

GATESHEAD SCHOOLS FORUM AGENDA

Thursday, 5 July 2018 at 2.00 pm in the Dryden Centre

From the Chief Executive, Sheena Ramsey

Item	Business
1	Apologies
2	Minutes (Pages 3 - 4) The Forum is asked to approve as a correct record the minutes of the last meeting held on 17 May 2018.
3	School Balances 2017/18 (Pages 5 - 8) Carole Smith, Corporate Resources
4	Surplus Balance Licence Review (Pages 9 - 12) Carole Smith, Corporate Resources
5	2017/18 Surplus Balance Licence (Pages 13 - 14) Carole Smith, Corporate Resources
6	Early Years Inclusion Fund (Pages 15 - 22) Carole Smith, Corporate Resources
7	Dedicated Schools Grant Revenue Out Turn (Pages 23 - 26) Alan Foster, Corporate Resources
8	Growth Fund Application (Pages 27 - 32) Carole Smith, Corporate Resources
9	Contingency Funding Review (Pages 33 - 38) Carole Smith, Corporate Resources
10	School Funding Update (Pages 39 - 44) Carole Smith, Corporate Resources
11	Scheme for Financing Schools Consultation Response (Pages 45 - 52) Carole Smith, Corporate Resources

12 Schools Deficit Budget Procedure (Pages 53 - 56)

Carole Smith, Corporate Resources

13 Diversity in Schools Data Collection (Pages 57 - 66)

Carole Smith, Corporate Resources

14 Date and Time of Next Meeting

The next meeting will be held at 2pm on 27 September 2018.

*Contact: Melvyn Mallam-Churchill, E-mail: melvynmallam-churchill@gateshead.gov.uk
Tel: 0191 433 2149, Date: Thursday, 28 June 2018*

GATESHEAD METROPOLITAN BOROUGH COUNCIL

GATESHEAD SCHOOLS FORUM MEETING

Thursday, 17 May 2018

PRESENT

Ken Childs (Special Schools Governor) (Chair)

Denise Kilner	Nursery Sector Representative
Councillor Chris McHugh	Elected Member Representative
Sarah Diggle	Primary Governors
Julie Goodfellow	Primary Academy Headteachers
Steve Haigh	Secondary Academy Headteachers
Domenic Volpe	Maintained Secondary Headteachers
Steve Williamson	Pupil Referral Unit Representative
Councillor Gary Haley	Elected Member Representative
Sara Diggle	Primary Governors Representative
Andy Ramanana	Primary Head Teacher
Matt Younger	Primary Head Teacher

IN ATTENDANCE:

Carole Smith	Corporate Resources
Steve Horne	Care Wellbeing & Learning
Melvyn Mallam-Churchill	Corporate Services & Governance

APOLOGIES:

9 APOLOGIES

Apologies were received from Michelle Richards, Ethel Mills, Allan Symons, Peter Large, Elaine Pickering, Clive Wisby and Mustafaa Malik.

10 MINUTES

The minutes of the last meeting held on 8 March 2018 were agreed as a correct record.

Cllr Haley noted his apologies submitted for the last meeting were not recorded.

11 SCHEME FOR FINANCING SCHOOLS

The Forum received a report to bring to attention the directed revisions to Gateshead's Scheme for Financing Schools and to highlight additional amendments in procedures and school status for review before all maintained schools are consulted on the amendments to the Scheme.

It was noted from the report that on 22 March 2018 the Department for Education (DfE) published new statutory guidance for local authorities on the Scheme for Financing Schools.

A summary of the main changes was provided to the Forum highlighting mandatory inclusions in the scheme and updates to the guidance.

A discussion took place regarding the cost for school admission appeals which highlighted that Academies are their own admissions authority and are able to 'buy in' legal support for appeals.

It was asked whether redundancy costs fall to the local authority should a school encounter financial difficulties. It was confirmed that there is a criteria that must be met for maintained schools but that this money comes from mainline local authority funding and not the DSG.

RESOLVED

- (i) The Schools Forum reviewed and approved the changes to the Scheme for Financing Schools
- (ii) Schools Forum approved for the Scheme to be consulted on with all maintained schools.

12 APPLICATIONS FOR CONTINGENCY FUNDING

The Forum received a report to provide information on the decision to provide contingency funding to three schools. In addition to the report the Forum received a copy of the current Contingency Funding Criteria.

A summary of each schools circumstance was provided from the report noting that White Mere Primary School, Hill Top Special School and Rowlands Gill Primary school have encountered financial difficulties outside of their control.

Questions were also asked as to how a school is able to set themselves a deficit budget. It was noted that there are certain circumstances in which this can happen provided the school has a financial plan in place. It was further agreed that a report would come to the next Schools Forum to provide additional information on schools setting deficit budgets.

Concerns were raised over point 6 within the Contingency Funding Criteria noting this should be reviewed or removed.

RESOLVED:

- (i) The Schools Forum noted the contents of the report and requested that their concerns and questions be acknowledged.
- (ii) That a sub group of Schools Forum would be formed to undertake a review of the Contingency Fund Criteria.

13 DATE AND TIME OF NEXT MEETING

The date and time of the next meeting is Thursday 5 July 2018 at 2pm.

Item 3**TITLE OF REPORT: Schools Balances 2017/18**

Purpose of the Report

To update the Schools Forum on the movement of school balances for the financial year 2017/18, and the number of schools in a deficit position at the end of the financial year.

Background

As part of the Council's responsibilities for the management and the good financial practice of maintained schools, the balances held by each individual school, the movement, (increase or decrease in balances) and the number of schools with a deficit balance for the financial year will be brought to the attention of Schools Forum to note.

This information is also reported to the Strategic Director, Corporate Resources and the Service Director, Learning and Schools.

Balances

At the 31 March 2017 maintained schools held total revenue balances of £5.473m and five schools had a deficit balance amounting to £0.241m.

At the 31 March 2018 maintained school balances reduced by £0.287m to £5.186m, and four schools had a deficit at the end of 2017/18 totalling £0.496m. The use of balances and number of schools in deficit would have been greater if contingency allocations had not been processed before closing the accounts and the energy accrual for maintained schools had been processed totalling approximately £0.5m.

It is anticipated that maintained schools will use approximately a further £3m of their balances by 2019/20. It is projected that 5 schools will be in a deficit position at the end of 2018/19, with more in 2019/20.

These balances consist of all revenue funding streams including schools individual budgets, government grants and any income received by the school.

The detail of the individual balances and the in-year movement is contained in appendix 1.

Proposal

That Schools Forum notes:

- Schools balances have reduced from £5.473 m at 31 March 2017 to £5.186m at 31 March 2018, a reduction of £0.287m.

- The number of schools with a deficit balance has decreased by one to four.
- There has been an increase in the value of the total deficits held by schools by £0.255m to £0.496m.

Recommendation

It is recommended that Schools Forum notes: -

- The value of maintained school balances and the in-year reduction of balances by £0.287m to the year-end value of £5.186m.
- The number of schools with a deficit balance at the end of 2017/18.
- The increase by £0.255m of the value of deficit balances at the end of 2017/18.

For the following reason(s):

- To ensure that the year-end financial position is brought to the attention of Schools Forum.

CONTACT: Carole Smith ext. 2747

Appendix 1

Balance Sheet Account (t)	Opening Balance as at 31/03/2017	Appropriations	Closing Balance as at 31/03/2018
Bensham Grove Nursery School	(72,322.16)	44,425.28	(27,896.88)
Barley Mow Primary	(91,959.15)	31,635.18	(60,323.97)
Bede Primary	(12,003.57)	(73,306.27)	(85,309.84)
Bill Quay Primary	(34,566.09)	57,284.91	22,718.82
Birtley East Primary	(139,035.96)	(32,888.44)	(171,924.40)
St Joseph's Catholic Inf. Birtley	(78,650.89)	(9,352.65)	(88,003.54)
St Joseph's Catholic Jnr Birtley	(60,344.31)	(7,298.22)	(67,642.53)
St Joseph's RCP Blaydon	(112,933.61)	33,422.90	(79,510.71)
Blaydon West Primary	(76,149.39)	(43,624.60)	(119,773.99)
Brandling Primary	(182,766.52)	(42,043.68)	(224,810.20)
Brighton Avenue Primary	(111,455.23)	35,505.46	(75,949.77)
Caedmon Primary	(62,866.99)	(66,635.13)	(129,502.12)
Carr Hill Primary	(252,162.95)	103,674.38	(148,488.57)
Chopwell Primary	(115,821.64)	(48,391.16)	(164,212.80)
Clover Hill School	(73,629.34)	(37,057.36)	(110,686.70)
Colegate School	(58,583.38)	16,321.65	(42,261.73)
Corpus Christi RCP	(214,430.11)	8,898.21	(205,531.90)
St Agnes RCP	(81,327.43)	(7,978.08)	(89,305.51)
Crookhill School	(22,087.93)	(8,422.24)	(30,510.17)
Dryden School	(62,821.66)	29,751.39	(33,070.27)
Dunston Hill School	(20,585.76)	9,172.63	(11,413.13)
St Philip Neri RCP	(46,979.04)	27,202.14	(19,776.90)
Emmaville Primary	(61,367.10)	(47,927.33)	(109,294.43)
Eslington School	(62,836.75)	(29,894.99)	(92,731.74)
Falla Park School	(76,064.12)	(20,167.74)	(96,231.86)
Fell Dyke School	(186,132.00)	9,957.80	(176,174.20)
Fellside School	(33,749.99)	(374.45)	(34,124.44)
Furrowfield School	(70,134.32)	42,705.34	(27,428.98)
St Anne's RCP	(30,725.56)	(23,413.58)	(54,139.14)
St Joseph's RCP Gateshead	(190,480.34)	2,885.86	(187,594.48)
St Oswald's RCP	(98,367.13)	(16,835.19)	(115,202.32)
St Peters RCP	(96,670.18)	44,177.27	(52,492.91)
St. Wilfrid's RCP	(49,650.32)	(1,031.01)	(50,681.33)
Gibside School	(198,429.40)	(105,702.69)	(304,132.09)
Glynwood School	(108,409.92)	(72,240.96)	(180,650.88)
Greenside Primary	(59,964.31)	(9,384.75)	(69,349.06)
Heworth Grange School	98,904.89	52,733.20	151,638.09
High Spen Primary	(145,912.54)	56,202.49	(89,710.05)
Highfield Com Primary School	(47,504.60)	19,851.62	(27,652.98)
St Joseph's RCP Highfield	(44,746.34)	(31,543.08)	(76,289.42)
Hill Top School	(15,140.03)	15,140.00	(0.03)
Kells Lane Primary	6,941.58	(9,118.37)	(2,176.79)
Kelvin Grove School	(45,063.99)	(21,142.77)	(66,206.76)
Kingsmeadow School	(184,920.47)	106,436.06	(78,484.41)
Larkspur School	(139,583.47)	24,127.19	(115,456.28)
Lingey House Primary	(49,411.85)	(51,375.96)	(100,787.81)
Lobley Hill Primary	(21,191.54)	(676.22)	(21,867.76)
Oakfield Infant School	(22,052.76)	(32,746.43)	(54,799.19)
Oakfield Junior School	(68,226.34)	(13,253.17)	(81,479.51)
Parkhead School	(23,067.00)	(25,657.88)	(48,724.88)
Portobello Primary	(23,882.60)	5,978.73	(17,903.87)
Ravensworth Terrace	119,552.78	14,162.62	133,715.40

Primary			
Roman Road Primary	(10,636.27)	(88,838.63)	(99,474.90)
Ryton Community Infant School	9,601.05	(42,382.39)	(32,781.34)
Ryton Community Junior School	(13,839.44)	(33,066.41)	(46,905.85)
South Street School	(49,658.59)	8,445.57	(41,213.02)
St Aidans Primary	(56,351.09)	(43,308.99)	(99,660.08)
St Albans RCP	(44,776.76)	5,521.15	(39,255.61)
St Augustine's RCP	(113,025.80)	33,105.23	(79,920.57)
St Mary and St Thomas RCP	(13,779.16)	(30,501.37)	(44,280.53)
Swalwell Primary	(116,879.27)	18,654.24	(98,225.03)
The Drive School	(3,624.24)	(31,492.62)	(35,116.86)
Wardley Primary	(133,020.49)	(18,820.85)	(151,841.34)
Washingwell Primary	(43,497.36)	25,052.45	(18,444.91)
Front Street School	(14,581.27)	(47,662.04)	(62,243.31)
Whickham Parochial	6,048.78	(18,153.97)	(12,105.19)
St Marys RCP	(99,193.05)	40,040.23	(59,152.82)
White Mere School	(15,707.18)	7,054.12	(8,653.06)
Windy Nook Primary	(168,639.48)	90,660.63	(77,978.85)
Winlaton West Lane Primary	(20,638.84)	(83,597.00)	(104,235.84)
Harlow Green Primary School	(304,611.88)	56,337.93	(248,273.95)
Rowlands Gill Primary School	(101,579.55)	96,642.56	(4,936.99)
Pupil Referral Unit	(252,641.83)	440,937.26	188,295.43
	(5,472,800.55)	286,795.01	(5,186005.54)

Item 4**TITLE OF REPORT: Schools Surplus Balances Review of 2016/17 Licences**

Purpose of the Report

To update Schools Forum on the use of Schools Surplus Balances licences granted in 2016/17 for balances as at 31 March 2017 and multi-year licences already held.

Background

In January 2007 Local Authorities (LA's) were directed by the Secretary of State for Education to make certain directed revisions to their Schemes for Financing Schools.

Under the directed revisions a local authority scheme was required to include a mechanism to control school surplus balances. These revisions should have come into effect from 1 April 2007, but were only implemented for Gateshead Schools from April 2008.

Under the regulations in effect for 2011/12, Schools were permitted to have an "unlicensed" carry forward amount that is equal to or less than 8% for Special and Primary Schools, and 5% for Secondary Schools of the next financial year's School Budget Share. Under the current regulations LA's could review their clawback mechanism and, as per report to Schools Forum in March 2012, limits were raised. For Primary and Special Schools the new thresholds are 16% or £20,000 and 10% for secondary schools.

The Schools "Surplus Balance" is calculated using the schools closing balance as at the end of the financial year less; additional grants, pupil premium, any known prior year commitments, and the calculated "unlicensed" amount.

In order to comply with these requirements schools were issued with the following information: -

- An application form for a licensed Surplus balance
- The list of permissible exemptions
- Control of Surplus Balances Procedure

Following the approval of licensed surpluses for 2016/17, schools were charged with spending and reporting their spend against the granted licence in accordance with the Schools Surplus Balance Procedure.

Schools that have been granted a multi-year licence have up to three financial years to use their licensed surplus. Appendix 1 provides a summary of the surplus balances held by the schools as at 31 March 2018.

Surplus Balance Licences

At the end of the 2017/18 financial year the total amount of surplus balances held under previous year's licences was £30,504 which is a reduction of £132,566 from £163,070.

Proposal

That Schools Forum notes that Schools surplus balances have reduced by £132,566 and all schools will continue to have their licences monitored.

Recommendation

It is recommended that Schools Forum Notes: -

- Surplus Balance licences have reduced by £132,566 during 2017/18

For the following reason(s):

- To ensure that the Control of Surplus Balances Procedure is adhered to in a clear, fair and transparent manner.

CONTACT: Carole Smith ext. 2747

Appendix 1

Costc	Costc(T)	Approved Budget	TOTAL BUDGET	Amount	VARIANCE
S2168	High Spen Primary	5,638.00	5,638.00	5,638.00	0.00
	2014/15 Surplus Bal Multi Year Licence	5,638.00	5,638.00	5,638.00	-0.00
S3313	Corpus Christi RCP	21,088.00	21,088.00	21,088.00	-0.00
S3325	St Joseph's Catholic Inf Birtley	7,033.00	7,033.00	3,707.80	-3,325.20
	2015/16 Surplus Bal Multi Year Licence	28,121.00	28,121.00	24,795.80	-3,325.20
S1000	Bensham Grove Nursery School	20,554.00	20,554.00	20,554.00	-0.00
S2168	High Spen Primary	10,108.00	10,108.00	10,108.00	0.00
S3313	Corpus Christi RCP	51,277.00	51,277.00	51,277.00	0.00
					-
S3317	St Joseph's RCP Gateshead	45,229.00	45,229.00	20,193.41	25,035.59
S3325	St Joseph's Catholic Inf Birtley	2,143.00	2,143.00	0.00	-2,143.00
S4036	Heworth Grange School	0.00	0.00	0.00	0.00
					-
	2016/17 Surplus Bal Multi Year Licence	129,311.00	129,311.00	102,132.41	27,178.59
					-
		163,070.00	163,070.00	132,566.21	30,503.79

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5 July 2018

Item 5

TITLE OF REPORT: Schools Surplus Balances 2017/18 Licence Applications

Purpose of the Report

To update Schools Forum on the level of schools surplus balances and the number and amount of licence applications for the use of 2017/18 surplus balances.

Background

This report builds on the Agenda item 4 and reports on the 10th year that schools have had to apply to keep surplus balances.

Under the Scheme for Financing Schools, Schools are permitted to have an “unlicensed” carry forward amount that is equal to or less than 16% for Special and Primary Schools, and 10% for Secondary Schools of the next financial year’s School Budget Share.

The Schools “Surplus Balance” is calculated using the schools closing balance as at the end of the financial year less any known prior year commitments, and the calculated “unlicensed” amount.

All schools were notified of their expected surplus balance amount prior to the deadline, but schools should have been planning for any possible surplus balances during the financial year as part of their budget monitoring and good financial management practices.

Current Position

The total amount of schools balances as at 31 March 2018 was £5.186m which is a decrease of £0.287m from the 2017 balance of £5.473m.

The total balance amount for 2017/18 included unspent licences of £30,503 that relates to previous years licence surpluses.

The total amount of surplus balances calculated as directed by the Secretary of State for Education for all schools maintained related to Corpus Christi Primary School for £60,300.

Only one school had a surplus balance and applied for a licence on either a current year or multi-year basis, (time scale cannot be greater than 3 years).

The school that applied for a licence will have a licence granted for the use of their surplus balances, subject to outstanding supporting documentation.

Proposal

Schools Forum notes the surplus balance amount for £60,300.

Recommendation

- Schools Forum notes the surplus balance amount.

For the following reason(s):

- To ensure that the Control of Surplus Balances Procedure is adhered to in a clear, fair and transparent manner.

CONTACT: Carole Smith ext. 2747

5 July 2018

Item 6**TITLE OF REPORT: Early Years Inclusion Fund Consultation Document and Process**

Purpose of the Report

To update Schools Forum on the implementation of the Early Years Inclusion Fund from September 2017, outline a number of proposed updates to the Early Years Inclusion Fund and to enable Schools Forum to comment and have input into the proposed Early Years Inclusion Fund consultation document.

Background

This report builds on reports to Schools Forum in December 2016, February 2017, September 2017 and November 2017.

Department for Education (DfE) Operational Guidance requires all Local Authorities (LAs) to establish an Inclusion Fund in their local funding systems for 3 and 4 year olds with Special Educational Needs and Disability (SEND) taking the free entitlement. The purpose of the fund is to support LAs to work with providers to address the needs of individual children with low levels or emerging SEN.

Children with more complex needs and those in receipt of an Education Health and Care Plan (EHCP) continue to be eligible to receive funding from the High Needs Block of the Dedicated Schools Grant (DSG).

To ensure that the maximum amount of funding was passed to settings (nursery schools, nursery classes, private, voluntary and independent providers of early years education), 95% of the Early Years Block (EYB) funding was allocated to the new funding formula. The remaining 5% is being used to fund the administration of early year's grants and to fund the inclusion fund.

The Early Years National Funding Formula (EYNFF) operational guidance states that 5% top slice can only be applied to base rate funding. However, if a larger inclusion fund is to be created in future years the amount of funding allocated to settings via the EYNFF would be reduced and therefore impact negatively on the hourly rates to all settings.

Of the estimated amount of £50,933, only £6,988 was allocated for the financial year 2017/18, (however there were a number of applications pending).

Inclusion Fund

The aim of the Gateshead Early Years Inclusion Fund is to ensure that 3 and 4 year old children accessing their funded entitlement (universal or extended) receive timely, planned and monitored early interventions to ensure they remain included in their setting and are provided with additional opportunities to access and experience the Early Years Foundation Stage framework.

The amount available will generally be up to £200 per child, however larger amounts may be awarded, (up to £500) for example, if the proposed purpose of the funding will benefit more than 1 child. This money will be paid directly to settings. This will usually be a one-off payment although there may be occasions where repeat applications are appropriate on an annual basis.

Proposed Changes

- Extended the inclusion fund entitlement to all 2 year olds accessing provision
- Increase the maximum award per single child to £500
- Increase the maximum award for a group of children to £1,000

Use of the Inclusion Fund

The use of the Inclusion Fund should be determined by the provider, in consultation with other professionals, such as Early Years Area SENCo or a teacher from EYAIT. Providers should state on their Inclusion Fund application form the intended purpose of the money. Examples of how providers can use the Inclusion Fund include:

- Support to produce or purchase resources for specific children where this will help to address their individual needs.
- Specialist or one-off extra training, or to upskill a team or staff member
- Extra staff time to support specific interventions (specific hours and not an addition to the hourly rate)
- Support for co-ordinating key worker duties, such as team around the child
- Helping children who are transitioning to school. This could be by spending time at the school and releasing key workers to support the process

Eligibility

- The Early Years Inclusion fund is for 2 year olds accessing a Gateshead provision and 3 and 4 year old children accessing either the universal or the extended funded entitlement in a Gateshead provision.
- The application may be to support an individual child, or a specific group of children (all children must be named on the application form) with lower level or emerging SEN.
- It would be expected that the application had previously been discussed with the Early Years Area SENCo prior to submission.
- The child may already receive support from the EYAIT, in which case the Inclusion Fund application should be discussed and agreed with the child's allocated worker.
- The child will not have an Education Health Care plan.
- Parents should be fully aware that an application for funding is being made.

Application for Funding

A short application form needs to be completed, providing details of the proposed purpose of the funding, and how this will support inclusion in the provision and reduce barriers to taking up their free entitlement and learning for the child.

There also needs to be evidence of what the setting is already doing to support inclusion and meet the needs of the child.

The applications will be discussed fortnightly by the EHC panel.

Proposed Changes

- The application form must be fully costed with evidence of costs e.g. the cost of a course or piece of equipment.

Payment mechanism

Once the EHC Panel has approved an application for the Inclusion Fund, notification will be sent to Funding Officers in the Early Years and Childcare Service. They will inform providers, by email, of successful applications. Payment to PVI providers will then be made alongside the next payment opportunity, as set out in the funding schedule. Payment to maintained schools will be made by journal transfer. Once Inclusion Fund funding has been exhausted for a financial year no further claims will be processed, but will be reviewed once funds become available again.

Proposal

It is proposed that the Schools Forum agrees the proposed amendments:

- Extended the inclusion fund entitlement to all 2 year olds accessing provision
- Increase the maximum award per single child to £500
- Increase the maximum award for a group of children to £1,000
- The application form must be fully costed with evidence of costs e.g. the cost of a course or piece of equipment.

Consultation

The attached consultation documentation (appendix 1) details the proposed changes to the Inclusion Fund. If Schools Forum agree the above proposals, it is further proposed that the new arrangements can be implemented from September 2018, and the outcome of the consultation will be brought back to Schools Forum just to note as the widening of the offer and the increased rates are in the interest of all settings.

LAs are also required to consult with parents of children with SEND. The consultation document, once approved, will also be available on the Council's Local Offer website, (specific part of the Council's website dedicated to information for children and young people with special educational needs and their parents or carers).

Any suggestions or questions would be welcomed prior to the Schools Forum meeting if at all possible.

Proposal

It is proposed that Schools Forum reviews and agrees the proposed changes and the consultation document attached for the distribution to all early years settings by the 5 July 2018.

Recommendations

That Schools Forum: -

- Reviews and agrees the proposed value, use, eligibility, application and payment processes as outlined above

- Review the attached consultation document
- Review the information contained within the document for clarity
- Depending upon the outcomes of discussions, either agree the attached consultation document or suggest changes that can be made within the very tight timescale required.

For the following reasons: -

- To consult with all settings on the proposed changes to the Inclusion Fund
- To comply with Schools and Early Years Finance Regulations (England) 2018
- To enable the updated Inclusion Fund criteria and values to be implemented to enable early years settings to receive Inclusion Fund for September 2018.

CONTACT: Carole Smith ext. 2747

Gateshead Metropolitan Borough Council

Early Years Inclusion Fund From September 2018

CONSULTATION PAPER

INTRODUCTION

This consultation paper is for all early years' providers and for parents of children with SEND.

This consultation is set in the context of the implementation of the Local Authority Early Years National Funding Formula in 2017/18. Gateshead's has an Early Years Single Funding Formula (EYSFF) for all providers of the funded 2 year olds and for 3 and 4 year olds.

As part of the national EYSFF LAs are required to have an Inclusion Fund.

This consultation paper sets out the LAs proposals to update the Inclusion Fund, and all schools and PVI settings are requested to read this consultation paper carefully and respond to the questions on the attached consultation response form.

Context

The Special Educational Needs (SEN) Code of Practice states that all providers must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN.

It is expected that that the following would be provided by all Gateshead early years settings as part of their standard inclusive practice:

- A broad and balanced Early Years Foundation Stage (EYFS) curriculum which meets all statutory requirements.
- An identified key person - to act as first point of contact, to ensure every child's learning and care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with parents.
- A written SEN policy.
- A graduated approach so as to be able to provide specific help to individual children through an "assess, plan, do, review" approach.
- Differentiated learning for children with a range of learning needs. This would include:
 - Practitioners meeting the individual needs of all children by delivering personalised learning, development and care.
 - Daily opportunities to work in small, structured and adult initiated, group situations where if necessary distractions can be minimised.
 - Regular monitoring and evaluation of children's progress using an early years' tracker document.
 - Inclusion in the range of learning experiences which are suitable and appropriate to an individual child's needs and compliant with the Equality Act.
 - Resources suitable for a range of children with learning needs.
- A clear policy for promoting positive behaviour that is consistently applied by all practitioners across the setting.
- Reasonable adjustments for children covered by the Equality Act (2010) such as flexible groupings, adaptations to policies and enduring disability access.
- An identified Special Educational Needs Co-ordinator (SENCO) who ensures all practitioners in the setting understand their responsibilities to children with SEN, who advises colleagues and liaises with parents and other professionals.
- Suitable arrangements for collaborative working with parents and professionals, social care, school and health to ensure children benefit from integrated provision.

Regular developmental checks will be carried out by the key person in the nursery setting and health visitor. Where a child makes less than expected progress and where the setting identifies a child as having SEN they must work in partnership with parents to establish the support the child needs. Where it is decided to provide SEN support the practitioner and SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected

impact on progress and a clear date for review. The intervention will be specific to the needs of the child.

Where a child continues to make less than expected progress, despite appropriate evidence-based support and interventions, practitioners should consider involving appropriate specialists.

Current Support for children with SEND

Area SENCo - may be the first specialist to be involved to provide advice and guidance to early years providers on the development of inclusive learning environments and to provide strategies to support children within the nursery environment.

Education, Health and Care Panel - if a child continues to make less than expected progress, despite evidence based support and interventions, then a referral to the Education, Health and Care Panel (EHC) may be appropriate. The panel will be able to:

- provide additional educational assessment, intervention or support for a child via the Early Years (0-4) Assessment and Intervention Team (EYAIT);
- refer a child for assessment to the Child Development Team;
- identify other agencies that should be involved;
- recommend a child for further assessment for an EHC plan (if appropriate).

In order to refer to the EHC panel a referral form must be completed, along with a signed parental consent form, and there must be an accompanying Common Assessment Framework (CAF). The referral form must give evidence of differentiated learning opportunities provided for the child and of specific interventions undertaken.

Disability Access Funding (DAF) – aids access to early years places by, for example, supporting providers in making reasonable adjustments to their provision and/or helping with building capacity. 3 and 4 year olds will be eligible for the DAF if they are in receipt of Disability Living Allowance (DLA). The providers of three and four year olds eligible for the DAF will be entitled to receive a one-off payment of £615 per financial year. Further details are available from Funding Officers in the Early Years and Childcare Service

Inclusion Fund Proposal

Q1 Do you accept that the entitlement be extended to 2 year old (term after their 2 birthday)?

Q2 Do you accept the Inclusion Fund change in application limit from £200 to £500 or for groups of children from £500 to £1,000?

Q3 Do you accept that all applications must to be fully costed with evidence of the proposed costs?

Consultation

Please complete the attached consultation form and return by Friday 20 July 2018 and send to Carole Smith (carolesmith@gateshead.gov.uk)

Consultation Response Form

Inclusion Fund Consultation for All 2 3 and 4 Year Old Settings

The name organisation and role sections must be completed, and only one consultation response will be accepted from each setting.

Return deadline 20 July 2018

Name	
Organisation	
Role	

INCLUSION FUND	
Q1 Do you accept that the entitlement be extended to 2 year old (term after their 2 birthday)?	
Yes	<input type="checkbox"/>
Don't Know	<input type="checkbox"/>
No	<input type="checkbox"/>
Comments	

INCLUSION FUND	
Q2 Do you accept the Inclusion Fund change in application limit from £200 to £500 or for groups of children from £500 to £1,000?	
Yes	<input type="checkbox"/>
Don't Know	<input type="checkbox"/>
No	<input type="checkbox"/>
Comments	

INCLUSION FUND	
Q3 Do you accept that all applications must to be fully costed with evidence of the proposed costs?	
Yes	<input type="checkbox"/>
Don't Know	<input type="checkbox"/>
No	<input type="checkbox"/>
Comments	

Please return to Carolesmith@gateshead.gov.uk by Friday 20 July 2018

Item 7

TITLE OF REPORT: Dedicated Schools Grant Revenue Outturn 2017/18

Purpose of the Report

To bring to Schools Forum attention information on the outturn position of Dedicated Schools Grant (DSG) for 2017/18.

Background

The DSG is made up of three main funding blocks:

1. The **Early Years** block - for 2 and 3 & 4 year old funding
2. **Mainstream Schools** block - which includes some centrally held and de-delegated funding
3. **High Needs** Block - which includes special schools and PRU funding

Schools Forum receives details of DSG revenue monitoring throughout the financial year, with the format presented based on the expenditure headings of section 251.

The final outturn report for 2017/18 is included at appendix 1. This shows an outturn of £101.763m against the budget of £99.802m, resulting in an over spend of £1.961m.

The over spend of £1.961m is also adjusted in year by £0.049m Early Years settlement recoupment (based on updated census information) for 2016/17 recouped in 2017/18, to give a total of £2.010m to be appropriated from the DSG reserve, as agreed by Schools Forum in December 2017.

This £2.010m is deducted from the current balance brought forward from 2016/17 of £3.167m, to give a balance to be carried forward to 2018/19 of £1.157m. A summary of the movement in reserves is included in appendix 2

Proposal

That Schools Forum notes the content of the report.

Recommendations

That Schools Forum:-

- Note the contents of the report

CONTACT: Alan Foster ext 2677

Appendix 1

2017/18 DSG Outturn Qtr 4				
DSG Area	Total Approved Budget	Projected Outturn	Variance	Comments/Notes
	£'000	£'000	£'000	
Maintained Schools Budget Share	75,031	74,944	-87	
DEDELEGATION				
Contingencies	0	299	299	Funded from DSG reserves
Behaviour support services	171	178	7	
Support to UPEG and bilingual learners	191	192	0	
Free school meals eligibility	0	0	0	
Insurance	0	0	0	
Museum and Library services	0	0	0	
Licences/subscriptions	0	0	0	
Staff costs – supply cover	191	202	12	
HIGH NEEDS BUDGET (inc Special Schools, PRU and Additional Support Top-ups)	15,101	16,399	1,298	Top-ups/ placements (AP/ PRU +£0.075m, Special Schools/ ARMS +£1m and Mainstream +£0.3m, Independent +£0.2m), Staff Slippage -£0.1m
EARLY YEARS BUDGET				
2,3 and 4 year old funding to PVI's	7,326	7,952	626	+£90k 2 yr old, +£308k 3/4 year old, +£220k Emmaville capital scheme from reserves
CENTRAL PROVISION WITHIN SCHOOLS BUDGET				
Contribution to combined budgets	437	437	-0	
School admissions	137	137	-0	
Servicing of schools forums	116	116	0	
Termination of employment costs	528	301	-227	PRC
Falling Rolls Fund	0	0	0	
Capital expenditure from revenue (CERA)	0	0	0	
Prudential borrowing costs	0	0	0	
Fees to independent schools without SEN	0	0	0	
Equal pay - back pay	0	0	0	
Pupil growth/ Infant class sizes	35	70	35	
SEN transport	0	0	0	
Exceptions agreed by Secretary of State	0	0	0	
Other Items	155	155	0	CLA/ MPA Licences top sliced from DSG for all school licences
Statutory/ Regulatory duties	383	383	0	ESG topslice agreed by schools forum
TOTAL DSG	99,802	101,763	1,961	To be appropriated to DSG reserve

Appendix 2

Movement in DSG reserves 2017/18

	£m
Reserves brought forward from 2016/17	-3.167
Appropriation from reserves 2017/18	+2.010
Reserves carried forward to 2018/19	-1.157

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Item 8**TITLE OF REPORT: Growth Fund Allocation**

Purpose of the Report

To inform Schools Forum that there has been a successful application for Growth Funding which has satisfied all the growth fund criteria previously approved by Schools Forum.

Background

In December 2014 Schools Forum approved the creation and the criteria of a Growth Fund for mainstream schools (appendix 1). Schools Forum agreed to centrally hold £100,000 of the Dedicated Schools Grant for a Growth Fund as a permitted centrally retained service in accordance with Schools and Early Years Finance Regulations 2018 and the Education and Skills Funding Agency Schools Revenue Funding 2018 -19 Operational Guide.

The criteria for the Growth Fund have been checked and passed for compliance by the Department for Education.

Ravensworth Terrace Primary School

Ravensworth Terrace School made an application to the Growth Fund for funding for pupil growth from September 2018.

The school was rebuilt on a new site as a 2-form entry school due to basic need (pupil population growth) in the Birtley area, and as such the schools Planned Admissions Number (PAN) was increased from 30 to 60 from September 2016.

School Admissions team have confirmed that 60 children will be admitted in September 2018 and the school meets all of the Growth Fund criteria. The Schools Budget Team have supported the school in applying for funding and the Service Director, Learning and Schools has approved the allocation of funding.

In accordance with the Growth Funding criteria, the allocation is calculated as Age Weighted Pupil Unit * pupil numbers * 7/12

$£2,852.33 * 30 \text{ pupils} * 7/12 = £49,915.77$

This amount is over the maximum allocation permitted for primary schools and therefore the maximum amount of £35,000 will be allocated to Ravensworth Terrace Primary School.

Proposal

That Schools Forum notes the application for Growth Funding by Ravensworth Terrace Primary School and the allocation of £35,000 for additional pupils from September 2018.

Recommendations

That Schools Forum notes that funding has been awarded to Ravensworth Terrace Primary School for growth in pupil numbers.

For the following reasons: -

- To provide funding for increased pupil numbers from September 2018

CONTACT: Carole Smith ext. 2747

Appendix 1

GROWTH FUND PROCEDURE

INTRODUCTION

GROWTH FUND INTRODUCTION

Local authorities may top-slice the DSG in order to create a Growth Fund to support schools which are required to provide extra places in order to meet basic need within the authority, including pre-opening and reorganisation costs. The growth fund may not be used to support schools in financial difficulty. As the growth fund is a top slice of the schools block it is only available for pupils aged 5-15 in mainstream schools. It cannot be used to support growth for under-5 or post-16 pupils.

The growth fund will be ring-fenced so that it is only used for the purposes of supporting growth in pupil numbers to meet basic need for the benefit of both mainstream maintained schools and Academies. Any funds remaining at the end of the financial year must be added to the following year's DSG and reallocated to maintained schools and academies through the local formula.

Any growth or expansion due to parental preference will not be eligible to be funded from the growth fund, i.e. if pupils could be accommodated in another primary school within a 2 mile radius of the growing primary school, secondary schools to be reviewed on a case by case basis.

GATESHEAD CRITERIA FOR ACCESSING GROWTH FUNDING 2014-15

A growing school is defined as:-

- A school where there is a planned increase in Planned Admission Number (PAN), and which has not had the full set of admission in-take. For example, an increase in PAN in September 2010 may still be having an impact in 2015/16.
- A school where the capacity has been increased, with planned expenditure on buildings, which has been agreed by the Local Authority.
- A school where an increase in pupil numbers has been agreed with, and specified by, the Local Authority as a consequence of a delay in the opening of a new school or implementation of a capital programme that would have increased the size of a neighbouring school.
- A school/academy carries out a formal consultation at either the request of the Local Authority or supported by the Local Authority

PREDICTED OR ACTUAL GROWTH

Where the predicted numbers for a Primary School (excluding nursery classes) for the following September show an increase of more than 16 pupils or 10% of their total roll, due

to basic need, that requires the running of an additional class, schools may be able to access additional funding.

Where the predicted numbers for a Secondary School for the following September show an increase of more than 40 pupils or 8% of their total roll (excluding Post-16), due to basic need, that requires the running of additional class, they may be able to access additional funding.

FUNDING FOR GROWTH

When applying for growth funding, schools will be required to provide evidence that an additional class or tutor group would be required to meet increasing numbers. (Views will also be sought from appropriate Education Gateshead officers)

Allocations will be calculated per additional pupil using the applicable AWPU rates for Primary, Secondary KS3 and Secondary KS4 pupils.

Amounts payable to maintained schools will be pro-rata for the 7/12th period September to March. Amounts payable to academies will be for the full academic year as academy budgets run from September to August.

An upper threshold will also be applied so no primary school can receive more than £35,000 and no Secondary schools more than £70,000 for the 7/12th period September to March and no Primary academy can receive more than £60,000 and no Secondary academy more than £120,000 for the full academic year.

Initial growth funding allocations would be based on admissions data and demographic forecasts to aid schools with budget setting (May/June). Where there is uncertainty or disagreement around the predicted pupil numbers, funding will not be allocated until receipt of the actual October census data.

The LA will undertake a mid-year review, based on the October Census, but no additional funding would be allocated to schools where funding had already been agreed unless actual growth was at such a level that significant additional costs had been incurred. In instances where schools had not qualified for additional funding based on the original estimates, additional funding would only be allocated if the school could demonstrate additional costs had been incurred to support the additional pupils.

In instances where actual growth was at lower levels than original estimates schools will not be subject to claw-back on any funding already allocated.

ADDITIONAL CLASSES AND/OR FORMS OF ENTRY

In instances where the LA has specifically requested a school to expand to take an additional class to create capacity, but the numbers do not meet the thresholds above schools may be able to claim additional funding. The funding will only be payable if the school is unable to reorganise its class teaching structure to meet this request. In Primary schools this may result in mixed year teaching, where numbers dictate and this is seen as the most prudent option for the organisation of the school as a whole.

These instances will be reviewed on a case-by-case basis, and funding for additional classes or forms of entry will be funded at the following rates:

Primary £48,000
Secondary £85,000

Amounts payable to maintained schools will be pro-rata for the 7/12th period September to March (£28,000 and £49,583 respectively). Amounts payable to academies will be for the full academic year, as academy budgets run from September to August. Once agreed these amounts are guaranteed irrespective of actual pupil numbers to allow schools to staff appropriately.

OTHER CONSIDERATIONS

Any school with a revenue balance deemed as excessive would not be permitted to claim the full value of the additional growth funding, (currently defined as 16% (of ISB) or £20,000 for Primary and 10% (of ISB) for Secondary.) These instances will be reviewed on a case by case basis.

Given that the revised funding formula will allocate an equal lump sum to all schools regardless of size, no further additional funding will be provided to support any changes in leadership structure.

All mainstream schools funding is only guaranteed for the financial year to which it relates, future years funding will be assessed on an annual basis.

AMENDMENTS

It is possible to amend the criteria for allocating growth funding during the year where this becomes necessary, however the revised criteria must be submitted to the EFA for compliance checking and must also be approved by Schools Forum before the revised criteria can be implemented.

Appendix A – Examples

Primary School A - Growth Funding Example

October Census 2014 195 pupils
Predicted September 2015 Numbers (Based on Admissions data and Demographic Forecasts) 216 pupils
Increase 21 pupils
Increase % 10.8%
Growth Funding Allocation per Pupil £2,905
Estimated Additional Funding (7/12ths- Sept 14 to Mar 15)
£35,586, therefore would be funded at £35,000

Primary Academy B - Growth Funding Example

October Census 2014 225 pupils
September 2015 Numbers (Based on Admissions data and Demographic Forecasts)
251 pupils
Increase 26 pupils
Increase % 11.5%
Growth Funding Allocation per Pupil
£2,905
Additional Funding (Full academic year) £75,530, therefore will fund at £70,000.

Primary School C - Growth Funding Example – Additional Reception Class

School is requested to operate an additional Reception class from September 2015.
School would be guaranteed funding of £48,000 for a full academic year, for 7/12ths
September 15 to March 16 = £28,000*
Maintained Schools funding from April 16 would be based on October 15 census so no
additional growth funding will be allocated for this period.
*An academy in the same situation would be guaranteed funding for the full academic year
= £48,000.

Secondary Academy D - Growth Funding Example

October Census 2014 1,374 pupils

October 2014 Numbers (Based on Admissions data and Demographer's Forecasts)
1,415 pupils
Increase 41 pupils
Increase % 3%
Increase in KS3 31
Increase in KS 4 10
Growth Funding Allocation per KS3 Pupil £3,610 = £111,910
Growth Funding Allocation per KS4 Pupil £4,360 = £43,600
Additional Funding (Full academic year)
£155,510
Capped to overall limit
£120,000

Secondary Academy E - Growth Funding Example – Additional FE

School is requested to operate an additional Year 7 FE from September 2015.
School would be guaranteed funding of £85,000 for the academic year September 2015 to
August 2016.

Item 9**TITLE OF REPORT: Contingency Funding Review**

Purpose of the Report

To bring to Schools Forum an update from the subgroup of Schools Forum on the requested review of the school's contingency criteria.

Background

Schools Forum requested a review of the current contingency criteria due to the diminishing centrally held Dedicated Schools Grant (DSG) reserves and the increasing financial pressure on schools.

The subgroup met on 20 June 2018 to review the current contingency criteria. It was the view of the subgroup that all of the current contingency criteria should be removed apart from current criteria 2, and an additional criterion be added for schools to apply to Schools Forum for contingency funding for truly exceptional circumstances that are outside the control of the school and governing body. The second criteria would be a three stage process, officer review of the application form, debate at Schools Forum for approval, sign off by a senior officer.

The proposed amendments to the contingency criteria and the current application form are shown in appendix one.

The subgroup also proposed that the current model of reasonableness (appendix 2) and contingency application form be reviewed to provide an updated application form to support the application for exceptional circumstances contingency funding.

If the proposed changes to the contingency funding criteria are agreed, Schools Forum will have to agree how any allocations will be funded and who can call on these funds if there are no DSG reserves to call on.

It is permissible under the Schools and Early Years Finance Regulations 2018 for the Schools Block of the DSG to be top sliced to support schools in financial difficulty, however this would impact only on mainstream schools and does not include early years settings, special schools, the Pupil Referral Unit (PRU), or post 16 provision.

Any agreed contingency criteria will need to be reviewed once the National Funding Formula is fully implemented and local authorities and Schools Forum's no longer have any input into the formula for funding mainstream schools, as there may be no mechanism to fund contingency requests.

Proposal

That Schools Forum reviews and comments on the proposed amendments to the schools contingency criteria, and notes that a review of the current model of reasonableness, and contingency application form will be undertaken and brought to Schools Forum for review and input. If any contingency criteria are approved further work will be undertaken on how successful applications will be funded.

Recommendations

That Schools Forum reviews and comments on: -

- the attached proposed changes to the current contingency criteria
- that further work be undertaken on the current application form and model of reasonableness
- how applications for contingency be funded in the future if there are no centrally held DSG reserves to call on

For the following reasons: -

- To update schools contingency criteria at the request of Schools Forum
- To review how successful exceptional circumstances criteria are funded if there are no DSG reserves to call on.

CONTACT: Carole Smith ext. 2747

Appendix 1

Contingency Funding Criteria (July 2016)

The LEA will may retain centrally contingency funding that **could** provide in-year support to schools for:

1. ~~Cost pressures specifically identified and caused by a relatively large numerical change in pupil numbers, especially if it relates to a single age group, where the change is outside the control of the governing body and where the timing of the change in circumstances prevents no opportunity to the school to plan accordingly (e.g. housing demolition or compulsory purchase orders, or reorganisation)~~
2. ~~1. The correction of significant errors in the data or in the application of the resource allocation formula.~~
3. ~~Emergency costs arising from incidents outside the control of the governing body of the school (e.g. flood or fire damage). The money allocated for these purposes will be earmarked for specific use.~~
4. ~~The provision of additional resources or other special support, temporarily, in response to a school as described in the DfE guidance "Schools Causing Concern" issued March 2016, and in accordance with Section 44 of the Education Act 2005, sections 60, 61 and 62 of the Education and Inspections Act 2006.~~
5. ~~For in-year allocations to schools in respect of pupils with new or revised statements of SEN /Education Health and Care Plan, or for these pupils transferring between schools within the LEA.~~
6. ~~Schools that are in financial difficulty, and can demonstrate that they have taken all reasonable measures to address financial issues, and that the current financial difficulties are not as a result of financial mismanagement. Schools must apply the LEA's "Model of Reasonableness" before making an application to demonstrate that they meet the criteria.~~

~~If contingency is given and a school ends the same financial year with a surplus the contingency payment, or a proportion of it, will be clawed back.~~

2. If a school can demonstrate exceptional circumstances outside of the control of the school and the governing body, they may apply for contingency funding. Dependant on the circumstances and the value awarded this funding maybe repayable.

Application for Contingency Funding

School	
Headteacher	
Amount of contingency funding applied for	£

Background

Use of Contingency Funds

Please note that if contingency is given and a school ends the same financial year with a surplus the contingency payment, or a proportion of it, will be clawed back.

Position	Name	Date	Signed
Head Teacher			
Chair of Governors			
School Budget Officer			
School Business Partner			
Service Director – Learning & Schools			

Please attach the latest version of the schools 3 year plan as supplementary evidence to support this application.

MODEL OF REASONABLENESS FOR INFANT, JUNIOR & PRIMARY SCHOOLS

The below factors will only to be used to inform discussions between the Local Authority and Schools who are seeking deficit approval and Contingency Funding. It is intended to help ensure Contingency Funds are allocated fairly.

The criteria below do not represent ideal staffing and service provision but are reasonable within the current financial constraints.

It is recognised that:

- circumstances and needs of individual schools vary and the responsibility for the appointment and deployment of staff remains with the Headteacher and Governors.
- the Local Authority will decide on Contingency Funding allocation and will seek approval for their decisions from the Schools Forum.
- the authority for making final Contingency Fund allocations remains with the LA.
- Schools that receive Contingency Funding, and have balances over 8% at the end of the financial year will have amounts over the 8% and up to the amount of the Contingency Funding deducted from their balance.

	Factor	Group 1 School	Group 2 School	Group 3 School
1	Headteacher	Possible teaching commitment	No teaching commitment	No teaching commitment
2	Deputy Headteacher	Full teaching commitment Review and explain if outside ISR	Full teaching commitment (max. 3 x ½ days release) Review and explain if outside ISR	Teaching at least 50% (20%-50% release) Review and explain if outside ISR
3	Salary Range HT/DHT	Review and explain if outside ISR	Review and explain if outside ISR	Review and explain if outside ISR
4	Pupil Teacher Ratios	Should comply with teaching ratios for nursery and infant class sizes	Should comply with teaching ratios for nursery and infant class sizes	Should comply with teaching ratios for nursery and infant class sizes
5	Pupil Adult Ratios	To be appraised	To be appraised	To be appraised
6	Whole School Staffing Structure, (inc PPA)	To be appraised	To be appraised	To be appraised
7	Financial Services LEA	At minimum level	At minimum level	At minimum level
8	Office Staff	1 F.T.	1.5 F.T. max.	1 – 2 F.T. max
9	Sickness Insurance	Must minimise the risk	Must minimise the risk	Must minimise the risk
10	Caretaking / PFI charges	At minimum level	At minimum level	At minimum level
11	Use of other school income e.g. Standards Funds SSG & SSG(P)	To be appraised	To be appraised	To be appraised
12	Devolved Formula Capital Balance & Use	To be appraised	To be appraised	To be appraised
13	Use of Surplus Balances	To be appraised	To be appraised	To be appraised

MODEL OF REASONABLENESS FOR INFANT, JUNIOR & PRIMARY SCHOOLS
– Pro-forma Application Form

The below factors will only to be used to inform discussions between the Local Authority and Schools who are seeking deficit approval and Contingency Funding. It is intended to help ensure Contingency Funds are allocated fairly.

	Factor	
	School Grouping e.g. Group 1,2 or 3	
1	Headteacher	
2	Deputy Headteacher	
3	Salary Range HT/DHT	
4	Pupil Teacher Ratios	
5	Pupil Adult Ratios	
6	Whole School Staffing Structure, (inc PPA)	
7	Financial Services LEA	
8	Office Staff	
9	Sickness Insurance	
10	Caretaking / PFI charges	
11	Use of other school income e.g. Standards Funds SSG & SSG(P)	
12	Devolved Formula Capital Balance & Use	
13	Use of Surplus Balances	

The rational and amount of Contingency Funding Applied for

Total Amount of Contingency applied for	
---	--

Rational for Contingency application	
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REPORT TO SCHOOLS FORUM

5 July 2018

Item 10

TITLE OF REPORT: Directed Revisions to the Scheme for Financing Schools – Consultation Response

Purpose of the Report

This report requests that Schools Forum approves the directed revisions and general updates to Gateshead's Scheme for Financing Schools following the consultation with all Gateshead maintained schools.

Background

This report builds on a report brought to Schools Form 17 May 2018 (attached for information). On 22 March 2018 the Department for Education (DfE) published new statutory guidance for local authorities on the Scheme for Financing Schools. The full guidance is available on the below link.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/692786/Schemes_for_financing_schools.pdf

Under sections 48 of the School Standards and Framework Act 1998 and schedule 14 to the Act, each local authority must publish a Scheme for Financing Schools. The Scheme sets out the financial relationship between the Authority and the maintained schools which it funds, it contains requirements relating to financial management and associated issues, binding on both the Authority and schools.

The directed revisions state that all maintained schools must be consulted on any updates to the Scheme, and receive approval of the members of Schools Forum representing maintained schools. The revised amendments must be published on a website accessible to the public.

The Scheme covers all Community, Voluntary Aided and Foundation schools and covers all sectors- Nursery, Primary, Secondary, PRU's and Special Schools. Academies and Free Schools are not covered by the Scheme.

The updates have been made to the guidance, to mirror changes in the Schools and Early Years Finance (England) Regulations 2018. All maintained schools were e-mailed 23 May with the information presented at May's Schools Forum with a request for any comments or queries to be submitted by 10 June 2018. No comments or queries were received.

Proposal

That Schools Forum notes that all maintained schools have been consulted and that no queries or comments have been received. That Schools Forum approves the directed revisions and the general updates to Gateshead's Scheme for Financing Schools so that the document can be dated and published on the Council's website.

Recommendations

Schools Forum notes the that no queries or comments on the changes made to Gateshead's Scheme for Financing Schools, and approves the proposed changes.

For the following reason(s):

- To ensure compliance with the Schools standards and Framework Act 1998 and schedule 14 to the Act.
- To update Gateshead's Scheme for Financing Schools with the DfE directed revisions and general updates
- To enable the updated Scheme to be published on the Council's website.

CONTACT: Carole Smith Ext. 2747

17 May 2018

Item 5**TITLE OF REPORT: Directed Revisions to the Scheme for Financing Schools**

Purpose of the Report

This report brings to Schools Forums attention the directed revisions to Gateshead's Scheme for Financing Schools and some additional amendments due to changes in procedures and school status for review before all maintained schools are consulted on the amendments to the Scheme.

Background

On 22 March 2018 the Department for Education (DfE) published new statutory guidance for local authorities on the Scheme for Financing Schools. The full guidance is available on the below link.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/692786/Schemes_for_financing_schools.pdf

Under sections 48 of the School Standards and Framework Act 1998 and schedule 14 to the Act, each local authority must publish a Scheme for Financing Schools. The Scheme sets out the financial relationship between the Authority and the maintained schools which it funds, it contains requirements relating to financial management and associated issues, binding on both the Authority and schools.

The directed revisions state that all maintained schools must be consulted on any updates to the Scheme, and receive approval of the members of Schools Forum representing maintained schools. The revised amendments must be published on a website accessible to the public.

The Scheme covers all Community, Voluntary Aided and Foundation schools and covers all sectors- Nursery, Primary, Secondary, PRU's and Special Schools. Academies and Free Schools are not covered by the Scheme.

The updates have been made to the guidance, to mirror changes in the Schools and Early Years Finance (England) Regulations 2018.

A copy of the draft Scheme is electronically available for review.

Directed Revisions to the Scheme

The main changes are summarised below:

Mandatory inclusions in the Scheme of:

4.9 Loans will only be used to assist schools in spreading the cost over more than one year of large one-off individual items of a capital nature that have a benefit to the school lasting more than one financial or academic year. Loans will not be used as a means of funding a deficit that has arisen because a school's recurrent costs exceeded its current income. If loans are made to fund a deficit and a school subsequently converts to academy status, the Secretary of State will consider using the power under paragraph 13(4) (d) of Schedule 1 to the Academies Act 2010 to make a direction to the effect that such a loan does not transfer, either in full or part, to the new Academy school.

Updates to the Guidance

4.7 Where in the funding period, a school has been established or is subject to a prescribed alteration as a result of the closure of a school, a local authority may add an amount to the budget share of the new or enlarged school to reflect all or part of the unspent budget share (including any surplus carried over from previous funding periods) of the closing school for the funding period in which it closes.

Annex B: Responsibility for redundancy and early retirement costs has been updated to reflect changes under Schedule 2 part 7, of the Finance Regulations. This details how a local authority can retain a central budget within the school's budget to fund the cost of new early retirements or redundancies by a deduction from maintained school budgets (excluding nursery schools) only, where the relevant maintained school members of the schools forum agree.

2.3.1 Removal of wording as regulations no longer allow local authorities to issue budget shares for a multi-year period. This is not required for Gateshead's Scheme.

2.7 Removal of references to the Audit Commission as this organisation has been abolished, and update form Audit and Accounts Regulations 2015 to the Local Audit and Accountability Act 2014.

6.2.15 Statement of SEN has been replaced with Education Health and Care Plan (EHCP).

6.2.20 Costs incurred by the authority in administering admissions appeals, where the authority and the funding for admissions appeals has been delegated to all schools as part of their formula allocation.

Other Revisions

1.1 Updates to the funding framework sections to aid clarity

2.9 Audit of Voluntary or Private Funds – the addition of private funds to the text.

2.15 Capital Spending from Budget Shares – wording update to clarify the responsibilities of voluntary aided schools.

3. Instalments of the Budget Share, Banking arrangements – updated to state that the authority has fully adopted the CIPFA code of Practice for Treasury Management 2017.

3.1 Frequency of Instalments – wording updated to aid clarity

3.4 Budget Shares for Closing Schools – inserted section as per standard text.

3.7.1 School Payment Cards has been amended to the Gateshead Purchasing Card

5.1 Income from Lettings – updated wording to clarify letting arrangements for PFI/PPP schools

5.4 Income from the Sale of Assets – Updated wording to add clarity

6.2.20 Inserted wording as per standard text

The following Schools have been deleted from Appendix A of the Scheme following conversion to Academy Status:

- Pupil Referral Unit (Pru)
 - Heworth Grange
- Other Schools that convert will be deleted from the Scheme as they transfer.

- The Scheme and the dates of any amendments will be amended and will be published on Gateshead Councils Website.

Proposal

That Schools Forum reviews the draft Scheme prior to all maintained schools being consulted on the revised Scheme.

Recommendations

Schools Forum is asked to review the changes to the Scheme for Financing Schools prior to the Scheme being sent out to all maintained schools.

For the following reason(s):

- To provide Schools Forum with an opportunity to comment on the Scheme prior to consultation with all maintained schools.
- To ensure compliance with the Schools standards and Framework Act 1998 and schedule 14 to the Act.

CONTACT: Carole Smith

5 July 2018

Item 11

TITLE OF REPORT: Applying to Set a Deficit Budget

Purpose of the Report

To provide Schools Forum with the current procedure in place for schools who need to set a deficit budget.

Background

A request was made during May's Schools Forum meeting for the Forum to receive a copy of procedure for schools who need to set a deficit budget.

The copy of the current procedure is attached in appendix 1, and was last updated in January 2018 following Internal Audit recommendations.

Proposal

That Schools Forum notes the content of the procedure.

Recommendation

It is recommended that Schools Forum notes the content of the attached procedure.

For the following reason(s):

- To inform Schools Forum on the current Deficit Budget process.
-

CONTACT: Carole Smith ext. 2747

APPLYING TO SET A DEFICIT BUDGET

January 2018

APPLYING TO SET A DEFICIT BUDGET

Introduction

The Gateshead Scheme for Financing Schools (GSFFS) sets out the financial relationship between the authority and the maintained schools which it funds, and puts in place requirements relating to financial management and associated issues which are binding on both the authority and on schools.

Section 4.5 of the GSFFS prohibits schools from setting a deficit budget, except in extenuating circumstances and with the prior permission of the Council.

A deficit budget is defined when a schools planned expenditure is greater than its planned income inclusive of all reserve funding in any financial year.

A hyperlink to the GSFFS is set out below:

<http://www.gateshead.gov.uk/DocumentLibrary/Education/Strategies/Scheme-for-financing-schools.pdf>

In order to ensure that all schools comply with this requirement the GSFFS requires:

- Schools to return a governor approved annual budget to the Council by the 31st May each year.
- Schools unable to set a balanced budget must make an application to the Council to apply for a deficit budget.

Schools should only apply for a deficit budget where they cannot set a balanced budget (i.e. where planned expenditure is equal to or less than planned income inclusive of all reserve funds) without seriously impacting on the educational provision at the school.

A deficit budget in excess of either £10,000 or 2% of the schools/PRUs annual budget (including expected additional income) must be approved by the Strategic Director, Corporate Resources and the Director of Learning and Schools.

A deficit budget below either £10,000 or 2% of the schools/PRUs annual budget (including expected additional income) can be approved by the Business Partner (Schools).

The application for a deficit budget allows the Council to provide the support needed to prepare a deficit recovery plan that sets out the action the school will take to achieve a sustainable balanced budget position over an agreed period of time. The Council has no power to write off the deficit balance of any school.

A deficit recovery plan will usually cover a two year period however in exceptional circumstances where a school cannot deliver a recovery plan over two years without seriously affecting its educational provision, a deficit recovery plan can be extended to three years.

Corporate Finance, EducationGateshead and other Council Officers will work with any school entering into a deficit budget to ensure that the school have taken all reasonable steps to formulate an achievable deficit recovery plan and to ensure that the school is no longer in a deficit budget position at the end of agreed deficit recovery plan period.

A deficit budget will only be approved in circumstances, where the school cannot balance its budget in year without a significant impact on the provision of education.

If schools persistently fail to implement the actions agreed under their deficit recovery plan and fail in reducing their deficit, the council will be challenge and ultimately may lead to further intervention by the Council.

The following range of support is available to schools applying to set a deficit budget:

- Recovery planning training, and possible peer mentoring from Business Partner (Schools) and EducationGateshead
- Advice from Human Resources and EducationGateshead
- Financial management advice – strategic financial planning, financial systems and controls, multiyear budget projections from Financial Advice & Support team

Applying to Set a Deficit Budget

Step 1: Submit Application for Deficit Budget

If a school is in a deficit budget position they must submit an application for a deficit budget and a deficit recovery plan by the 31st of May.

The Deficit Recovery plan will demonstrate how the school intends to balance their budget over the agreed period of time. This may be through a combination of income generation and/or a reduction in expenditure.

The recovery plan must be supported by a multi-year budget showing the cumulative effects of the proposed action.

Appendix 1 shows an example deficit budget application.

Where schools are unable to complete a deficit recovery plan, the Council will determine the appropriate type support required by the school to enable it to complete a plan based on:

- Significance of the deficit both in year and cumulative
- Length of time the school has been in deficit
- Level of financial competency based on audit and compliance checks
- Governor involvement
- Benchmarking data
- Contextual data
- Curriculum Audit

Financial advice, information and training will be available to support schools in recovering from a deficit financial position by Council officers.

- Telephone support providing advice and guidance
- Recovery planning training – these sessions will be aimed at those schools that with some additional financial training and advice are able to effectively control and manage their future financial position. Schools may find that by working with colleagues in other schools were applicable, (peer mentoring), they are able to share ideas and best practice which result in reducing the financial deficit of the school.
- Consultancy Support – this support will be provided to those schools where the magnitude of the deficit makes it difficult for them to resolve the position without professional advice and some intervention by the Council.
- Contingency for schools in significant financial difficulty - schools that meet certain criteria may receive additional funds from the contingency fund; decisions on allocation of the contingency are made by the Council if in line with the Scheme for Financing Schools and the Financial Difficulty Funding Criteria) and or a sub group of the Schools Forum. All allocations will be reported to the Schools Forum.

Step 2: Deficit Budget Application Checked and Validated

Following the submission of the deficit budget application and a deficit recovery plan a number of validation checks will be completed by the Council to ensure that the plan is reasonable.

These checks include:

- Comparing the current year's income and expenditure budgets with previous years' actual income and expenditure to identify any significant differences and verify that the budgets are reasonable and accurate.
- Checking that the correct balances have been accounted for in the current year and all funding delegated by the Council has been taken into account.
- Ensuring actions included in the recovery plan are realistic and that by implementing them the required level of savings can be achieved.
- Any areas that are unclear or considered unachievable will be queried with the school/PRU and clarification sought.

Where the plans are deemed to be suitable, they will be passed to the Strategic Director, Corporate Resources and the Director of Learning and Schools for approval (where the deficit being recovered is in excess of either £10,000 or 2% of the schools/PRUs annual budget or if they are below this limit to Business Partner (Schools))

Where the plans are not deemed to be suitable the school will be requested to review their budget and recovery plan and submit revised versions for review and approval.

Step 3: Deficit Application and Deficit Recovery Plan Approved

Written confirmation from the Council will be sent to the school and its Chair of Governors once the deficit recovery plan has been approved. If accepted the portfolio holder for Children and Young People will be briefed.

Step 4: School Deficit Recovery Monitoring

The school must have robust internal budget monitoring arrangements in place to ensure that the deficit recovery plan is being achieved. The progress of the deficit recovery plan should be communicated to the governors and the Business Partner (Schools) on a regular basis.

Where a school's financial position worsens they will be referred to Group Accountant (Schools), Business Partner (Schools) and Education Gateway for more intensive support.

Additional Council Monitoring and Intervention

Further Council monitoring and intervention will be required where:

- The school is persistently in breach of the Scheme for Financing Schools
- The school will not set a balanced budget
- The school will not engage in the deficit budget process
- The deficit is worsening and no action is being taken by the school
- There is evidence of financial mismanagement by the school

Intervention is proposed to escalate at Page 50.

1. Financial Review Meeting
2. Notice of Concern
3. Suspension of delegated financial powers

1 - Financial Review Meeting

Schools that do not return a balanced budget or apply for a deficit budget may be required to attend a Financial Review Meeting with the Council.

A similar requirement will apply to schools with a worsening deficit and also for those schools who persistently breach the Scheme for Financing Schools.

The review meeting will include Senior Officers from Corporate Resources, Educationgateshead, Human Resources Advice, the Headteacher and Chair of Governors or representative Governor.

The meeting will:

- Review the financial position of the school
- Seek an explanation from the school about the action being taken to safeguard the school's financial position
- Assess what support and challenge the school may require
- Agree an updated action plan
- Account for interest to be charged on the deficit to recognise the seriousness of the situation for the school.

2 - Notice of Concern

A school that continues to refuse to take the necessary action will be required to attend a meeting with senior officers. Following this meeting they will be given a formal notice of the action the Council recommends they should take to bring the budget back in to balance including the possible charging of interest on the deficit. The school will be given a month to respond.

3 - Suspension of Delegation

Where a school still refuses to take the action identified by the Council the ultimate sanction will be to suspend delegation following a meeting with the Director of Learning and Children and the Strategic Director, Corporate Resources. Under the suspension of delegation the Council would take control of the budget and take the necessary action before returning control to the Governing Body. During the suspension school staff would be responsible to the Council for the day-to-day financial administration in the school.

Step 5: Reporting and Review

The Council will consider the financial position of schools with a deficit budget each term. Any significant detrimental variances from the deficit recovery plan will be raised with the school who will be asked to provide an explanation and details of the management action they are taking.

A summary report will be provided to the Schools Forum on an annual basis. The Council will report to portfolio holders where it is felt that intervention is required.

Appendix 1

Gateshead Metropolitan Borough Council

Application for Deficit Budget

Please complete the following information:

1. Name of school: ABC School
2. Value of deficit: £100k
3. Deficit recovery period: 2 years
4. Reasons for deficit: Falling pupil numbers and resultant funding over the past 2 years has resulted in current staffing structure being too high and financial unsustainable.
5. Summary of actions taken to eliminate deficit and financial impact of each action (savings made or additional income generated to reduce deficit):

Staff Restructure – Saving £100k – see 3 year plan for details
6. Date of Governing Body resolution requesting the deficit: 19/01/18

We understand that we will:

- Consult with Corporate Resources prior to advertising any new posts.
- Not commit the school to any further expenditure other than that included in our recovery plan without Corporate Resources approval.
- Implement the savings within the timescale agreed.
- Notify Corporate Resources of any deviation from the recovery plan (once completed) for example long term sickness, disputes.
- Provide any other information as and when required by the Council
- Be liable for interest charges on the deficit
- Arrange for our Chair of Governors/ Management Committee to attend a Council Deficit Recovery training sessions

Name:

Name:

Signed:

Signed:

Position: Chair of Governors

Position: Head Teacher

Date:

Date:

Please also provide the following information:

1. Minutes of Governing Body meeting where deficit budget request was agreed to be made
2. A three year budget plan forecast demonstrating the changes in income and expenditure anticipated by the school together with the financial impact of the management action to clear the deficit.
3. An up to date budget forecast position

Item 12**TITLE OF REPORT: School Funding Update**

Purpose of the Report

To update Schools Forum on what is currently known on the direction of travel of the reforms to the Schools Block (SB), the High Needs Block (HNB) and the Central Services Schools Block (CSSB) of the Dedicated Schools Grant (DSG).

Background

As part of the Department for Education's (DfE) continuing work on the National Funding Formulas (NFF) for SB and HNB Local Authorities (LA's) were invited to attend an information session on the 2019-20 NFF. The purpose of this was to provide an update on policy development ahead of the publication of 2019-20 NFF policy documents and operational guidance due to be published in July 2018.

Information Provided

The DfE delivered a PowerPoint presentation as they wanted brief to LA's prior to the release of information in July and Autumn. The two main areas were SB and HNB with a little information on the Central Schools Services Block (CSSB).

Mainstream Schools

- Changes to primary and secondary units of funding (PUFs and SUFs) will be published in July 2018, however it was not clear if the premises related elements and those based on historic spend will be released at the same time.
- The 0.5% increase in funding will be based on 2017/18 baselines and not 2018/19 and will only be for the pupil related factors.
- The DfE are implementing a formula approach to growth. The DfE are going to use population growth at a Middle Super Output Area (MSOA) and not on an individual school basis as this funding is meant to reflect pupil growth (basic need) within an LA and not the growth in school numbers due to popularity. LA's that have some pupil growth and some pupil decline at the MSOA will only have the growing areas counted.
- Growth funding will be lagged, for 2019/20 it will be based on the difference between October 2017 and 2018 data.
- New schools (not merged or schools with new names) will receive a lump sum of £65,000 linked to growth.

- 2018/19 growth funding will be protected and LA's are still able to top-slice the schools block for growth funding.
- It will still be up to LAs on how to allocate growth funding they can still use current approved growth funding procedures.
- The growth funding is a "soft" formula solution and not "hard" NFF. The DfE did not say when the hard NFF will be implemented, but it is understood this will be announced in July.
- Premises factors e.g. rates and Private Finance Initiative (PFI) will be based on 2018/19 with Retail Price Index (RPI) increase for PFI. The DfE were asked for clarification on which RPI they used, projected for February each year or another month earlier in the year, the speaker did not know the answer but would seek clarification.
- The DfE have a new approach for mobility funding but this will not be implemented for 2019/20. Funding for 2019/20 will be be "rolled forward and updated" based on 2018/19 allocations. A concern for Gateshead is that this could mean less funding for 2019/20 and therefore could impact on 0.5% increase on pupil related factors for all schools, as the funding not allocated to mobility was applied to other formula factors. It is unclear if any issues will be apparent from July or the impact will only be known when the settlement is received in December.
- There will be more detail on the hard formula in the information released in July
- Local formula arrangements will continue for 2019/20 with some additional features in the Authority Proforma Tool (APT).
- There will be a new optional factor to enable LA's to allocate 1% per pupil increase using 2017/18 data. This will work in a similar way to the Minimum Funding Guarantee, (MFG) but uses 2017/18 data not the updated 2018/19 data.
- All schools must be consulted on any formula changes including any movement between the blocks.
- No update on any additional funding for schools was provided as it was stated that additional funding will be linked to the next spending review.

High Needs Block

- Some minor changes to the prior attainment formula factor following the new implementation of the new GCSE's, the rational will be published in July
- The High Needs NFF will be reviewed during the next spending review
- There will be some changes to the place change process to include special free schools, and special free schools will be included in the import export adjustment
- Special School Post 16 funding will be brought into the DSG –currently element one and two directly funded by the Education and Skills Funding Agency, the changes should be net neutral.
- There will be a consultation on hospital education provision in the autumn, concerns were raised that this will be an extremely tight timescale for implementation for 2019/20 allocations which will be provisionally provided in December 2019.

- The DfE mentioned that they were interested in more flexible arrangements around high needs element 2 funding (£6K) no detail was provided, but more information may be available once the operational guidance and technical notes are published in July.

Central Services Schools Block

- There will be a maximum reduction of -2.5% per pupil, however this is above the anticipated maximum MFG reduction of -1.5% per pupil for schools
- There will be a maximum gain of 2.14% per pupil. This is cap is due to DfE budget constraints.
- The DfE expect that historic commitments will continue to unwind themselves, if reductions do not materialise then the DfE will impose a set % reduction. No timescale for the implementation of this process was provided and comments were made that timescales for some of the historic commitments are not within the control of the LAs.
- Any funding released from CSSB will be allocated to increase funding in the HNB

Proposal

It is proposed that Schools Forum notes the contents of the report and that any information or announcements relating to school funding will be the subject of future reports. That the sub group formed to review the contingency funding criteria form the subgroup to review any required changes to the mainstream schools formula for 2019/20.

Recommendations

It is recommended that Schools Forum notes the contents of the report and that any information or announcements relating to school funding will be the subject of future reports and that the current sub group of schools forum take on any required funding review for mainstream schools for 2019/20.

For the following reasons: -

- To ensure that Schools Forum receives information and updates on school funding arrangements and proposals.

CONTACT: Carole Smith ext. 2747

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Item 13**TITLE OF REPORT: Diversity in Schools Data Collection**

Purpose of the Report

To provide Schools Forum with information on diversity in schools data collection and the impact this can have on English as an Additional Language (EAL) funding in mainstream schools.

Background

At appendix 1 is a report produced by Gateshead's Ethnic Minority and Traveller Achievement Service (EMTAS), which highlights the data collection variables between Gateshead schools in recording the diversity of ethnic origins and languages spoken in Gateshead Schools.

This report links the data collection variables noted in the attached report to the possible impact on mainstream school funding. Although the main language and ethnicity data collection is via the January school census, it is the October school census that drives funding.

The October census collects the language of each individual child, the data is then filtered into 3 groups "1_ENG" English speaking children, "3_UNK" pupils whose language is unknown or undeclared and "2_OTH" all other pupils. It is only children in the "2_OTH" category that have been in the school system for less than 3 years that will attract funding.

Funding levels for EAL children increased significantly from 2017/18 to 2018/19 with primary funding increasing from £260 to £515 per eligible EAL child, and secondary school funding increasing from £260 to £1,385 per eligible child, and therefore it has become increasingly important to collect this information correctly.

The report also highlights the different data collection formats that Gateshead schools use to collect statutory and non-statutory data from parents, carers and children.

A small officer group met to discuss the above issues and it was proposed that a standard form for data collection be developed for optional adoption by Gateshead Schools. There are many benefits of using a standard form: -

- Adoption of the form will ensure General Data Protection Regulations (GDPR) compliance, and the standard form can quickly be updated and disseminated when data requirements change
- Standard information will be provided to parents carers and children on why the data is collected and what the data will be used for
- Ease of use for parents carers and children at different data collection points
- Ease of data input into data collection systems for school census and other data returns

Information on the link between data collection and funding was also presented at a recent head teacher meeting. There was general support for the development of a standard data collection form, however the involvement of Schools Forum was questioned.

Proposal

The proposals are that Schools Forum notes the content of the reports and that officers work on producing a draft standard form for data collection that Gateshead schools can adopt. Officers would like to work with Schools Forum to receive feedback on data to be collected, the format of draft standard forms and the level of detail on why the information is being collected.

Recommendation

It is recommended that Schools Forum notes the content of the reports and considers the proposal to work with officers on the creation of standard data collection form.

For the following reason(s):

- To inform Schools Forum of how collection can affect the school census returns.
- To inform Schools Forum on affect that under reporting or incorrect reporting of EAL can have a direct effect on individual school funding
- To ask for input form Schools Forum on the data collected, format and level of detail proposed in the standard data collection form.

CONTACT: Carole Smith ext. 2747

THE JANUARY 2018 SCHOOL CENSUS – WHAT IT TELLS US ABOUT ETHNICITY AND LANGUAGE IN GATESHEAD SCHOOLS

Background

The School Census is a data collection exercise carried out by the Department of Education three times per year. Submission of data by schools is compulsory. Among the data collected in the January census annually are the ethnicity of pupils and their first language. In the January 2017 School Census, country of birth and proficiency in English were added.

This information has the potential to provide a valuable insight into the diversity of the Gateshead school population and thus inform service provision.

Ethnicity data has been analysed by EMTAS for many years and clear trends can be identified. Language data was analysed for the first time last year. This year, country of birth and proficiency in English have also been included in the analysis.

I am grateful to the educationGateshead data team for extracting and formatting the data which has been used in this analysis.

Limitations of data

It may be useful to begin by considering the potential limitations of the data obtained.

Although there is a statutory duty on schools to collect the data, there is no standardised data collection form. Schools have designed their own forms and sometimes incorporate it within another communication. This results in parents being asked for information in a variety of formats and contexts and may potentially lead to inconsistent results.

Parents whose first language is not English may find it difficult to understand what they are being asked and why. The accuracy of their responses may therefore be dependent on clarity of the explanation they are given and the quality of support that they receive in completing the form.

Both ethnicity and first language are self-declared. It is understandable that some parents may wish to conceal their ethnicity out of fear of persecution or discrimination. While language may be thought of as less controversial, as potentially indicated by only one refusal to provide that data as opposed to 71 refusals to provide ethnicity data, speakers of a particular language may be disadvantaged socially or economically in certain cultures, so there remains a possibility that this information may be misstated.

Country of birth data was not provided by any academy. It is unclear why this was the case, as there appears to be no exemption in the legislation. As this data was collected for the first time last year, it appears that some other schools have not collected it retrospectively. It is therefore difficult to draw any firm conclusions from this data as far as individual schools are concerned.

It is clear that the data provided by some schools is of poor quality, although the reasons for this are not always apparent. In one primary, 278 parents failed to provide ethnicity data (by simply not answering the question, as opposed to ticking the refusal box), while none did so last year. The procedure for gathering the information and the form used remained unchanged, and the headteacher has been unable to explain the variation.

There has been a significant increase in the number of pupils coded as 'Any other ethnic group'. The range of ethnicity codes is very comprehensive, so it is difficult to suggest any reason for this other than inaccuracies in either parental response or school recording or coding.

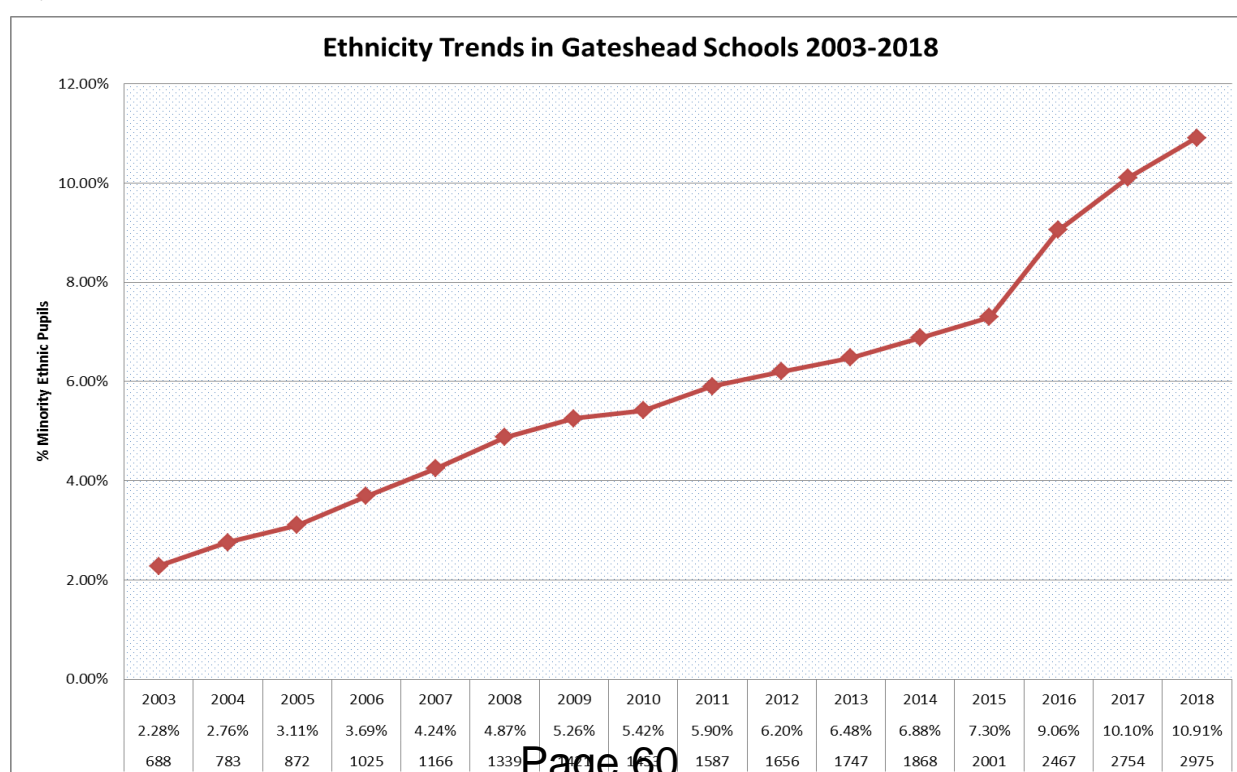
As far as language is concerned, the percentage of pupils coded as 'Other' and 'Believed to be other than English' remains very high in certain schools. Teachers should be aware of this information in order to provide appropriate support, so it is of concern that it is not being accurately recorded.

The range of available language codes includes both wider classifications and more precise geographical variations. It would appear that schools have not been consistent in their coding. For example, one school has recorded a pupil as speaking Algerian and another has recorded four pupils as speaking Syrian, while most schools have simply used the code for Arabic, regardless of which dialect their pupils speak.

It should be borne in mind that, in primary schools, a high percentage may reflect a small number of pupils, while a relatively lower percentage in secondaries, which have a much larger roll, represents a greater absolute number of pupils and therefore potentially a greater need for support. Similarly, a school which has historically had a large percentage of pupils with a language other than English may require less support than a school which has a relatively small percentage for the first time.

Ethnicity data

The percentage of pupils in Gateshead schools identifying as having a minority ethnic background has increased to 10.91%, up from 10.10% last year. In numbers, this represents 2,975 pupils out of 27,260.



There has been a continual upward trend since 2003, the earliest figures available. The rate of increase has accelerated significantly since 2015.

Although the overall percentage of pupils identifying as having an minority ethnic background is 10.91%, there are wide variations between schools, ranging from 51.11% to 0%.

As may be expected, the schools with the highest percentages of pupils from a minority ethnic background are mainly those towards the centre of the borough. Corpus Christi, the highest at 51.11%, has 46 Black African and 31 East European pupils on roll. It is followed by Kelvin Grove (43.45%), Caedmon (41.04%) and Brandling (38.33%).

The schools with the lowest percentages are River Tyne Academy (3.19%) and Whickham Parochial, Washingwell and Greenside, all with 3.33%. Only Furrowfield has no pupils from a minority ethnic background.

After White British, the single largest ethnic group is White East European (488), followed by White and Asian (204). Overall, 660 pupils are White European, with a further 170 classified as White Other (up from 150 last year). 544 pupils have identified as of mixed heritage, up from 497 last year.

The number of pupils with a Gypsy/Roma/Traveller background has increased from 31 to 34, of whom 10 identify as Irish Travellers. The highest numbers are in Brandling, Kelvin Grove and St Wilfred's.

The largest percentage increases have been Filipino (1 to 5), White European (3 to 12), Other Arab (3 to 11), Black African (8 to 19) and Turkish (17 to 26). The schools with the largest percentage increases are Bede (up by 7.36%), Brandling (up by 7.21%) and South Street (up by 6.12%).

The number of pupils identified as 'Any other ethnic group' is 274, up from 133 last year. It seems unlikely that this represents a real change. This is discussed above under limitations of data.

It is important to note that, although 10.91% of pupils belong to ethnic minority groups, only 2.27%, 618 in total, were born outside the UK. Although this data was not reported by all schools, as discussed above, this does seem to indicate that most ethnic minority pupils in Gateshead schools are British born and may, in fact, be second or third generation British.

Language data

The number of languages other than English spoken as a first language in Gateshead schools is now at least 90. This figure is a minimum because 10 pupils have been classified as 'Information not yet obtained', 72 as 'Believed to be other than English', 230 as 'Other than English', 10 as 'Other language' and 7 as 'Classification pending'. It is therefore reasonable to assume that there are significantly more languages in use.

Languages other than English are spoken as a first language by 1904 pupils (1791 last year), 6.98% of the total school population (6.54% last year).

The most common languages spoken are Polish (303 speakers, up from 283) and Arabic (158, up from 133), followed by Kurdish (137, up from 95) and Chinese (104, up from 89). 21 languages are spoken by only one pupil each.

The school with the highest percentage of speakers of other languages is Kelvin Grove, with 37.50%, representing 126 pupils. It is followed by Caedmon (37.05%) and St Wilfred's (36.51%). Corpus Christi, which has the highest number of minority ethnic pupils, has 28.00% speakers of other languages.

The schools with the lowest percentages are Oakfield Juniors (0.85% - 2 pupils) Ryton Infants (0.83% - 1 pupil), Winlaton West Lane (0.78% - 3 pupils) and Whickham Parochial (0.48% - 1 pupil). Clover Hill, Furrowfield, River Tyne Academy, St Agnes' and St Joseph's Highfield have no pupils whose first language is not English.

In terms of linguistic diversity within the school, Cardinal Hume has reported 32 languages other than English, followed by Kelvin Grove and Brighton Avenue with 28 languages, while South Street and Riverside Academy each have 21 languages. Non-specific classifications such as 'Believed to be other than English' or 'Classification pending' have not been included on these figures.

For the first time, proficiency in English has been analysed for pupils whose first language is not English. Those on levels A (New to English), B (Early acquisition) and C (Developing competence) may be assumed to require support. 775 learners, 40.70% of the total, are on these levels. The schools with the highest number of learners on levels A-C are Kelvin Grove (98 pupils), Brighton Avenue (65), Caedmon (56), Corpus Christi (56) and Brandling (40). Only 25 secondary pupils in two schools have been reported on levels A-C.

It is important to note that almost 60% of speakers of other languages are proficient or fluent in English. This is consistent with the observation that the majority of ethnic minority pupils are British born and underlines the importance of not making assumptions about a pupil's linguistic skills based on their ethnicity or home language.

Conclusions and recommendations

The January 2018 Schools Census has once again demonstrated that the overall school population of Gateshead is increasingly diverse in both ethnicity and first language. However, there are significant variations between schools, largely based on their location.

This has implications for language support. For example, some schools will have little experience of pupils with English as an additional language (EAL) and may require proportionally more support with a small number of pupils than schools with a larger number of pupils but greater experience.

In terms of integration, minority ethnic pupils in schools which have historically been and still remain largely monocultural may require more support to integrate and may be more likely to suffer racism.

The quality of data would potentially be improved if schools used a standardised data collection form. This would also ensure that they comply with the requirements of the General Data Protection Regulation by collecting only the required information and recording it accurately. This form would have to be designed in collaboration with the data protection team and approved and issued by senior management. It is strongly recommended that urgent consideration be given to introducing such a form before September 2018.

Michael Glickman
May 2018

Appendix A: Ethnicity data for Gateshead schools from January 2018 School Census

School	No of minority ethnic pupils	2017	% minority ethnic pupils	2017
Barley Mow Primary School	14	13	7.29%	6.10%
Bede Community Primary School	82	59	37.61%	30.26%
Bensham Grove Community Nursery School	18	19	26.09%	23.75%
Bill Quay Primary School	11	11	5.19%	5.29%
Birtley East Community Primary School	30	35	11.76%	13.67%
Blaydon West Primary School	14	14	8.28%	9.15%
Brandling Primary School	69	47	38.33%	31.13%
Brighton Avenue Primary School	102	97	32.48%	31.91%
Caedmon Community Primary School	103	95	41.04%	40.43%
Cardinal Hume Catholic School	207	196	15.03%	14.46%
Carr Hill Community Primary School	41	41	12.62%	11.82%
Chopwell Primary School	21	18	8.43%	6.77%
Clover Hill Community Primary School	7	8	3.40%	3.86%
Colegate Community Primary School	18	13	9.14%	6.40%
Corpus Christi Catholic Primary School	115	106	51.11%	48.40%
Crookhill Community Primary School	16	15	8.56%	7.94%
Dryden School	8	7	14.81%	12.50%
Dunston Hill Community Primary School	35	28	7.64%	6.24%
Emmaville Primary School	30	27	8.04%	8.08%
Eslington Primary School	4	3	6.78%	5.77%
Falla Park Community Primary School	36	37	15.00%	14.18%
Fell Dyke Community Primary School	53	62	17.10%	19.38%
Fellside Community Primary School	16	15	6.48%	6.05%
Front Street Community Primary School	50	41	10.99%	9.17%
Furrowfield School	0	0	0.00%	0.00%
Gibside School	25	24	17.99%	17.91%
Glynwood Community Primary School	29	14	6.97%	3.74%
Greenside Primary School	7	7	3.33%	3.45%
Harlow Green Community Primary School	27	30	6.31%	6.83%
Heworth Grange Comprehensive School	69	68	6.23%	6.08%
High Spenn Primary School	16	14	8.56%	7.29%
Highfield Community Primary School	8	3	5.59%	2.16%
Hill Top School	4	5	3.54%	4.27%
Joseph Swan Academy	145	133	14.23%	13.34%
Kells Lane Primary School	24	27	5.77%	6.52%
Kelvin Grove Community Primary School	146	145	43.45%	42.03%
Kibblesworth Academy	7	9	3.65%	5.14%
Kingsmeadow Community Comprehensive School	58	47	8.98%	7.97%
Larkspur Community Primary School	18	20	12.24%	11.56%
Lingey House Primary School	23	23	5.03%	4.87%
Lobley Hill Primary School	53	44	12.27%	10.21%

Lord Lawson of Beamish Academy	83	68	5.67%	4.69%
Oakfield Infant School	13	12	7.26%	6.67%
Oakfield Junior School	8	8	3.40%	3.35%
Parkhead Community Primary School	23	20	6.08%	5.43%
Portobello Primary School	15	17	7.43%	8.06%
Ravensworth Terrace Primary School	20	23	7.14%	9.13%
River Tyne Academy	3	4	3.19%	3.03%
Riverside Primary Academy	74	69	26.24%	25.18%
Roman Road Primary School	13	14	6.16%	6.54%
Rowlands Gill Primary School	18	17	5.86%	5.15%
Ryton Community Infant School	6	4	4.96%	2.92%
Ryton Community Junior School	6	9	3.45%	4.79%
Sacred Heart Catholic Primary School	12	6	5.63%	3.57%
South Street Community Primary School	78	65	27.08%	20.97%
St Agnes Catholic Primary School	10	11	5.05%	5.29%
St Aidan's CoE Primary School	40	39	18.43%	17.41%
St Alban's Catholic Primary School	34	21	14.05%	9.05%
St Anne's Catholic Primary School	5	3	3.88%	2.36%
St Augustine's Roman Catholic VA Primary School	38	41	10.56%	11.55%
St Joseph's Catholic Infant School, Birtley	13	12	15.29%	13.64%
St Joseph's Catholic Junior School, Birtley	16	14	14.04%	12.39%
St Joseph's Catholic Primary School, Blaydon	11	8	5.21%	3.76%
St Joseph's Catholic VA Primary School, Highfield	6	6	5.41%	5.00%
St Joseph's Roman Catholic VA Primary School, Gateshead	62	59	31.31%	29.65%
St Mary and St Thomas' Aquinas Catholic Primary School	20	21	7.55%	8.33%
St Mary's Roman Catholic Primary School	8	8	3.86%	3.85%
St Oswald's Roman Catholic VA Primary School	30	33	13.70%	15.64%
St Peter's Roman Catholic VA Primary School	29	26	13.81%	12.38%
St Philip Neri Roman Catholic Primary School	42	39	23.08%	23.78%
St Thomas More Catholic School	106	96	7.06%	6.47%
St Wilfrid's Roman Catholic VA Primary School	47	55	37.30%	40.15%
Swalwell Primary School	14	15	7.65%	7.98%
The Cedars Academy	13	14	7.65%	9.66%
The Drive Community Primary School	29	27	14.08%	12.98%
The Thomas Hepburn Community Academy	45	52	11.11%	10.90%
Thorp Academy	44	41	4.62%	4.06%
Wardley Primary School	25	25	7.91%	8.22%
Washingwell Community Primary School	5	5	3.33%	3.13%
Whickham Parochial Church of England Primary School	7	8	3.33%	3.76%
Whickham School	86	80	5.62%	5.07%
White Mere Community Primary School	6	5	3.97%	3.31%
Windy Nook Primary School	11	11	3.47%	3.35%
Winlaton West Lane Community Primary School	42	23	10.88%	5.93%

Appendix B: Language data for Gateshead schools from January 2018 School Census

	No of pupils first lang not English	2017	% pupils first lang not English	2017	No of other langs*
Barley Mow Primary School	8	8	4.17%	3.76%	3
Bede Community Primary School	74	52	33.94%	26.53%	17
Bensham Grove Community Nursery School	12	8	17.39%	10.00%	8
Bill Quay Primary School	3	4	1.42%	1.92%	0
Birtley East Community Primary School	23	22	9.02%	8.59%	3
Blaydon West Primary School	8	8	4.73%	5.23%	5
Brandling Primary School	47	35	26.11%	21.74%	10
Brighton Avenue Primary School	91	94	28.98%	30.92%	28
Caedmon Community Primary School	93	82	37.05%	34.89%	18
Cardinal Hume Catholic School	79	68	5.74%	5.02%	32
Carr Hill Community Primary School	31	29	9.54%	8.36%	11
Chopwell Primary School	17	16	6.83%	5.99%	0
Clover Hill Community Primary School	0	0	0.00%	0.00%	0
Colegate Community Primary School	13	9	6.60%	4.43%	4
Corpus Christi Catholic Primary School	63	65	28.00%	29.68%	16
Crookhill Community Primary School	5	5	2.67%	2.65%	2
Dryden School	4	4	7.41%	7.14%	3
Dunston Hill Community Primary School	24	13	5.24%	2.89%	1
Emmaville Primary School	4	5	1.07%	1.50%	2
Eslington Primary School	2	2	3.39%	3.57%	1
Falla Park Community Primary School	34	31	14.17%	11.88%	9
Fell Dyke Community Primary School	43	51	13.87%	15.94%	19
Fellside Community Primary School	6	8	2.43%	3.23%	5
Front Street Community Primary School	22	15	4.84%	3.36%	9
Furrowfield School	0	0	0.00%	0.00%	0
Gibside School	12	14	8.63%	10.45%	8
Glynwood Community Primary School	19	16	4.57%	4.28%	9
Greenside Primary School	2	2	0.95%	0.98%	0
Harlow Green Community Primary School	17	18	3.97%	4.09%	8
Heworth Grange Comprehensive School	41	46	3.70%	4.11%	20
High Spenn Primary School	14	13	7.49%	6.77%	2
Highfield Community Primary School	3	1	2.10%	0.71%	2
Hill Top School	2	4	1.77%	3.42%	0
Joseph Swan Academy	123	113	12.07%	11.33%	1
Kells Lane Primary School	8	9	1.92%	2.17%	5
Kelvin Grove Community Primary School	126	130	37.50%	37.57%	28
Kibblesworth Academy	3	5	1.56%	2.86%	2
Kingsmeadow Community Comprehensive School	42	35	6.50%	5.93%	14
Larkspur Community Primary School	16	20	10.88%	11.56%	7

Lingey House Primary School	12	13	2.63%	2.75%	8
Lobley Hill Primary School	20	18	4.63%	4.18%	7
Lord Lawson of Beamish Academy	46	34	3.14%	2.34%	19
Oakfield Infant School	6	6	3.35%	3.33%	0
Oakfield Junior School	2	2	0.85%	0.84%	1
Parkhead Community Primary School	11	11	2.91%	2.99%	4
Portobello Primary School	9	10	4.46%	4.72%	2
Ravensworth Terrace Primary School	11	11	3.93%	4.37%	6
River Tyne Academy	0	2	0.00%	1.04%	0
Riverside Primary Academy	61	57	21.63%	20.80%	21
Roman Road Primary School	4	5	1.90%	2.34%	3
Rowlands Gill Primary School	4	4	1.30%	1.21%	2
Ryton Community Infant School	1	1	0.83%	0.73%	0
Ryton Community Junior School	2	3	1.15%	1.60%	0
Sacred Heart Catholic Primary School	5	4	2.35%	2.38%	2
South Street Community Primary School	71	58	24.65%	18.65%	21
St Agnes Catholic Primary School	0	0	0.00%	0.00%	0
St Aidan's CoE Primary School	20	22	9.22%	9.82%	13
St Alban's Catholic Primary School	27	14	11.16%	6.03%	7
St Anne's Catholic Primary School	5	2	3.88%	1.56%	4
St Augustine's Roman Catholic VA Primary School	26	25	3.65%	7.04%	8
St Joseph's Catholic Infant School, Birtley	12	11	14.12%	12.50%	2
St Joseph's Catholic Junior School, Birtley	11	10	9.65%	8.77%	5
St Joseph's Catholic Primary School, Blaydon	3	3	1.42%	1.41%	0
St Joseph's Catholic VA Primary School, Highfield	0	0	0.00%	0	0
St Joseph's Roman Catholic VA Primary School, Gateshead	57	54	28.79%	27.14%	20
St Mary and St Thomas' Aquinas Catholic Primary School	3	3	1.13%	1.19%	2
St Mary's Roman Catholic Primary School	2	0	0.97%	0.00%	2
St Oswald's Roman Catholic VA Primary School	28	28	12.79%	13.21%	5
St Peter's Roman Catholic VA Primary School	12	11	5.71%	5.21%	4
St Philip Neri Roman Catholic Primary School	46	36	25.27%	21.95%	14
St Thomas More Catholic School	51	49	3.40%	3.30%	20
St Wilfrid's Roman Catholic VA Primary School	46	43	36.51%	31.39%	14
Swalwell Primary School	14	15	7.65%	7.98%	6
The Cedars Academy	6	8	3.53%	5.52%	5
The Drive Community Primary School	14	14	6.80%	6.73%	7
The Thomas Hepburn Community Academy	38	47	9.38%	9.85%	12
Thorp Academy	11	11	1.15%	1.09%	7
Wardley Primary School	17	14	5.38%	4.61%	8
Washingwell Community Primary School	5	5	3.33%	3.13%	3
Whickham Parochial Church of England Primary School	1	57	0.48%	3.61%	0
Whickham School	42	1	2.75%	0.47%	1
White Mere Community Primary School	2	2	1.32%	1.32%	2
Windy Nook Primary School	3	3	0.95%	0.91%	3
Winlaton West Lane Community Primary School	3	4	0.78%	1.03%	3

* Number of languages other than English reported, excluding non-specific classifications.