but in many cases these members have not engaged fully with us previously and usually haven't engaged with the employer, clearly pointing to the fact that full engagement at an early process improves relations between all parties.

During informal contact we give advice on how the member can try to resolve the matter for themselves. This is often successful, where local officers know schools and heads well we are able to advise teacher members how they can deal with a problem informally.

3.3 Union membership has increased by 15% in West Berkshire for the NEU. Many of these are new joiners or lapsed members. It is also the case that, because the NASUWT did not reach the threshold for strike action in its ballot, many members left and joined the NEU. The majority of teachers in West Berkshire schools are now NEU members. This has also led to an increase in the number of reps. This is to be welcomed as it means that more trained reps are in situ and can deal with issues often without the need to escalate to Branch Secretaries. Often, the secretaries advising the reps on how to deal with issues also means that issues can be dealt with more efficiently. Union officials would encourage head teachers to try and make sure that there is at least one union representative for each of the unions in their school. It is often a good thing if two members agree to share the role. It means that there is an in situ rep who can accompany members to meetings (being accompanied is a legal entitlement for many of the issues that emerge) at much shorter notice. This in turn means that there need not be a wait for local branch secretaries to accompany members unless the issue is more complex and needs to be escalated. Many members feel that if they volunteer to become a union rep they are perceived as being in an adversarial relationship with the leadership, but this is far from the truth in the experience of union officials in West Berkshire. We see that schools with an active and supportive rep have far fewer issues than where none exists. Heads, for the most part, see having a union rep as a positive thing, if for no other reason than it can often help expedite meetings far more efficiently. Where there is no rep and the school does not contribute to facility time, meetings can only be conducted with branch secretaries outside school working hours and inevitably postponements are required. Regional, paid representatives can be called upon, but they are extremely busy, cover large areas and this leads to even longer delays

when it is always best for both employers and employees to have matters dealt with as promptly as possible.

3.2.1 Capability

There has been a decrease in the amount of capability cases we have seen this year. Schools have an informal process which, in the first instance, attempts to support staff so that their performance improves. It may be the case that these processes have improved and have not therefore escalated to formal capability. However, it is probably the case that given the recruitment and retention crisis in schools, staff who are struggling are being retained more than might have been the case a few years ago. It is to be hoped that this is a positive, 'silver lining' as with the correct support, many staff will improve.

3.2.2 Appraisal

We do still find that members have often not been given clear notice of problems at the mid-way appraisal point. This is embedded in policy and makes issues with appraisal only being raised towards the end of the cycle problematic. It is worth noting that one of the offers that the DfE mooted as part of the rejected pay and conditions offer was that the statutory requirement for performance management would be removed. Currently, academies, MATs etc. already have the power to do this and many have dispensed with performance management and deal with performance issues via capability. This is to be welcomed and hopefully will form part of future negotiations which also relate to Ofsted. Much of what drives appraisal in schools relates to what it is perceived Ofsted want to see and the recently much debated inspection regime is quite rightly coming under further scrutiny as a result of the tragic death of Ruth Perry and the subsequent actions of the Head at John Rankin. It is worth noting that the episode at John Rankin generated a significant amount of case work and that Branch Secretaries of both the NAHT and NEU worked very closely with the LA in order to resolve a situation which could have become far more difficult had the experienced representatives involved not been available if there had been no facility time. The excellent working relationship that the unions enjoy with the LA, who should also be commended, was also a key factor in managing this very difficult situation.

Disciplinary

There has been an increase in disciplinary cases this year. Several of these have been as a result of teachers buckling under the pressure of student behaviour, workload and accountability without the commensurate amount of time to deal with said workload. Many reach a breaking point and this triggers actionable behaviour. Whilst this does not excuse some of the actions, it does explain them and sadly, unless things change quite drastically within a short period of time, it is likely that cases will continue to rise.

3.2.3 Contracts, Pay and Conditions

This has already been alluded to. Reaching ballot thresholds for industrial action is not easy given the existing regulation. That the largest union reached this threshold and all the major teaching unions are now jointly re-balloting to extend the strike mandate into the next academic year demonstrates that there is a real strength of feeling amongst a group of workers who are normally quite passive and reluctant to take industrial action. It has been leaked that the STPRB (School Teachers Pay review Body) has recommended a 6.5% pay increase. This is considerably more than the offer of, on average 4.5% (4.2% for experienced staff who make up over 50% of the profession). The DfE currently has the document but, as of today (7.6.23) has still not released it. Given the Education Secretary has set so much store in the recommendations of the independent review body, it is to be

hoped that it will be released soon and agreed. However, unless any pay rise is fully funded for all schools, it will be another real terms cut in school budgets and will thus exacerbate all of the problems which have thus far been outlined as case work for union officials.

3.2.4 Grievance

There have not been as many formal grievances this year. Advising members to try and resolve issues via informal routes has meant that there has been a decline in requests to move to formal grievance. However, it is worth noting that where grievances are lodged, they are again related to work load, accountability and demands that are perceived to have contravened policies or directed time guidance.

3.2.5 Settlements

There has been an increase in the number of settlement agreements negotiated this year. It cannot be definitively explained as relating to any particular circumstances or wider context but may just be an anomaly as was probably the case with grievances last year. Settlements are time consuming and involve negotiation at a local level by Branch Secretaries so that the agreement is mutually recognised as acceptable by both employer and employee. It is only at this stage that the agreement is sent to the legal departments of the unions for ratification and action. Legal departments expect Branch Secretaries to present a document negotiated with the employer that is complete and, whilst they obviously do check it for legal compliance, the majority of the work is undertaken by Secretaries and they really only want to rubber stamp the paper work.

3.3.6 Governance

Where well informed, committed, and well-trained governors support a school, their role is invaluable. However, where governance of this nature does not exist, we have found that casework support can become more complex and time consuming as a result of governors not really understanding, or being well enough trained, to support schools, and specifically heads. The unions, and specifically the heads unions, would be more than happy to be involved with the training of governors and this has been discussed already, at an informal level, with the LA.

3.3 Collective issues

As has been mentioned above, the main collective issue is the ongoing pay dispute which is also linked to Ofsted and its role. In an almost unprecedented move, all of the main teaching unions are urging their members to organise a joint union meeting at their places of work. This means that ASCL (Association of School Leaders), NAHT (National Association of Head teachers), NEU and NAS will come together collectively urging all of their members to vote in the current ballot and vote yes for further action. It is felt that obtaining such a powerful, cross union mandate which includes the leadership unions is the only way that the DfE will return to negotiations on pay, conditions and funding.

3.4 LA Policies and guidance

Rationalising the approach to dealing with policies that need reviewing was discussed at the most recent ECM. It was agreed that key policy documents would be prioritised and that unions would meet separately in order to give them proper scrutiny

4 Funding 2022-2023

Union	Total amount	Approx equivalent number of days of supply
NEU	£45,879.96	164.60
NAHT	£4,735.32	12.50
ASCL	£3,963.17	9.65

5 Consultation and Engagement

Secretaries of the recognised teacher trade unions (Association of Teachers and Lecturers, Association of School and College Leaders, National Association of Headteachers, National Association of Schoolmasters Union of Women Teachers, National Union of Teachers)

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Agenda Item 13

Schools Forum Work Programme 2023/24

	Item	HFG Deadline	Heads Funding Group	SF Deadline	Schools Forum	Action required	Author
Term 6	Deficit Schools (standing item)	27/06/2023	04/07/2023	11/07/2023	17/07/2023	Information	Melanie Ellis
	DSG Monitoring 2023/24 Month 3			11/07/2023	17/07/2023	Information	Lisa Potts/Michelle Sancho
Term 1	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
	HNB Deficit Recovery Strategy	27/09/2023	04/10/2023	10/10/2023	16/10/2023	Information	Jane Seymour
	DSG Monitoring 2023/24 Month 6			10/10/2023	16/10/2023	Information	Lisa Potts/Michelle Sancho
Term 2	Deficit Schools (<i>standing item</i>)	27/09/2023	04/10/2023	10/10/2023	16/10/2023	Decision	Melanie Ellis
	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
Term 3	Deficit Schools (<i>standing item</i>)			28/11/2023	04/12/2023	Information	Melanie Ellis
	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
Term 4	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
	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
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 was included within the High Needs Block Report brought to the Forum in 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 13/06/23: Following the previous update (provided to the Forum on 13th March) the Central Energy Contract has now switched to the aforementioned 'L12' contract and associated notification period. The Council recently received notification of the 'L6' 23/24 energy prices for the Central Energy Contract and have been notifying individual sites of their prices for the financial year ahead.</p> <p><i>(Note, L stands for Locked and means the price is locked for the year. The number next to L represents the buying period in months over which the CCS Energy Brokers will be buying the council's energy requirements. As 'L12' the Brokers have already started buying the energy for delivery in financial year 2024/25.)</i></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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