

GATESHEAD SCHOOLS FORUM AGENDA

Thursday, 8 December 2016 at 1.30 pm in the Dryden Centre

From the Acting Chief Executive, Mike Barker

Item Business

1 Apologies

2 Minutes (Pages 3 - 6)

The Forum is asked to approve as a correct record the minutes of the last meeting held on 13 October 2016.

3 Funding for Permanently Excluded Pupils (Pages 7 - 10)

Jeanne Pratt – Education Gateshead, Carole Smith – Corporate Resources

4 Mainstream Funding Formula and Authority Proforma Tool (Pages 11 - 16)

Carole Smith, Corporate Resources

5 Mental and Emotional Health Support Worker (Pages 17 - 18)

Steve Williamson – Headteacher Behaviour Support Service

6 De-Delegation - FAP EP and In School Support (Pages 19 - 24)

Jeanne Pratt – Education Gateshead

7 De-Delegation - EMTAS (Pages 25 - 28)

Ann Muxworthy – Education Gateshead

8 De-Delegation - Trade Union Facility Time and Maternity Credits (Pages 29 - 30)

Carole Smith, Corporate Resources

9 Early Years Formula Update (Pages 31 - 34)

Carole Smith, Corporate Resources

10 Education Services Grant Transfer (Pages 35 - 38)

Carole Smith, Corporate Resources

11 Date and Time of Next Meeting

Thursday 12 January 2017 at **10.00am**

Contact: Rosalyn Patterson - email: rosalynpatterson@gateshead.gov.uk,
Tel: 0191 433 2088, Date: Thursday, 1 December 2016

GATESHEAD METROPOLITAN BOROUGH COUNCIL

GATESHEAD SCHOOLS FORUM MEETING

Thursday, 13 October 2016

PRESENT:

Ken Childs (Chair)	Special School Governors
Sarah Diggle	Primary Governors
Julie Goodfellow	Primary Academy Headteachers
Denise Henry	Nursery Sector Representative
Mustafaa Malik	Primary Headteachers
Andrew Ramanandi	Primary Headteachers
Allan Symons	Primary Governors
Steve Williamson	Pupil Referral Unit Representative
Fraser Turnbull	Secondary Academies

IN ATTENDANCE:

Carole Smith	Corporate Resources
Frank McDermott	Corporate Resources
Steve Horne	Care Wellbeing and Learning
Rosalyn Patterson	Corporate Services and Governance

1 APOLOGIES

Apologies for absence were received from Steve Haigh, Christine Ingle, Peter Lague, Ethel Mills, Elaine Pickering, Chris Richardson, Jim Thomson and Clive Wisby.

2 MINUTES

The minutes of the meeting held on 22 September 2016 were agreed as a correct record.

3 UPDATE OF CONTINGENCY FUNDING WORDING

The Forum received a report following the last meeting where it was agreed to the removal of some points contained in the updated Contingency Criteria.

It was questioned whether the criteria includes Academies. It was confirmed that the guidance refers only to 'schools causing concern' therefore this would include all Gateshead schools.

RESOLVED - That the Schools Forum approved the proposed changes to Gateshead's Contingency Criteria.

4 USE OF EARLY YEARS UNDERSPEND

The Forum received a report which sought approval for the amended use of Early Years underspend. It was clarified that originally the Forum approved the use of £205,000 for a demountable classroom at Emmaville Primary School. However, over the summer work was undertaken with Technical Design to look at a more long term solution and it has been proposed that a one classroom new build extension can be provided for an additional £15,000.

The Forum agreed that for a minimum increase this is more substantive and long term work. It was confirmed that this is a holistic development of the site as there will be an increase in pupil numbers due to a new housing development in the area receiving planning approval. It was also noted that a developer contribution has been secured which could facilitate a two form entry. It was agreed that to use the additional money would give benefits of scale and would allow two year old places to be offered and increase primary numbers.

- RESOLVED -
- (i) That the Schools Forum approved the re-direction of £205,000 from the provision of a demountable to the construction of a one classroom new build extension.
 - (ii) That the Schools Forum approved the allocation of an additional £15,000 towards the construction cost of the one classroom new build extension.

5 EARLY YEARS NATIONAL FUNDING FORMULA

The Forum received a report on the work of the Early Years National Funding Formula working groups. Two groups were set up; a Strategic Officers group and an Early Years Single Funding Formula (EYSFF) sub group of the Schools Forum.

The EYSFF sub group will look at modelling a single formula for Gateshead and the implications on Gateshead schools. A date for the sub group's first meeting will be set as soon as possible.

It was noted that there is no indication of the Government's direction of travel yet, however information will need to be brought to the Forum by February.

- RESOLVED - That the Schools Forum noted the contents of the report.

6 MAINSTREAM SCHOOLS FORMULA SUB GROUP

The Forum received an update report from the Mainstream Schools Funding sub group. The group met last week and looked at process and principles and what area next year's formula should focus on.

The next meeting of the sub group will be held on 2 November and a final report will be brought to the next meeting of the Forum.

- RESOLVED - That the Schools Forum noted the contents of the report.

7 DATE AND TIME OF NEXT MEETING

The date and time of the next meeting is Thursday 8 December at 1.30pm.

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TITLE OF REPORT: Funding for Permanently Excluded Pupils

Purpose of report

1. The purpose of this report is to bring to Schools Forum a proposal to move funding between the Schools Block of the Dedicated Schools Grant (DSG) into the High Needs Block of the DSG to assist in meeting the cost of the increasing number of secondary permanent exclusions.

Background

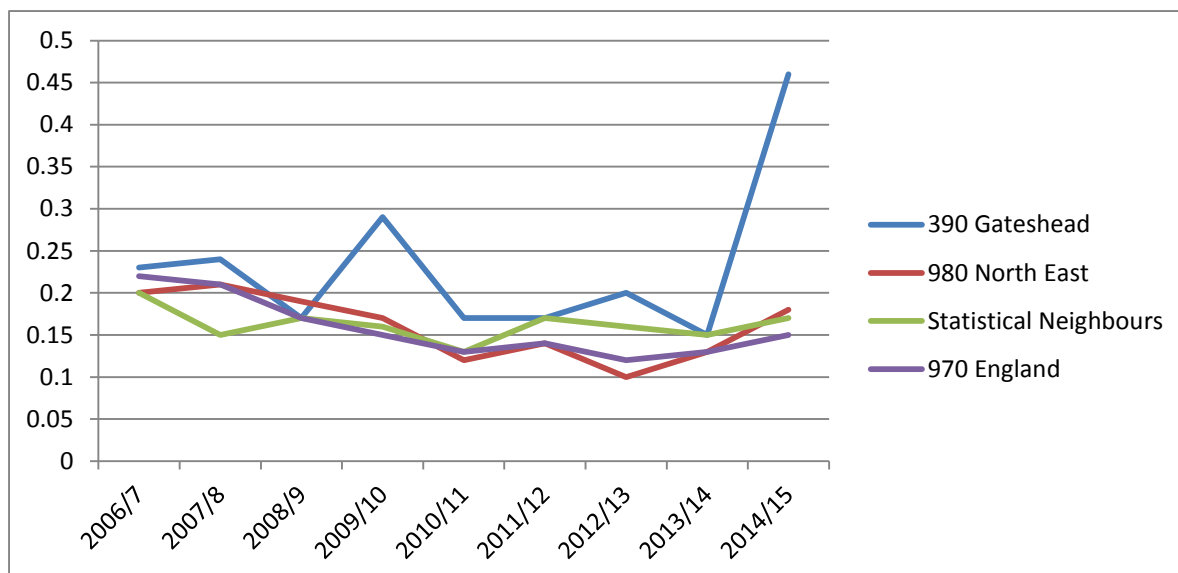
2. Currently when a pupil is permanently excluded the funding is clawed back from the excluding school/academy. The Department for Education (DfE) have made it clear that it expects maintained schools and academies to be treated equitably with regards to funding. This includes funding following permanently excluded pupils.
3. The document *Exclusions from maintained schools, academies and pupil referral units in England* (January 2015), states that the funding for a permanently excluded pupil must follow the pupil. Article 182 states that local authorities will be responsible for adjusting the budget shares of maintained schools and pupil referral units (PRUs) if a pupil is permanently excluded.
4. Article 183 further states that a local authority may ask an academy trust to enter into an arrangement for the transfer of funding for pupils who have been permanently excluded on the same basis as if the academy were a maintained school. The academy trust under their funding agreement with the DfE is obliged to comply with such a request.
5. The requirements for the transfer of funding between local authorities are set out in Section 494 of the Education Act 1996 and the Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999.
6. The funding which is clawed back, of which the majority is put back into the High Needs Block, still leaves a short fall of approximately £15,000 per pupil (for a full academic year) to meet the needs of the educational costs for a permanently excluded pupil. Additional to this is the ongoing costs of educating these children until they are no longer of statutory school age as

on average only 1% of permanently excluded pupils are successfully re-integrated into a mainstream school.

7. The PRU is funded from the High Needs Block of the DSG for 48 FTE permanently excluded pupils. Previously in Gateshead the number of pupils being permanently excluded had remained between 31 (at its highest in 2004/5) and 19 (at its lowest in 2008/9) which meant that the PRU was able to manage the number of pupils within its allocated numbers.
8. Since 2014/15 however, there has been a dramatic increase in permanent exclusions, with 54 secondary permanent exclusions in 2014/15 and 70 secondary permanent exclusions in 2015/16. Due to the complex issues most of these pupils present, following a period of assessment they are deemed unsuitable for reintegration back into mainstream education.

	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Charles Thorp							3		3	2	3	5
Emmanuel							1		3	3	2	3
Heworth Grange	3	3	Nil	3	1	1	3	0	3	1	5	4
Hookergate	Nil	2	2	Nil	1	1	1	N/A	N/A	N/A	N/A	N/A
Joseph Swan	3	4	4	4	2	4	1	4	3	2	5	12
Kingsmeadow	2	Nil	Nil	1	5	1	3	7	4	4	2	7
Lord Lawson	1	5	6	3	1	3	1	1	1	2	7	11
Ryton	Nil	1	2	1	1	2	3	N/A	N/A	N/A	N/A	N/A
St Edmund Campion/Cardinal Hume	6	8	6	2	1	4	2	Nil	2	2	3	8
St Thomas More	3	1	1	1	2	5	Nil	2	3	2	9	2
Thomas Hepburn	10	3	6	11	5	6	6	3	3	3	6	11
Whickham	3	2	1	1	Nil	2	6	2	1	2	12	7
Furrowfield	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil		
PRU	1	Nil	Nil	Nil	Nil	Nil	Nil	2	Nil	1		
Total	31	30	28	27	19	29	26	24	28	24	54	70

9. In relation to the school population, the rise in permanent exclusions in Gateshead is at a considerably increased rate in comparison to other regions in the northeast, our statistical neighbours and compared to national figures.



10. Under the current Schools and Early Years Finance Regulations local authorities with the approval of Schools Form can move funding between the blocks of the DSG to ease cost pressures and meet the needs of the pupil population.

Proposal

11. The proposal is that following the calculation of the mainstream schools individual schools budgets, and before the allocation of any additional resource to any funding factor, the residual funding of estimated at approximately £150,000 is transferred to the High Needs Block of the DSG to support the increasing number of secondary permanent exclusions.

Recommendations

12. School Forum approves the movement of any unallocated Schools Block DSG funding to the High Needs Block of the DSG to support the higher costs of providing education to permanently excluded pupils.

For the following reason(s):

13. To ensure that the local authority is able to meet the increasing demands of providing education for secondary permanently excluded pupils.

CONTACT: Jeanne Pratt, Carole Smith

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TITLE OF REPORT: Mainstream School Funding Review and draft Authority Proforma Tool

Purpose of the Report

1. The purpose of this report is to provide an update and proposals to Schools Forum from the Mainstream Schools School Forum sub group and to provide a draft Authority Proforma Tool (APT) for Schools Forum to approve.

Background

2. This report builds on the October Mainstream Schools Funding Review Report on the work carried out by the Mainstream Schools Funding Review sub group of Schools Forum.
3. The process for reviewing mainstream school funding for 2017/18 has differed from the previous 3 years as there was no October submission of the APT.. Due to expected consultations the Department for Education (DfE) did not require an October submission of the APT, and the review of the formula started much later than in previous years. The DfE did release a test APT over the summer which contained updated Income Deprivation Affecting Children Index IDACI bandings for local authorities to test and use for modelling purposes.
4. The sub group met for the second time on 2 November, and discussed the following:
 - Estimated funding
 - IDACI bandings and funding
 - Deprivation funding comparisons
 - Key Stage 3 values
 - Private Finance Initiative (PFI) and Rates estimated costs
5. The group agreed to propose that all other factors should be retained at the same funding levels as 2016/17.

Estimated Funding

6. A rough estimation of pupil numbers was calculated by using October 2015 data, years six and eleven being removed and admissions data for reception and year seven added to schools. This gave an indication of the approximate mainstream school pupil numbers for each school. The total pupil numbers was used to estimate the schools block of the Dedicated Schools Grant (DSG). The additional pupils due to increased birth rates and pupils moving into the area has resulted in an estimated additional funding of £1.5m. However, all the additional pupils, and any financial pressures need to be funded to ascertain if there is any funding available for priorities. The estimated pupil numbers were used to update the test

APT and estimate the funding available for priorities after all pupils had been funded. It was estimated that there could be £0.15m available; however this is subject to change when the actual funding envelope becomes known and the December APT is released with all the updated data sets.

IDACI Bandings

7. The IDACI data for mainstream school budgets for 2016/17 was updated from 2010 data to the 2015 data. The use of the new data caused significant shifts in the IDACI bandings for all schools and especially for those schools with the highest levels of deprivation. In order to counteract this shift, the funding of the bandings was re-modelled to try and minimise the financial volatility.
8. For IDACI funding for 2017/18 the DfE acknowledged the volatility the change in data caused and rebased the banding criteria. With the rebase of the banding criteria, the current funding of the bandings becomes un-affordable and the funding required re-modelling. A number of models were presented to the group and model 3 (appendix 1), which produced the lowest Minimum Funding Guarantee (MFG) amount, was agreed. The group also agreed that for consistency approximately 11% of available funding should be allocated to deprivation.

Deprivation Funding Comparisons

9. Data was presented to the Group showing comparisons between overall funding, and deprivation funding against regional and statistical neighbours (appendix 2). The information suggests that Gateshead receives lower than average funding overall. The funding for Free School Meal factor is relatively high; however the IDACI funding is relatively low. Overall deprivation funding is a higher percentage funding available than the average, with a range from 3.91% to 14.19%. It is possible that the future trend is that more funding could be placed in the basic entitlement (Age Weighted Pupil Unit) due to a move to a national funding formula, however this is not known until the response to the earlier consultations are published, and the stage 2 consultations are issued.

Key Stage 3 Values

10. The Group discussed the possible priorities for any available funding. The Group agreed that primary funding should not be reduced, but if there was funding available it should be allocated to KS3 as this is still relatively low compared the overall average and regional and statistical neighbours.

PFI and Business Rates Estimated Cost

11. In order to be able to undertake a realistic estimate of costs for 2017/18 an estimate of PFI costs and Rates was undertaken. This could change as more up to date information becomes available. Initial calculations estimate that PFI costs will increase by £0.088m and Rates by £0.074m.

Proposal

12. It is proposed that Schools Forum notes the information in appendix 1 and 2, and that Schools Forum approves the draft APT and the updated information.

13. The Mainstream School Funding Sub Group proposed that if there is any funding available when the funding pressures have been met, and deprivation funding maintained at approximately 11% that this funding be used to increase the KS3 funding value.

14. It is also proposed that Schools Forum notes that funding rates and data will change when the updated APT is issued and Dedicated Schools Grant allocation is issued in December. Any de-delegated areas agreed by Schools Forum will be updated in the new APT that will be submitted in January 2017.

Recommendations

15. That Schools Forum notes the following:-

- Estimated additional Schools Block DSG of £1.5M

That Schools Forum approves the following:-

- Proposed changes to the IDACI funding rates (which may need further adjustment when the APT and funding are received).
- Approximately 11% of funding to be targeted at Deprivation
- If there is funding available this is to be allocated to KS3 Basic entitlement
- The increases to PFI and Rates costs
- The draft APT

For the following reasons:

- To ensure that Schools Forum is informed of progress of the group
- To ensure that Schools Forum is consulted on funding decisions
- To enable mainstream school budgets to be calculated when the APT and DSG settlements are received.

CONTACT: Carole Smith

Appendix 1

Local Authority Funding Reform Proforma

LA Name:	Gateshead
LA Number:	390

Pupil Led Factors

1) Basic Entitlement Age Weighted Pupil Unit (AWPU)	Reception uplift	No	Pupil Units		0.00						
	Description	Amount per pupil	Pupil Units		Sub Total	Total	Proportion of total pre MFG funding (%)		Notional SEN (%)		
	Primary (Years R-6)	£2,905.00	14,804.00		£43,005,620	£78,312,641	40.83%		5.00%		
	Key Stage 3 (Years 7-9)	£3,778.13	5,358.00		£20,243,221		19.22%		5.00%		
	Key Stage 4 (Years 10-11)	£4,360.00	3,455.00		£15,063,800		14.30%		5.00%		
2) Deprivation	Description	Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)		Primary Notional SEN (%)	Secondary Notional SEN (%)
	FSM6 % Primary	£850.00		4,764.76		£4,050,044	£11,450,822	10.87%		23.00%	
	FSM6 % Secondary		£1,400.00		2,975.94	£4,166,322				19.00%	
	IDACI Band F	£0.00	£0.00	1,770.38	998.95	£0				0.00%	0.00%
	IDACI Band E	£0.00	£0.00	1,692.24	1,016.57	£0				0.00%	0.00%
	IDACI Band D	£331.05	£394.65	2,088.08	1,141.54	£1,141,752				0.00%	0.00%
	IDACI Band C	£381.98	£455.36	613.78	352.77	£395,084				0.00%	0.00%
	IDACI Band B	£458.37	£546.44	1,050.77	541.70	£777,648				23.00%	19.00%
	IDACI Band A	£763.95	£910.73	721.70	404.77	£919,971				23.00%	19.00%
3) Looked After Children (LAC)	Description	Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total	Total	Proportion of total pre MFG funding (%)		Primary Notional SEN (%)	Secondary Notional SEN (%)
	LAC X March 16		£1,500.00		186.57	£279,853	£682,014	0.27%		0.00%	
4) English as an Additional Language (EAL)	EAL 3 Primary	£260.00		647.92		£168,458		0.19%		0.00%	
	EAL 3 Secondary		£260.00		102.94	£26,764		0.20%		0.00%	0.00%
5) Mobility	Pupils starting school outside of normal entry dates	£2,000.00	£2,000.00	103.47	0.00	£206,938				0.00%	0.00%
6) Prior attainment	Description	Weighting	Amount per pupil	Percentage of eligible Y1-3 and Y4-6 NOR respectively	Eligible proportion of primary and secondary NOR respectively	Sub Total	Total	Proportion of total pre MFG funding (%)		Primary Notional SEN (%)	Secondary Notional SEN (%)
	Low Attainment % new EFSP	70.00%		33.16%	3,719.92	£1,190,374	£2,106,760	2.00%		100.00%	
	Low Attainment % old FSP 73		£320.00	16.47%							
	Secondary pupils not achieving (KS2 level 4 English or Maths)		£550.00	1,666.16						£916,386	

Other Factors

Factor	Lump Sum per Primary School (£)	Lump Sum per Secondary School (£)	Lump Sum per Middle School (£)	Lump Sum per All-through School (£)	Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)		
7) Lump Sum	£115,000.00	£140,000.00			£8,965,000	8.51%	0.00%	0.00%	
8) Sparsity factor					£0	0.00%	0.00%	0.00%	
Please provide alternative distance and pupil number thresholds for the sparsity factor below. Please leave blank if you want to use the default thresholds. Also specify whether you want to use a tapered lump sum for one or both of the phases.									
Primary distance threshold (miles)		Primary pupil number average year group threshold			Fixed or tapered sparsity primary lump sum?	Fixed			
Secondary distance threshold (miles)		Secondary pupil number average year group threshold			Fixed or tapered sparsity secondary lump sum?	Fixed			
Middle schools distance threshold (miles)		Middle school pupil number average year group threshold			Fixed or tapered sparsity middle school lump sum?	Fixed			
All-through schools distance threshold (miles)		All-through pupil number average year group threshold			Fixed or tapered sparsity all-through lump sum?	Fixed			
9) Fringe Payments					£0	0.00%			
10) Split Sites					£0	0.00%	0.00%		
11) Rates					£1,507,032	1.43%	0.00%		
12) PFI funding					£2,307,093	2.19%	0.00%		
13) Exceptional circumstances (can only be used with prior agreement of EFA)									
Circumstance	Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)						
Additional lump sum for schools amalgamated during FY16-17	£0	0.00%	0.00%	0.00%					
Additional sparsity lump sum for small schools	£0	0.00%	0.00%						
Exceptional Circumstance3	£0	0.00%	0.00%						
Exceptional Circumstance4	£0	0.00%	0.00%						
Exceptional Circumstance5	£0	0.00%	0.00%						
Exceptional Circumstance6	£0	0.00%	0.00%						
Total Funding for Schools Block Formula (excluding MFG Funding Total) (£)	£105,331,362	100.00%	£8,109,370						

14) Minimum Funding Guarantee (MFG is set at -1.5%)	£346,928	
Apply capping and scaling factors? (gains may be capped above a specific ceiling and/or scaled)	No	
Capping Factor (%)	Scaling Factor (%)	
Total deduction if capping and scaling factors are applied	£0	
	Total (£)	Proportion of Total funding(%)
MFG Net Total Funding (MFG + deduction from capping and scaling)	£346,928	0.33%
High Needs threshold (only fill in if, exceptionally, a high needs threshold different from £6,000 has been approved)		
Additional funding from the high needs budget	£0.00	
Growth fund (if applicable)	£100,000.00	
Falling rolls fund (if applicable)	£0.00	
Total Funding For Schools Block Formula	£105,678,289	
% Distributed through Basic Entitlement	74.35%	
% Pupil Led Funding	87.87%	
Primary: Secondary Ratio	1 :	1.27

Total funding for schools block formula contains funding from outside of the Schools Block?	No
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Regional Comparisons							Statistical Neighbour Comparisons					
Local Authority Name	Total Funding for Schools Block Formula (£)	% Distributed through Basic Entitlement	% Pupil Led Funding	Primary/Secondary Ratio	Schools Block Unit of Funding		Local Authority Name	Total Funding for Schools Block Formula (£)	% Distributed through Basic	% Pupil Led Funding	Primary/Secondary Ratio	Schools Block Unit of Funding
Middlesbrough	93,574,083.48	74.75%	93.55%	1 : 1.37	4918.61		St Helens	100,310,861.12	77.75%	92.42%	1 : 1.31	4455.73
Newcastle upon Tyne	149,349,376.10	70.28%	90.90%	1 : 1.42	4716.94		Tameside	148,088,907.52	84.27%	92.04%	1 : 1.30	4709.91
Hartlepool	60,685,005.75	72.66%	89.06%	1 : 1.26	4695.39		Wakefield	203,152,268.17	77.58%	91.71%	1 : 1.25	4570.41
North Tyneside	111,805,246.13	78.20%	88.88%	1 : 1.42	4529.21		Halton	80,942,661.80	70.69%	89.37%	1 : 1.38	4863.77
Sunderland	160,883,196.85	77.22%	88.78%	1 : 1.28	4523.22		North Tyneside	111,805,246.13	78.20%	88.88%	1 : 1.42	4529.23
Darlington	62,210,743.02	74.96%	88.57%	1 : 1.35	4520.37		Sunderland	160,883,196.85	77.22%	88.78%	1 : 1.28	4523.22
Redcar and Cleveland	86,276,824.40	75.63%	88.29%	1 : 1.29	4625.01		Darlington	62,210,743.02	74.96%	88.57%	1 : 1.35	4520.37
South Tyneside	84,026,583.68	72.45%	87.99%	1 : 1.33	4742.49		South Tyneside	84,026,583.68	72.45%	87.99%	1 : 1.33	4742.49
Cumbria	273,737,311.46	82.63%	87.97%	1 : 1.22	4574.23		Gateshead	104,144,435.68	74.32%	87.82%	1 : 1.27	4551.54
Gateshead	104,144,435.68	74.32%	87.82%	1 : 1.27	4551.54		Barnsley	133,188,798.85	69.90%	86.00%	1 : 1.26	4473.6
Stockton-on-Tees	114,513,347.31	69.99%	87.52%	1 : 1.30	4481.25		Durham	288,630,026.41	69.25%	83.29%	1 : 1.26	4649.17
Northumberland	173,592,200.32	74.20%	86.18%	1 : 1.24	4544.73							
Durham	288,630,026.41	69.25%	83.29%	1 : 1.26	4649.17		Average		75.14%	88.81%	7th	6th
Average		74.35%	88.37%	01:31	4621		out of 11		5th	3rd		
13			10th	9th	8th							

Regional Comparisons							Statistical Neighbour Comparisons						
Local Authority Name	BASIC ENTITLEMENT						Local Authority Name	BASIC ENTITLEMENT					
	Primary Amount Per Pupil (£)	Primary Proportion	KS3 Amount Per Pupil (£)	KS3 Proportion	KS4 Amount Per Pupil (£)	KS4 Proportion		Primary Amount Per Pupil (£)	Primary Proportion	KS3 Amount Per Pupil (£)	KS3 Proportion	KS4 Amount Per Pupil (£)	KS4 Proportion
Middlesbrough	2,886.66	39.23%	4,306.98	19.16%	5,648.23	16.36%	St Helens	2,889.72	41.19%	3,783.83	20.53%	4,655.86	16.02%
Newcastle upon Tyne	2,605.85	36.66%	3,876.60	19.21%	4,424.36	14.41%	Tameside	3,264.00	44.36%	4,678.00	24.44%	4,678.00	15.47%
Hartlepool	2,817.03	37.16%	4,243.98	21.39%	4,243.98	14.11%	Wakefield	3,024.96	40.57%	4,193.77	21.92%	4,358.97	15.09%
North Tyneside	2,729.49	39.50%	4,054.12	21.18%	5,063.87	17.52%	Halton	2,562.47	33.30%	4,258.87	22.29%	4,455.94	15.10%
Sunderland	2,918.61	39.46%	4,316.72	21.92%	4,596.33	15.84%	North Tyneside	2,729.49	39.50%	4,054.12	21.18%	5,063.87	17.52%
Darlington	2,490.79	35.36%	4,332.99	24.80%	4,288.33	14.80%	Sunderland	2,918.61	39.46%	4,316.72	21.92%	4,596.33	15.84%
Redcar and Cleveland	2,755.00	35.06%	4,450.00	24.20%	4,450.00	16.37%	Darlington	2,490.79	35.36%	4,332.99	24.80%	4,288.33	14.80%
South Tyneside	2,644.50	35.11%	4,028.17	21.59%	4,486.30	15.75%	South Tyneside	2,644.50	35.11%	4,028.17	21.59%	4,486.30	15.75%
Cumbria	3,257.89	42.45%	3,992.62	21.91%	4,938.24	18.28%	Gateshead	2,905.00	40.96%	3,750.00	18.90%	4,360.00	14.45%
Gateshead	2,905.00	40.96%	3,750.00	18.90%	4,360.00	14.45%	Barnsley	2,805.53	40.52%	3,476.80	16.85%	3,976.80	12.53%
Stockton-on-Tees	2,566.48	37.03%	3,286.96	17.22%	4,789.67	15.74%	Durham	2,695.08	35.91%	3,548.00	17.57%	4,868.18	15.77%
Northumberland	2,807.00	37.43%	3,715.00	20.24%	4,580.00	16.53%	Average	2,812.00	38.75%	4,038.00	21.09%	4,526.00	15.30%
Durham	2,695.08	35.91%	3,548.00	17.57%	4,868.18	15.77%	out of 11	4th	2nd	9th	9th	8th	10th
Average	2,775.00	37.79%	3,992.00	20.71%	4,672.00	15.84%							
3rd	2nd	10th	11th	11th	11th								

Regional Comparisons					Statistical Neighbour Comparisons				
Local Authority Name	FSM Primary FSM/FSM6	FSM Primary Amount Per Pupil (£)	FSM Secondary FSM/FSM6	FSM Secondary Amount Per Pupil (£)	Local Authority Name	FSM Primary FSM/FSM6	FSM Primary Amount Per Pupil (£)	FSM Secondary FSM/FSM6	FSM Secondary Amount Per Pupil (£)
Middlesbrough	FSM6 % Primary	1,683.93	FSM6 % Secondary	1,108.20	St Helens	FSM6 % Primary	1,132.81	FSM6 % Secondary	1,888.26
Newcastle upon Tyne	FSM % Primary	1,262.49	FSM % Secondary	1,382.63	Tameside	FSM % Primary	352.00	FSM % Secondary	447.00
Hartlepool	FSM6 % Primary	1,313.58	FSM6 % Secondary	1,992.12	Wakefield	FSM6 % Primary	771.85	FSM6 % Secondary	771.85
North Tyneside	FSM6 % Primary	562.08	FSM6 % Secondary	866.10	Halton	FSM6 % Primary	739.91	FSM6 % Secondary	1,360.74
Sunderland	FSM6 % Primary	436.77	FSM6 % Secondary	402.12	North Tyneside	FSM6 % Primary	562.08	FSM6 % Secondary	866.10
Darlington	FSM6 % Primary	809.25	FSM6 % Secondary	996.03	Sunderland	FSM6 % Primary	436.77	FSM6 % Secondary	402.12
Redcar and Cleveland	N/A	0.00	N/A	0.00	Darlington	FSM6 % Primary	809.25	FSM6 % Secondary	996.03
South Tyneside	FSM % Primary	751.62	FSM % Secondary	751.62	South Tyneside	FSM % Primary	751.62	FSM % Secondary	751.62
Cumbria	FSM6 % Primary	421.97	FSM6 % Secondary	421.97	Gateshead	FSM6 % Primary	850.00	FSM6 % Secondary	1,400.00
Gateshead	FSM6 % Primary	850.00	FSM6 % Secondary	1,400.00	Barnsley	FSM6 % Primary	635.50	FSM6 % Secondary	635.50
Stockton-on-Tees	FSM6 % Primary	1,565.44	FSM6 % Secondary	2,331.65	Durham	N/A	0.00	FSM % Secondary	2,821.12
Northumberland	FSM % Primary	1,297.00	FSM % Secondary	1,562.00	Average		742.00		1,040.00
Durham	N/A	0.00	FSM % Secondary	2,821.12	out of 8		out of 8		out of 8
Average		955.00		1,189.00	out of 11		2nd		2nd
4th		out of 8		out of 8					

Regional Comparisons													
Local Authority Name	IDACI Primary B1 Amount Per Pupil (£)	IDACI Secondary B1 Amount Per Pupil (£)	IDACI Primary B2 Amount Per Pupil (£)	IDACI Secondary B2 Amount Per Pupil (£)	IDACI Primary B3 Amount Per Pupil (£)	IDACI Secondary B3 Amount Per Pupil (£)	IDACI Primary B4 Amount Per Pupil (£)	IDACI Secondary B4 Amount Per Pupil (£)	IDACI Primary B5 Amount Per Pupil (£)	IDACI Secondary B5 Amount Per Pupil (£)	IDACI Primary B6 Amount Per Pupil (£)	IDACI Secondary B6 Amount Per Pupil (£)	Deprivation Proportion
Middlesbrough	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	14.19%
Newcastle upon Tyne	129.01	0.00	129.01	0.00	192.83	0.00	263.91	770.10	321.34	770.10	382.03	770.10	10.76%
Hartlepool	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13.76%
North Tyneside	0.00	0.00	220.75	327.03	331.13	490.55	441.50	654.07	551.88	817.58	883.00	1,308.13	7.89%
Sunderland	193.64	203.72	193.64	203.72	387.29	407.44	580.93	611.17	774.58	814.89	968.22	1,018.61	9.01%
Darlington	0.00	0.00	377.26	412.81	690.42	556.39	690.42	556.39	690.42	556.39	690.42	556.39	11.00%
Redcar and Cleveland	500.00	500.00	500.00	500.00	500.00	500.00	700.00	700.00	700.00	700.00	775.00	775.00	7.50%
South Tyneside	356.97	356.97	356.97	356.97	535.46	535.46	713.95	713.95	892.43	892.43	1,070.92	1,070.92	12.00%
Cumbria	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.90%
Gateshead	0.00	0.00	0.00	0.00	367.99	437.99	473.13	563.13	578.27	688.27	841.12	1,001.12	10.86%
Stockton-on-Tees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12.58%
Northumberland	150.00	250.00	175.00	275.00	400.00	500.00	575.00	675.00	900.00	1,000.00	1,100.00	1,200.00	7.68%
Durham	436.84	381.00	533.91	465.67	679.52	592.67	873.67	762.01	1,067.82	931.34	1,553.20	1,354.68	12.15%
Average	136.00	130.00	191.00	195.00	314.00	309.00	590.00	667.00	720.00	797.00	981.00	1,006.00	10.10%
Not used	Not used	Not used	Not used	Not used	7th	out of 9	out of 8	out of 9	out of 9	out of 9	out of 9	out of 9	7th

Statistical Neighbour Comparisons													
Local Authority Name	IDACI Primary B1 Amount Per Pupil (£)	IDACI Secondary B1 Amount Per Pupil (£)	IDACI Primary B2 Amount Per Pupil (£)	IDACI Secondary B2 Amount Per Pupil (£)	IDACI Primary B3 Amount Per Pupil (£)	IDACI Secondary B3 Amount Per Pupil (£)	IDACI Primary B4 Amount Per Pupil (£)	IDACI Secondary B4 Amount Per Pupil (£)	IDACI Primary B5 Amount Per Pupil (£)	IDACI Secondary B5 Amount Per Pupil (£)	IDACI Primary B6 Amount Per Pupil (£)	IDACI Secondary B6 Amount Per Pupil (£)	Deprivation Proportion
St Helens	0.00	0.00	0.00	0.00	0.00	0.00	242.57	0.00	368.04	0.00	1,157.28	1,179.63	12.35%
Tameside	0.00	0.00	104.00	130.00	156.00	195.00	260.00	325.00	312.00	390.00	364.00	455.00	3.91%
Wakefield	320.10	451.00	349.76	504.20	378.94	546.39	422.00	589.15	477.00	626.28	691.00	819.00	9.94%
Halton	164.78	133.93	247.16	200.89	329.55	267.85	411.94	334.82	494.33	401.78	576.71	468.75	12.93%
North Tyneside	0.00	0.00	220.75	327.03	331.13	490.55	441.50	654.07	551.88	817.58	883.00	1,308.13	7.89%
Sunderland	193.64	203.72	193.64	203.72	387.29	407.44	580.93	611.17	774.58	814.89	968.22	1,018.61	9.01%
Darlington	0.00	0.00	377.26	412.81	690.42	556.39	690.42	556.39	690.42	556.39	690.42	556.39	11.00%
South Tyneside	356.97	356.97	356.97	356.97	535.46	535.46	713.95	713.95	892.43	892.43	1,070.92	1,070.92	12.00%
Gateshead	0.00	0.00	0.00	0.00	367.99	437.99	473.13	563.13	578.27	688.27	841.12	1,001.12	10.86%
Barnsley	255.50	255.50	295.50	295.50	365.50	365.50	485.50	485.50	625.50	625.50	815.50	815.50	9.89%
Durham	436.84	381.00	533.91	465.67	679.52	592.67	873.67	762.01	1,067.82	931.34	1,553.20	1,354.68	12.15%
Average	288.00	297.00	298.00	322.00	422.00	439.00	509.00	560.00	621.00	674.00	874.00	913.00	10.17%
					out of 10	out of 10		out of 10		out of 10			
out of 11	N/A	NA	N/A	NA	6th	6th	6th	6th	6th	5th	6th	6th	6th



TITLE OF REPORT: Emotional and Mental Health Support Worker – Interim Report

Purpose of the Report

1. To update Forum on the appointment, induction and any early impact of the Mental and Emotional Health Support worker (MEHSW) funded by Forum.

Background

2. Forum agreed to support a matched funding bid for two such workers to operate across Gateshead schools and within the Behaviour Support Service. The bid was unsuccessful but Schools Forum agreed to continue with the funding for one post.

Progress

3. Recruitment started just before the Easter holidays 2016 using an agency (for which there was no fee). The background of the field of 10 applicants varied considerably (some had applied for more than one of the posts we advertised at that time).
4. Seven candidates were interviewed and most were less "robust" or experienced than their applications suggested; an initial offer was made to a male candidate with mentoring and support experience with long term mentally ill patients moving from secure NHS care. This offer wasn't accepted.
5. A second round of interviewing took place and an appointment was made. The successful applicant is a recent graduate from a social work degree with experience of working with young people with poor mental health through the Princes' Trust and other organisations. Their induction took place later than two other support posts in the Service but was managed in time for the last week of the summer term.
6. Pastoral Deputies were told that support could be sought for students in secondary schools and criteria would be based on those used for referrals to the Emotional Wellbeing Team (i.e. students suffering from persistent low mood, the effects of bullying, indications of mild to moderate continuing distress rather than severe clinical-type issues).
7. The MEHSW contributed to running the summer holiday programme for BSS students and established working relationships with existing pupils.
8. The number of students being referred into BSS and the complexity of their needs has meant the MEHSW "in-house" caseload has been significant, leaving little time to support students still in mainstream schools. This is the case for all of our workers. Commissioned by the Council for 103 places, we are currently working with 170 students, 163 of whom are placed with BSS.

9. The MEHSW has made a significant contribution to engaging more students within the centre at Heworth Hall – more KS3 students attend well rather than remain on home tuition, and fewer students attend but fail to stay engaged in learning.
10. A case study: a Year 9 student who initially attended Emmanuel College but after concerns due to attendance and ongoing anxiety, moved to Cardinal Hume. His anxieties heightened and he appeared very low in mood. On referral his attendance was 46.4%. The MEHSW has worked extensively with this family to allay the fears and worries of both child and mother about being separated from each other. Attendance at Heworth hall is 88.7%.

A Further update for Forum will be made later in the academic year.

Proposal

11. It is proposed that Schools Forum notes the contents of the report and the positive impact the MEHSW has had within the Behaviour Support Service.

Recommendations

12. That Schools Forum notes the report and that further progress report will be brought later in the academic year.

For the following reasons:

To keep Schools Forum informed of the impact of the Schools Forum supported MEHSW.

CONTACT: Steve Williamson

TITLE OF REPORT: De – Delegation Options FAP EP & Behaviur Support Team

Purpose of the Report

1. Over the past several years Schools Forum has agreed to the de-delgation of primary funding to support the existing Primary Behaviour Support Team (formally In School Support). Since 2014 School Forum also agreed to the de-delation of funds to create a post for an educational psychologist to work to the primary Fair Access process.
2. The purpose of this report is to bring to Schools Forum an update on extsiting services (FAP EP and Primary Behaviour Support) that they currently fund through de-delegation so that they can consider further de-delegation for the 2017/18 financial year.

Background

3. Revenue funding arrangements for schools have changed following the school funding review which stared in 2013/14. It is now not permissible for LA's to hold budgets centrally for the provision of some services to schools. This previously centrally held funding has been delegated to schools on a per pupil basis.
4. However there are some areas that schools have the option for de-delegation.

These are:-

- a) Contingencies, (including support for schools in financial difficulties, new/closing/amalgamating schools, closing school deficits)
 - b) Behaviour Support Services
 - c) Support for minority ethnic minority pupils or underachieving groups
 - b) Free School Meals (FSM) eligibility
 - c) Insurance
 - d) Library and museum services
 - e) Licences/subscriptions
 - f) Staff costs – supply cover (long term sickness, maternity, trade union and public duties)
5. For each of these areas, it would be for the Schools Forum members in the relevant phase (primary or secondary) to decide whether that service should be retained centrally.
 6. The decision would apply to all maintained schools in that phase and would mean that the funding for these services was removed from individual school budgets before they are issued to schools . There can be different decisions for each phase.

7. Academies, special schools and nursery schools can buy back into these services if they wish too.

Primary Behaviour Support Team

8. The Primary Behaviour Support Team work with primary schools, mainly on early intervention in the area of behaviour. The team consists of 4 special needs teaching assistants and two teachers. They work principally with primary aged children in their school setting offering direct intervention and support with children alongside consultancy for primary Heads and teaching staff. This work includes assessment of pupils' needs, strategies, whole class modelling, small group and individual support and training for staff where this is identified as a need.
9. The work of the team is non statutory and since April 2013, the special needs support assistants element of the team has been subject to a buy back arrangement.
10. The buy-back was calculated on the basis of a 100% uptake by the primary schools.
11. Since 2013 funding has also been provided from the High Needs Block for the two teacher posts (to maintain consultancy and guidance for all primaries).
12. Referrals to the team continue to rise; in the first ½ of the autumn term 2015/16 there were 9 referrals to the team, in the same time period this year the number of referrals has risen to 21
13. During the 2015/16 academic year over 50% of primary schools received input from the team, stating:

'We feel very lucky to have been given such strong support from PBS- without it I think the child would have struggled to stay in school without being excluded. Staff went over and above to support the child in school. We really appreciate all of the advice and support we have received over the course of the year. '
14. Advice and support has been provided in a number of areas including
 - Behaviour management, advice and assessment
 - Bereavement
 - Anger management
 - Self esteem, emotional support, friendship
 - Social skills
 - ADHD
15. The team worked with 93 children during the 2015/16 academic year. Of the 50 cases which were closed at the end of the academic year;

- 35 children's behaviour had improved
- 1 child was returned to school action following a managed move
- 4 children were returned to school with a single plan
- 7 children were placed in specialist provision
- 3 children were placed out of borough

16. Of the remaining 43 cases which remained open at the start of the 2016/17 academic year:

- 20 remained opened as work was still ongoing (Referred less than two terms previously)
- 10 were open for monitoring purposes only and were expected to close at October ½ term
- 6 were long running complex cases and required continuing support
- 7 were waiting for an EHCP and required continued support

17. Staff provide transition support in the summer term for Y6 children to aid in their successful transition to secondary school, all of which to date have made successful transitions into secondary school.

18. Staff have delivered training to school staff including NQTs on challenging behaviour, behaviour management and playground behaviour and to foster carers on anti-bullying and ADHD.

19. Staff also work alongside the primary Fair Access process in both the referring and receiving schools, supporting managed moves which have enabled the moves to be successful.

20. A more detailed breakdown of the work of the Primary Behaviour Support Team can be found in the annual report which was sent to schools in October 2016.

Primary Fair Access Educational Psychologist (FAP EP)

21. Every local authority is required to have in place a Fair Access Protocol (Schools Admissions Code 2012 article 3.9), developed in partnership and agreed with the majority of its schools, in which all schools (including Academies) must participate since it is binding on all schools.

22. The purpose of Fair Access Protocols is to ensure that, outside the normal admissions round, unplaced children/young people, especially the most vulnerable, are found and offered a place as quickly as possible to minimise the time they are kept out of school.

23. In 2014 Schools Forum agreed to de-delegate funds for an Educational Psychologist to work to the primary Fair Access Panel.

24. In 2015/16 academic year there were 102 referrals to the panel which was a considerable increase from the 60 children referred to the primary Fair Access Panel in 2014/15. Of these 102 children 91 were appropriate referrals. At the end of the 2015/16 academic year, of these 91 children 21 children have received input from the FAP EP. This is an increase from the 12 children seen 2014/15. There have also been a number of referrals made at the panels we have had in this academic year 2016/17.

25. Over the past two years there has been a steady increase in the need for EP assessments for the children placed by the panel. As one Headteacher stated

“The pupil... needed EP involvement ASAP; we could not have allocated our EP as her time had already been allocated to children here

26. With two of the 21, the referring school decided they were able to meet the child's needs following an initial discussion with the EP. This takes the number of appropriate referrals received to 19. Four of these are relatively new referrals so there are no outcomes to comment on as yet, nor are we yet able to confirm the exact nature of these children's needs. Of the remaining 15:

- 6 children have remained in their original school placements and their ongoing needs are being met within school
- 1 child had settled well into their school but has since moved schools
- 2 children are about to transfer to mainstream comprehensive schools
- 3 children have remained in their original school placements with additional support funded through a Single Plan
- 3 children have transferred into the special school system as a result of recommendations made following assessment.

27. Types of support/intervention from the educational psychologist included:

- Initial observations and assessment
- Advice to schools and staff
 - i. SEN needs
 - ii. Behaviour
 - iii. Anxiety
- Transition
- Training
 - iv. Behaviour
 - v. Attachment
 - vi. Anger management
- Problem solving workshops
- Attending TAF/review meetings
- Preparing resources to support children

28. Referrals continue to rise steadily in this academic year 2016/17 and because EP time is allocated on a weekly basis, this time is now used in a variety of ways. The time is being used to assess needs prior to a child coming to the panel as well as allowing EP's to be more proactive in supporting the needs of FAP children. This means using this time to provide direct support both to the child, while building up staff skills as well.

29. In addition whole cluster training has been delivered to schools on:

- Attachment
- Autism
- ADHD
- Bereavement, loss and change

30. Proposals for further work to develop the role of the FAP EP to ensure that the maximum number of children benefit include; proactive intervention to maximise the success of school placements e.g. FRIENDS programmes with children placed by the panel inot a new school, therapeutic group work, and work to prepare schools for working with refugees and asylum seekers. All of which will provide support to the school receiving a FAP pupil.

31. A more detailed breakdown of the work of the Primary Fair Access EP can be found in the annual report which was sent to schools in September 2016.

Proposal

32. It is proposed that Schools Forum de-delgate funding for 2017/18.

Proposed de-delegation values are:-

Fair Access Educational Psychologist	£ 4.50 per pupil (primary only)
Primary Behaviour Support	£ 7.50 per pupil (primary only)

Recommendations

33. That School Forum provides feedback from mainstream maintained primary schools and makes a decision on the de-delegation of funds to continue with the Primary Fair Access Educational Psychologist and the Primary Behaviour Support Team special needs assistants.

For the following reason(s):

34. To ensure that all children and young people in Gateshead receive an education that is suitable and appropriate to their needs and abilities.

35. To enable schools to receive the support to accurately identify the needs of children and young people and implement support strategies as/when appropriate

CONTACT: Jeanne Pratt

ext. 8644

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TITLE OF REPORT: De-Delegation – Ethnic Minority and Traveller Achievement Service

Purpose of the Report

1. To provide Schools Forum an update on the work delivered from September 2015 as part of the de-delegated funding in place for Support to Underperforming Ethnic Minority Groups and Bilingual Learners.

Background

2. The Ethnic Minority and Traveller Achievement Service (EMTAS) aims to enhance the quality of educational opportunity, and support the educational achievement of all ethnic minority and Traveller pupils by offering a range of services to Gateshead schools.
3. It works in partnership with schools and other partners in providing a challenging and exciting learning environment which celebrates cultural diversity, promotes equal opportunities and raises the level of achievement of pupils from all ethnic minority groups including travellers.
4. From September 2016 the service consists of 7 members of staff equating to 5.2 full time equivalents (including manager).
5. In the last year Gateshead has seen a steady rise in the number of Ethnic Minority (EM) and Gypsy Roma and Traveller (GRT) children attending our schools.
6. Some of these are asylum seekers entering the country through the Home Office Resettlement programme others directly crossing borders and claiming asylum.
7. We are also still seeing children from other EU countries joining our schools; these pupils are particularly from Romania, Slovakia and Poland. Alongside this there is a rise in the number of children coming from Afghanistan and Iran. We are expecting a further increase once Clause 50 is implemented by the government.
8. The EMTAS team have assessed all the new arrivals and in some schools supported them to access the school curriculum.
9. The percentage of Ethnic Minority children recorded in our schools in January 2016 was 9.06%. This is a significant increase over last year's figure of 7.30%. This does not however take into account the continuing arrival of refugee children from Syria over the last year. In fact, there has been an increase of 3.5% over the past five years, and it is likely that the figures for January 2017 will exceed 11%.

10. It is worth noting that schools indicated that data had not yet been obtained for 50 pupils and that the ethnicity question was not completed at all for 280 pupils. There is also a lack of consistency in the way that schools use ethnicity codes, which makes it difficult to accurately identify trends. This was identified when EMTAS staff supported schools in completing the October census.
11. EMTAS plans to issue guidance to all schools ahead of the January 2017 census return.
12. Overall many of our schools have seen an increase in the number of new arrivals who speak no English and in many cases have never had any schooling. They bring with them a number of other complex problems.
13. The number of languages in our schools has also increased to over 80.

September 2015 – October 2016

14. EMTAS have assessed, provided advice, guidance and support to almost 300 pupils in 25 schools. In addition to this EMTAS staff have assessed and monitored the progress of all English as an Additional Language (EAL) children.
15. Alongside this EMTAS staff carry out initial assessments on all new EAL admissions including all the Syrian children joining our schools prior to the allocation of support.
16. 85% of pupils supported by EMTAS in primary schools have moved up at least one or more level (some of the pupils may have arrived mid-term).
17. 89% of pupils supported by EMTAS in secondary schools/academies moved up at least one or more levels (some of the pupils may have arrived mid-term).
18. EMTAS staff has also worked with teachers and non - teaching staff, guiding, advising and supporting them as required.
19. They have also facilitated all parent/home school liaison, arrangement of interpreters for meetings, attending parents evening and other meetings as requested.
20. In some schools EMTAS has worked in an advisory capacity to the EAL Co-ordinator providing them with information, strategies, and resources to help them meet the needs of EAL and GRT pupils. In other schools they have worked with pupils either 1:1 or as part of a group.
21. EMTAS attends the Multi agency Hate Crime meetings and has regularly provided phone advice and guidance to schools on issues around hate crime/racism and other issues. They follow up all hate crime reported in our schools and support schools as required.
22. EMTAS has delivered Multicultural, faith awareness and hate crime activities/training in over 70 classes as well as whole school / Key stage assemblies. We have also delivered CPD training in over 15 schools.

23. EMTAS staff have delivered training at the Universities of Newcastle, Durham and , Northumbria, Gateshead School Centred Initial Teacher Training (SCITT), Shotton College SCITT, Carmel College and Schools Direct. We have also delivered training to services within Gateshead Council who work with Ethnic Minority pupils.
24. EMTAS has worked with 6 secondary schools to identify and support pupils, through the Heritage Language GCSE examination process. We have also identified the tutors and organised the timetables for the examinations. All the pupils passed with excellent results.
25. Gateshead schools have 61 Gipsy, Roma & Traveller (GRT) pupils on roll. The EMTAS service supports the GRT pupils in five primary schools and 4 pupils in secondary schools. There are another 5 pupils who have elected to home educate their children. EMTAS has worked with the Fair Access officer to identify appropriate tutors for them.
26. EMTAS is also working in partnership with the Learning Skills to educate a number of children who do not attend secondary schools.
27. Site visits have regularly been carried out which have helped in developing good parent /school relationships. They have also encouraged parents to send their children to school regularly and to enrol in nursery/ school and secondary school. This can often be a very long and difficult task.
28. We also try to find out when Cluster meetings are taking place so that we can attend them with regular updates. This can at times be very challenging.
29. The service has produced a number of Assessment tools to help assess the growing number of EAL pupils joining our schools.
30. To support our new delivery model we have produced primary and secondary resources which can be used in schools to advise, support and sign post teachers working with EAL pupils.
31. The designated EAL leads forum which was set up last year has proved to be very successful, drawing in a large audience of teachers. The forum meets each half term and has explored a number of topics which have been very relevant to schools. Feedback from the meetings has been very good.
32. EMTAS staff have delivered training on the Talking Partners - EAL Intervention programme training to a number of schools. The delegates received training and resources which will help them in delivering the intervention programme in their schools. A number of schools have already started delivering the intervention programme.
33. The EMTAS service has updated its website and you will find forms for referring children for assessment/support or for booking an interpreter as well as downloads such as the Hate Incident Reporting Form and the Gateshead Multi-faith Calendar as well as links to many resources.
<http://educationgateshead.org/ethnic-minority-and-traveller-achievement/>

34. The EMTAS service has organised and hosted a number of British Council courses for its schools. These courses are free and give schools an opportunity to look at a diversity of topics such as Citizenship, Critical Thinking and Creativity and Imagination. All of the courses have been well attended and have given schools an opportunity to explore these topics in their curriculum. They have also helped schools to develop International links and apply for funding to visit their partner schools.

Proposal

35. In order to enable EMTAS to continue to provide these services to the schools and children in Gateshead it is proposed that schools de-delegate funding. The service is due to undergo a review, and as such the proposed funding rate has been amended from £14.78 per pupil to £13.42.

Recommendations

36. It is recommended that Schools Forum notes the work undertaken by EMTAS to support the educational achievement of all ethnic minority and Traveller pupils in Gateshead schools, and approves the de-delegation of funding for EMTAS at the rate of £13.42 per pupil.

For the following reasons:

- To note the work undertaken by EMTAS to support the educational achievement of all ethnic minority and Traveller pupils in Gateshead schools
- To provide funding for the service to enable them to support children and schools in Gateshead.

CONTACT: Ann Muxworthy

TITLE OF REPORT: De – Delegation Trade Union Facility Time and Maternity Credits

Purpose of the Report

1. The purpose of the report is to bring to Schools Forum options for them to consider for de-delegation so that maintained schools by phases (primary and secondary schools) can consult with their sector on the options for de-delegation.

Background

2. De-delegation is the process by which Schools Forum can agree for the LA to centrally hold funding for specific purposes.
3. Revenue funding arrangements for schools changed following the school funding review which commenced in 2013/14. It is now not permissible for LA's to hold budgets centrally for the provision of some services to schools. This previously centrally held funding has been delegated to schools on a per pupil basis.
4. However there are some areas that schools have the option for de-delegation.

These are:-

- a) Contingencies, (including support for schools in financial difficulties, new/closing/amalgamating schools, closing school deficits and growing schools)
 - b) Behaviour Support Services
 - c) Support for minority ethnic minority pupils or underachieving groups
 - d) Free School Meals (FSM) eligibility
 - e) Insurance
 - f) Library and museum services
 - g) Licences/subscriptions
 - h) Staff costs – supply cover (long term sickness, maternity, trade union and public duties)
5. For each of these areas, it is for the Schools Forum members in the relevant phase (primary or secondary) to decide whether that service should be retained centrally.
 6. The decision will apply to all maintained schools in that phase and will mean that the funding for these services will be removed from the formula before school budgets are issued. There can be different decisions for each phase.
 7. Academies, special schools, the behaviour support service and nursery schools can buy back into these services if they wish to.

8. This report brings proposals for Staff Costs –Maternity Credits and Trade Union Facility Time (TUFT).

Maternity Credits

9. Under the current Maternity Credits scheme, schools can claim from the 7th to the 18th week for maternity or adoption leave at a specified daily rate depending on the staff role.

Trade Union Facility Time

10. The TUFT credits facilitate the recognised trade union reps undertaking the following duties on behalf of all schools and individual members as required:-

- Attendance at LA meetings and briefings re policy decisions
- Attending school based meetings to resolve staffing issues, facilitate return to work interviews, capability meetings and disciplinary meetings

11. Having a central Trade Union resource will benefit all schools as it will negate the need for additional training for staff in every school, ensure a consistent approach and bring economies of scale savings.

Proposal

12. It is proposed for the January submission of the APT the level of de-delegation is maintained for TUFT and maternity credits at the below rates:-

- | | |
|-----------------------------|-----------------|
| • Maternity Credits | £8.00 per pupil |
| • Trade Union Facility Time | £4.00 per pupil |

Recommendations

13. That School Forum consults with their respective phases on the possible areas of de-delegation and brings their views to enable Schools Forum to make a decision on de-delegation.

For the following reason(s):

14. To enable Schools Forum to make a decision on mainstream school de-delegation for TUFT and Maternity Credits and enable mainstream school budgets to be calculated.

CONTACT: Carole Smith

TITLE OF REPORT: Early Years National Funding Formula – Schools Forum Sub Group

Purpose of the Report

1. The purpose of this report is to update Schools Forum on the progress made by the Early Years National Funding Formula Schools Forum sub group.

Background

2. The Government issued a consultation document on a new Early Years National Funding Formula (EYNFF) which will be implemented from April 2017.
3. The first stage consultation was predominantly split into two areas; how the LA will receive funding from the DfE as part of the Dedicated Schools Grant, and how LA's can distribute funding to providers. At the time of writing there has been no response to the first stage consultation and the second stage consultation which is expected to consult on further details of the first stage consultation has not been issued.
4. The Group has met twice on the 7 and 28 November 2016.
5. At the meeting on the 7 November, the group agreed the draft terms of reference (appendix 1). The group also received and discussed the background to and the changes made to the current formula.
6. The group also received and discussed a summary of the consultation proposals and what possible additional factors could be used.
7. Actions agreed at the meeting were:-
 - Create a draft funding model to providers using 95% of the base rate funding to the LA as a minimum threshold
 - The formula to have a single base rate for all settings which will allocate 90% of the funding available to settings
 - The remaining 10% funding to be allocated to deprivation and distributed via the Acorn score, (which is a geodemographic classification of postcodes of each child attending a setting in January, resulting in a numeric value) of each setting (as per current formula)
8. At the meeting on 28 November the group were presented with calculations requested at the previous meeting. In the model Bensham Nursery School also received the whole of the Maintained Nursery School Grant.

9. The results were then compared to 2016/17 budgets which are based on 2015 financial year data.
10. The comparisons provided an overall budget comparison and an hourly rate comparison. All settings except the nursery school received an increase in funding. In terms of hourly rates increases ranged from £0.02 per hour to £0.74 per hour.
11. Following discussions of the model presented the following actions were agreed:-
 - A model with 90% allocated via basic entitlement and 10% deprivation with a stepped approach allocating the deprivation funding
 - A model with 95% allocated via basic entitlement and 5% deprivation
 - Capping gains to create an inclusion fund

Proposal

12. That Schools Forum approves draft Terms of Reference and notes the progress made by the Group.

Recommendations

13. It is recommended that Schools Forum approves the draft Terms of Reference and the progress that the Group has made.

For the following reasons:

- To ensure that Schools Forum is informed of progress of the groups
- To ensure that Schools Forum is able to approve funding decisions.

CONTACT: Carole Smith

Appendix 1

Draft Terms of Reference

1. Introduction

The Early Years Sub Group (EYSG) has been formed as a sub- group of the Gateshead Schools Forum in response to the Government's plans for early education funding reform.

Key to successful delivery of the free entitlement is for local authorities to achieve a balance in their priorities; securing sufficiency, quality and accessibility in free provision. Critical to achieving this is a strong partnership between Local Authorities and providers in all sectors; private, voluntary, independent, maintained and childminders, to enable them to assess and meet demand according to local circumstances and market.

2. Current Purpose

The purpose for the EYSG is to offer advice, experience, information and recommendations to the Local Authority and the Gateshead Schools Forum in relation to the practical exercise of developing, reforming and implementing early years funding arrangements including:

- modelling a new single local funding formula for distributing the funding for the free entitlement between all early years sectors in a fair and transparent way, including impact assessments of each model;
- implementing the new formula, including any appropriate transition or protection mechanisms;
- reviewing the new formula.

To act as the principal channel by which those involved in ownership and management of early years settings may convey their views.

3. Terms of Reference

Terms of reference are as follows:

To offer advice, experience, information and recommendations to the Local Authority and the Gateshead Schools Forum to ensure early years and childcare funding follows national and local requirements and priorities. The aim being to secure the best possible outcomes for children by delivering an entitlement which is high quality, flexible and accessible, and gives parents choices about what is best for their children.

This will include:

- promotion of sustainability and preservation of a mixed market, as well as encouraging clear terms of engagement with parents as key delivery partners;
- acting as the principal channel by which those involved in ownership and management of early years settings may convey their views;

- monitoring the impact of the single formula including undertaking ongoing analysis of the free early years entitlement as necessary, and reviewing its operation for future funding periods, including impact assessment;
- providing a view on the arrangements for the administration of central government grants for early years and childcare administered locally

4. Membership

The membership of the EYSG should be representative of the different types of early years education providers across the county who are eligible and registered to offer free entitlement nursery education.

Membership:

Chair of Schools Forum

3 representatives of private, voluntary and independent sector

2 representative of LA primary schools which have nursery classes

1 representative of LA nursery school

The group will be supported by officers

5. Conduct

In carrying out their functions, members of the EYSG are expected to act in accordance with seven principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

It is important that Sub Group members take a strategic view of the issues they are considering when contributing to the Group's business by focussing on the needs of the children and young people of Gateshead generally (0-19).

6. Approval

The above proposals were endorsed by the Early Years Sub Group at its meeting held on 7 November 2016, and will be taken to Schools Forum for approval.

TITLE OF REPORT: Education Services Grant Transfer

Purpose of the Report

1. The purpose of this report is to bring to Schools Forums attention the transfer of the retained duties element of the Education Services Grant (ESG) into the Dedicated Schools Grant (DSG) from April 2017, and to propose the central retention of this funding.

Background

2. The Spending Review and Autumn Statement 2015 stated: "Savings of around £600 million will be made on the ESG, including phasing out the additional funding schools receive through the ESG. The government will reduce the local authority role in running schools and remove a number of statutory duties. The government will consult on policy and funding proposals in 2016."
3. The ESG general funding rate for local authorities/ academies in the 2016/17 financial year is £77 per pupil in mainstream schools and £288.75 and £327.25 per place in pupil referral units and special schools respectively. This funding will cease from the end of August 2017.
4. The ESG retained duties funding rate for local authorities only is a flat rate of £15 per pupil in all state funded schools. The multipliers for pupils in special schools/special academies and pupil referral units (PRU)/alternative provision (AP) academies are not applied, because they are only relevant to school-level responsibilities. This funding will be included in the DSG from April 2017.
5. The broad duties covered by the retained duties funding relate to the following areas:-
 - Schools Admissions - Local authorities have responsibility for determining admission arrangements for community and voluntary controlled schools and for co-ordinating admissions for all schools, including academies. These functions are consistent with the local authority role to ensure every child has a school place.
 - Asset Management – Local authorities have responsibility in relation to the management of the authority's capital programme, preparation and review of an asset management plan, negotiation and management of private finance transactions and contracts (including academies which have converted since the contracts were signed), general landlord premises functions for all schools including academy leases, health and safety.
 - Education Welfare - Local authorities currently receive ESG funding for education welfare services. This includes attendance services and

prosecutions, tracking children missing education, and undertaking licensing and registration responsibilities in respect of child employment and engagement in performances. Local authorities will continue to have a strong and important role in ensuring educational needs are catered for, and acting as champions for parents, families and vulnerable pupils.

- Statutory and Regulatory Duties - The ESG is currently intended to fund a wide range of statutory and regulatory duties, including:
 - financial planning and management for the whole of DSG;
 - equalities duties;
 - data collection for returns to the Department for Education;
 - the authority's role in the education strategy, including the employment of a Director of Children's Services; and
 - establishing a standing advisory council on religious education and preparing a locally agreed syllabus of religious education.
6. In addition to the retained duties above, local authorities will also have duties that are required to be performed for maintained schools only, funded via the general ESG rate which will no longer be funded from September 2017. Confirmation of the specific duties that will be removed, or how they can be funded is not known at the time of writing and is expected as part of the second stage consultation on the National Funding Formula.
7. The retained duties funding is calculated using the total headcount of pupils in state-funded primary and secondary schools. The numbers of full time equivalent (FTE) 3 and 4 year olds in nursery schools for each local authority are also included. Only pupils that are solely registered in a suitable institution or dual-registered with their main registration at such an institution in that local authority are counted. For special schools and academies, PRUs, AP academies and general hospital schools, the 2015 to 2016 places data are used.
8. The provisional DSG allocations received in July, and updated in November estimate that Gateshead Council will receive £414,255 for retained duties based on 27,617 pupils aged 3 to 19. It is anticipated that this figure will be updated for the October 2016 census.
9. The current regulations state that ESG retained duties funding, now included in the DSG, requires Schools Forum approval for the local authority to retain this funding centrally.

Proposal

10. That Schools Forum approves the central retention of the allocation for retained duties.

Recommendations

11. It is recommended that Schools Forum approves the central retention of funding allocated for retained duties.

For the following reasons:

12. To provide funding to enable the local authority carry out their retained duties.

CONTACT: Carole Smith

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