
Budgets for Additional Funds 2023-24

Report being considered by: Schools Forum on 5th December 2022

Report Author: Melanie Ellis

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

1. Purpose of the Report

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

2. Recommendation(s)

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

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

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

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

4. West Berkshire Growth Allocation Estimate 2023-24

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

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

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

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

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

5. Growth Fund

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

5.2 As it is within the schools block, a movement of funding between the schools formula and the growth fund is not treated as a transfer between blocks. If funding is not required for growth, it can be added into the school formula, but if there is a shortfall, this needs to be met from a top slice of the main schools' block allocation.

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

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

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

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

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

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

5.7 A summary table is shown below:

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

6. Primary Schools in Financial Difficulty Fund

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

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

7. Additional High Needs Funding

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

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

8. Proposals

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

9. Appendices

Appendix A – Equalities Impact Assessment

Appendix A

Equality Impact Assessment (EqIA) - Stage One

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Name: Melanie Ellis

Date: 29.11.22

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