

GATESHEAD SCHOOLS FORUM AGENDA

Thursday, 12 December 2019 at 2.00 pm in the Dryden Centre

From the Chief Executive, Sheena Ramsey

Item	Business
1	Apologies
2	Minutes (Pages 3 - 6) The Forum is asked to approve as a correct record the minutes of the last meeting held on 14 November 2019.
3	De-Delegation EMTAS (Pages 7 - 12) Jenny Edwards, Educationgateshead
4	De-Delegation Primary Behaviour Support and FAP (Pages 13 - 20) Jeanne Pratt, Educationgateshead
5	De-Delegation Emotionally Based School Avoidance (Pages 21 - 36) Jeanne Pratt, Educationgateshead
6	De-Delegation Trade Union Facility Time and Maternity Credits (Pages 37 - 38) Carole Smith, Financial Resource Management
7	DSG Revenue Monitoring Quarter 3 2019-20 (Pages 39 - 40) Claire Reid, Financial Resource Management
8	High Needs Block Funding Pressures (Pages 41 - 42) Claire Reid, Financial Resource Management
9	Mainstream School Funding Consultation Outcome (Pages 43 - 46) Carole Smith, Financial Resource Management
10	Date and Time of Next Meeting 9 January 2020 at 2pm in the Dryden Centre

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Agenda Item 2

GATESHEAD METROPOLITAN BOROUGH COUNCIL

GATESHEAD SCHOOLS FORUM MEETING

Thursday, 14 November 2019

PRESENT:

Ken Childs (Chair)	Special Schools Governor
Matt Waterfield	Secondary Academies
Denise Kilner	Nursery Sector Representative
Sarah Diggle	Primary Governors
Steve Haigh	Secondary Academy Headteachers
Peter Largue	Trade Union Representative
Mustafaa Malik	Primary Headteachers
Andrew Ramanandi	Primary Headteachers
Domenic Volpe	Maintained Secondary Headteachers
Allan Symons	Primary Governors
Christina Jones	Pupil Referral Unit
Councillor Sheila Gallagher	Elected Member

IN ATTENDANCE:

Carole Smith	Corporate Resources
Rosalyn Patterson	Corporate Services and Governance

APOLOGIES:

Chris Toon, Julie Goodfellow, Ethel Mills, Elaine Pickering and Clive Wisby

1 APOLOGIES

Apologies for absence were received from Julie Goodfellow, Chris Toon, Ethel Mills, Clive Wisby and Elaine Pickering.

2 MINUTES

RESOLVED - The minutes of the meeting held on 17 October 2019 were agreed as a correct record.

3 SCHOOL FUNDING ANNOUNCEMENTS - UPDATED

Schools Forum received an update report on the school funding announcements following the report which was considered at the last meeting.

Further work was carried out on the formula through various models. It was reported that if the data stayed the same the Schools Block would increase by £5.2m to £114.827m, this includes estimated growth funding of just under £1m. It was pointed out however, that the numbers will change because the data has not been updated for all schools, therefore it is hoped that there may be a bigger increase.

In terms of the mobility factor, the threshold has been reduced to 6% which may mean mobility funding in the secondary sector which has not happened previously.

It is anticipated that there will be 150 more pupils next year which would increase schools block funding by £0.784m. Therefore an increase of just under £6m total funding, however this is not a real increase because those additional pupils will have to be funded.

Using current data the High Needs Block will increase by £2.2m, although it was noted that SEN is escalating so this will continue to be under pressure.

NQT pay will increase to £30k by 2022, this will have a significant impact on the whole pay range as it must be met in the funds already announced.

Pupil Premium Plus, which is for LAC and former LAC, will be extended to include 16-18 year olds to encourage them to continue into further education. There is no indication as to how much this will be.

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

4 MAINSTREAM SCHOOL FUNDING REVIEW

Following the last meeting of the Forum the sub-group met and a number of models were discussed;

- Model one replicated the current funding formula
- Model two set the MFG at the minimum level (0.5%)
- Model three added the growth fund held for the former Thomas Hepburn pupils
- Model four moved all the formula factors to NFF levels and the MFG to the maximum (1.84%)

The modelling showed that those schools in the most affluent areas gained the most, while those with the highest levels of deprivation gained the least. A request was made to the DfE to increase MFG above the maximum of 1.84%, however the response was that this would only be allowed if it brought the formula closer to the NFF.

The sub-group agreed to explore different models and that funding should be distributed via the lump sum based on the number of pupils in a phase divided by the number of schools.

There was a discussion around a top slice of the schools block of 0.5% to support the high needs block. It was reported that the Council will be required to undertake investment to save work. This will allow different processes to be put in place to educate vulnerable pupils which will generate savings in the future.

Further models were discussed;

- Model five included all the additional funding anticipated
- Model six, the same as model four but increases in FSMe6 above NFF,

IDACI bands and mobility funding. In addition, and the top slice for the High Needs Block and an increase in growth fund.

- Model seven, the same as model four and six but with the remaining funding distributed by phase and number of schools via the lump sum.

It was questioned what the top slice for the High Needs Block would be used for. It was confirmed that the vast majority of HNB goes to Special Schools and they have had no per pupil increase whereas mainstream schools have. The point was made that there needs to be clarity and a rationale as to why the funding would be transferred.

The Forum agreed to the proposals contained in the report but requested that the proposal to top-slice the schools block by 0.5% to support the HNB be included as a question in the consultation to all schools, and more information on the need for the top slice be brought to the next meeting.

RESOLVED - That consultation be carried out with all schools on the proposals contained in the report, including an additional question on top-slicing the schools block by 0.5% to support the HNB, and that further information be brought back to the Forum.

5

TEACHERS' PENSION GRANT - SPECIAL SCHOOLS AND ALTERNATIVE PROVISION ALLOCATIONS

The Forum received a report outlining the Teachers Pension Grant allocations and calculation methodology for 2019/20.

For mainstream institutions the grant will be based on the number of pupils aged 2 to 19 in mainstream schools and academies. For specialist institutions this will be all funded on commissioned places.

RESOLVED - That the Schools Forum noted the information in the report.

6

SCHOOLS FORUM CONSTITUTION

The Forum received a report proposing a review of the constitution of the Forum, which was last undertaken in 2013. Since the last review more schools have converted to academies and school population proportions have changed.

It was noted that at present there are 22 members of the Forum, two thirds of which must be school members. There are also a number of members who have not attended meetings for a considerable period.

Currently there is a vacancy in the primary sector therefore it was proposed that an additional primary Headteacher be appointed. It was confirmed that there are two Headteachers interested in becoming part of the Forum.

In addition, due to the change in secondary sector make up, a secondary governor

for the maintained sector has been requested. It was therefore agreed that one of the current primary governor representative's would change their membership to 'secondary maintained governor representative', this would then allow recruitment from the bigger pool of primary governor representatives.

It was also suggested that the constitution be changed to say that members must attend at least half of the meetings per year.

RESOLVED - That the Forum noted the information and that its comments be noted during review of the constitution.

7 DATE AND TIME OF NEXT MEETING

The next meeting will be held on 12 December 2019 at 2pm.



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

Purpose of the Report

To provide Schools Forum with an update on the work delivered by EMTAS since September 2018 so they can consider de-delegation for the financial year 2020-21.

Background

The Ethnic Minority and Traveller Achievement Service (EMTAS) offer a range of services to Gateshead schools and settings to develop their capacity to support the educational achievement of all ethnic minority and Traveller pupils. This includes providing assessment, advice and support for refugees, asylum seekers and children and young people placed through the Vulnerable Persons Resettlement Programme.

In the last year Gateshead has again seen a steady rise in the number of Ethnic Minority (EM) and Gypsy Roma and Traveller (GRT) children attending our schools; up from 10.91% (January Census 2018) to 12.1% (January Census 2019).

The Census data shows that 7.76% of pupils are identified as having a first language that is other than English (up from 6.98% January Census 2018), with over 90 different languages spoken as first language. The highest recorded numbers continue to be Polish, Arabic, Kurdish and Chinese.

Analysis indicated the inconsistencies in data collection and coding affected the accuracy of the statistics. EMTAS worked with the Data and SIMS teams to produce a standard data collection form which was distributed to schools in time for the September 2019 intake. It is hoped this will improve the quality of data collection in the January 2020 Census.

The service consists of:

- Staff worker (FTE 0.5) who supports educational outcomes for pupils from Gypsy, Roma and Traveller communities; this post is now Higher-Level Teaching Assistant to acknowledge the additional responsibilities of the post holder. Where there were once three Teachers and a Teaching Assistant in the team, there is now one part-time Higher-Level Teaching Assistant working under the direction of the Manager.
- Equality and Diversity staff member (FTE 0.2) who supports wider issues including community cohesion, monitoring and responding to reported hate incidents
- 3 EAL specialist teachers (FTE 2.0)
- 2 bilingual/EAL specialists (FTE 2.0)

September 2018-October 2019

Primary maintained mainstream schools have access to the Core Service:

- Assessment of language skills for pupils with EAL
- Advice, guidance and support for pupils with EAL or from GRT communities
- Support for school EAL lead
- Guidance for whole school EAL audit and development
- Access to training
- Access to advice and training on anti-racism, faith, cultural and community cohesion and integration

Academies and special schools can buy into these services, and Primary schools can access additional support through an SLA.

Mainstream maintained primary schools with more than 20% EAL pupils continue to access weekly visits from EMTAS specialist; alongside the EAL lead they agree on how best to support the school in meeting the needs of their pupils. There are now 12 schools accessing this service, up from 10.

Mainstream maintained primary schools with less than 20% EAL pupils use the referral form to request the core Services.

The role of EMTAS has continued to develop over the past year with many more schools accessing the training

- 25 schools have made referrals for 47 individual pupils
- Another 21 training sessions have been delivered to Teaching Assistants, Teachers, and whole staff in 19 Primary and Secondary settings, and 2 in Early Years settings
- there are currently 53 pupils who identify as Gypsy, Roma or Traveller (GRT) The new member of staff is linking with other Agencies including Health Visitor Services to strengthen multi-agency working
- The drop-in session for Secondary age pupils who are home educated is also being reviewed, with colleagues from Education Support Services
- Three Secondary schools and Academies have an SLA with EMTAS for weekly visits and additional Secondary settings are accessing the Service this academic year from within, and outside of Gateshead.
- Student attainment in Heritage exams was excellent, with 15 students accessing GCSE's in 5 languages and one student accessing an 'A' level in Greek. Languages included Arabic, Polish, Chinese, Italian and Greek. Results reported to EMTAS include 7x '9's and 6x '8's.
- Information and resources are regularly uploaded onto the EGHub which all Headteachers and EAL leads have access to (Primary maintained mainstream schools).

A member of the team attends the multi-agency Hate Crime meetings and provides advice and guidance to schools around hate incidents and other issues. The reporting of hate incidents has moved to an on-line system and there are indications that more schools are now reporting incidents.

Multicultural, faith awareness, hate incident activities and advice have been delivered in 13 schools to both students and to staff.

Staff also attend Fair Access Panel and Pupil Placement Panel meetings and liaise with Education Support Service.

EMTAS continue to deliver training and guidance to staff and students at Durham, Northumbria and Newcastle Universities, and placements for SCITT students.

EMTAS are part of the Naldic Special Interest group (National Association for Language Development in the Curriculum) attending and hosting Regional meetings.

Proposal

To enable EMTAS to continue to provide these services to the schools, children and young people in Gateshead it is proposed that schools de-delegate funding.

Following feedback from primary Head Teachers the methodology of de-delegation has been reviewed and the proposed de-delegation model is more closely linked to English as an Additional Language (EAL) funding. EAL funding was increased from £260.00 per pupil for 3 years to £430.00 per pupil for 3 years in 2018/19. The factor 2019/20 was £515 and the proposal is to increase it for 2020/21 to £535.

The cost of the service has increased slightly due to pay and pension cost rises, it is therefore proposed to slightly increase the de-delegation levels from 2019/20 from £3.00 to £3.15 for all maintained mainstream primary school pupils with an additional amount from £245.00 to £260 for each primary EAL pupil. It is anticipated that the patterns of funding and de-delegation will be similar 2019/20.

Estimated de-delegation is shown in appendix 1

Recommendations

It is recommended that Schools Forum notes the work undertaken by EMTAS to support the educational achievement of all ethnic minority and Traveller pupils in Gateshead schools, and approves the de-delegation of funding for EMTAS at the rates of £3.15 for every maintained mainstream primary pupil and £260.00 for each primary maintained mainstream EAL pupil.

For the following reasons:

To note the work undertaken by EMTAS to support the educational achievement of all ethnic minority and Traveller pupils in Gateshead schools

To approve funding for the service to enable them to support children and schools in Gateshead.

CONTACT: Jenny Edwards

Appendix 1

School Name				
	£260 per EAL Pupil	Pupil Numbers	£3.15	Total
Carr Hill Community Primary School	£6,559.23	292	£919.80	£7,479.03
Kelvin Grove Community Primary School	£22,614.22	325	£1,023.75	£23,637.97
South Street Community Primary School	£10,137.61	240	£756.00	£10,893.61
Bede Community Primary School	£12,400.00	199	£626.85	£13,026.85
Oakfield Junior School	£780.00	238	£749.70	£1,529.70
Larkspur Community Primary School	£1,740.63	104	£327.60	£2,068.23
Oakfield Infant School	£1,170.00	180	£567.00	£1,737.00
Ravensworth Terrace Primary School	£2,570.88	329	£1,036.35	£3,607.23
Portobello Primary School	£1,223.53	192	£604.80	£1,828.33
Birtley East Community Primary School	£4,246.67	206	£648.90	£4,895.57
Dunston Hill Community Primary School	£3,630.55	383	£1,206.45	£4,837.00
Emmaville Primary School	£627.22	386	£1,215.90	£1,843.12
High Spen Primary School	£1,422.15	161	£507.15	£1,929.30
Swalwell Primary School	£851.41	136	£428.40	£1,279.81
Winlaton West Lane Community Primary School	£593.55	364	£1,146.60	£1,740.15
Greenside Primary School	£299.75	187	£589.05	£888.80
Blaydon West Primary School	£1,591.04	168	£529.20	£2,120.24
Front Street Community Primary School	£3,039.54	395	£1,244.25	£4,283.79
Highfield Community Primary School	£889.20	109	£343.35	£1,232.55
Ryton Community Infant School	£0.00	88	£277.20	£277.20
Ryton Junior School	£260.00	155	£488.25	£748.25
Washingwell Community Primary School	£833.33	120	£378.00	£1,211.33
Bill Quay Primary School	£608.09	203	£639.45	£1,247.54
Falla Park Community Primary School	£6,805.97	206	£648.90	£7,454.87
Branding Primary School	£6,720.00	171	£538.65	£7,258.65
Lingey House Primary School	£1,522.42	411	£1,294.65	£2,817.07
The Drive Community Primary School	£1,460.39	174	£548.10	£2,008.49
White Mere Community Primary School	£299.84	139	£437.85	£737.69
Clover Hill Community Primary School	£0.00	207	£652.05	£652.05
Crookhill Community Primary School	£616.30	189	£595.35	£1,211.65
Brighton Avenue Primary School	£13,413.96	292	£919.80	£14,333.76
Lobley Hill Primary School	£2,333.22	379	£1,193.85	£3,527.07
Wardley Primary School	£2,957.08	264	£831.60	£3,788.68
Glynwood Community Primary School	£2,130.35	404	£1,272.60	£3,402.95
Barley Mow Primary School	£954.63	169	£532.35	£1,486.98
Windy Nook Primary School	£301.00	294	£926.10	£1,227.10
Colegate Community Primary School	£1,175.34	146	£459.90	£1,635.24
Roman Road Primary School	£313.42	198	£623.70	£937.12
Fellside Community Primary School	£1,525.14	211	£664.65	£2,189.79
Fell Dyke Community Primary School	£6,726.52	268	£844.20	£7,570.72
Caedmon Community Primary School	£11,259.77	210	£661.50	£11,921.27
Kells Lane Primary School	£1,215.77	418	£1,316.70	£2,532.47

Chopwell Primary School	£1,486.83	185	£582.75	£2,069.58
Parkhead Community Primary School	£2,120.00	302	£951.30	£3,071.30
St Aidan's Church of England Primary School	£2,400.00	199	£626.85	£3,026.85
Harlow Green Community Primary School	£2,739.69	379	£1,193.85	£3,933.54
Rowlands Gill Community Primary School	£595.33	224	£705.60	£1,300.93
Whickham Parochial Church of England Primary School	£0.00	207	£652.05	£652.05
Corpus Christi Catholic Primary School	£7,640.35	198	£623.70	£8,264.05
St Joseph's Roman Catholic Voluntary Aided Primary School, Gateshead	£8,927.73	183	£576.45	£9,504.18
St Oswald's Roman Catholic Voluntary Aided Primary School	£4,463.58	197	£620.55	£5,084.13
St Peter's Roman Catholic Voluntary Aided Primary School	£1,818.56	215	£677.25	£2,495.81
St Anne's Catholic Primary School	£1,147.59	132	£415.80	£1,563.39
St Joseph's Catholic Junior School, Birtley	£2,080.00	115	£362.25	£2,442.25
St Joseph's Catholic Infant School, Birtley	£1,405.93	73	£229.95	£1,635.88
St Agnes' Catholic Primary School	£0.00	203	£639.45	£639.45
St Joseph's Roman Catholic Voluntary Aided Primary School, Highfield	£611.13	106	£333.90	£945.03
St Mary and St Thomas Aquinas Catholic Primary School	£303.80	211	£664.65	£968.45
St Philip Neri Roman Catholic Primary School	£8,574.90	187	£589.05	£9,163.95
St Joseph's Catholic Primary School, Blaydon	£303.33	210	£661.50	£964.83
St Mary's Roman Catholic Primary School	£303.33	211	£664.65	£967.98
St Alban's Catholic Primary School	£3,642.91	198	£623.70	£4,266.61
St Augustine's Catholic Primary School	£3,984.03	315	£992.25	£4,976.28
St Wilfrid's Roman Catholic Voluntary Aided Primary School	£9,238.83	127	£400.05	£9,638.88

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TITLE OF REPORT: De- Delegation Behaviour Support and Fair Access EP

Purpose of the Report

Over the past several years Schools Forum has agreed to the de-delegation of primary funding to support the existing Primary Behaviour Support Team (formally In School Support) which has provided for 4 teaching assistants to work alongside the 2 teachers in the team. Due to increased demand on the team, in 2017/18 Schools Forum also agreed to a 1-year fixed term contract to provide an additional teaching assistant to the Primary Behaviour Support Team, which was continued during the 2018/19 academic year.

Since 2014 School Forum have also agreed to the de-delegation of funds to create a post for an educational psychologist to work to the primary Fair Access process.

The purpose of this report is to bring to Schools Forum an update on existing services (FAP EP and Primary Behaviour Support) that they currently fund through de-delegation so that they can consider further de-delegation for the 2012/21 financial year.

Background

Revenue funding arrangements for schools have changed following the school funding review which started in 2013/14. It is now not permissible for LA's to hold budgets centrally for the provision of some services to schools. This previously centrally held funding has been delegated to schools on a per pupil basis.

However, there are some areas that schools have the option for de-delegation.

These are: -

- a) Contingencies, (including support for schools in financial difficulties, new/closing/amalgamating schools, closing school deficits)
- b) Behaviour Support Services
- c) Support for minority ethnic minority pupils or underachieving groups
- b) Free School Meals (FSM) eligibility
- c) Insurance
- d) Library and museum services
- e) Licences/subscriptions
- f) Staff costs – supply cover (long term sickness, maternity, trade union and public duties)

For each of these areas, it would be for the Schools Forum members in the relevant phase (primary or secondary) to decide whether that service should be retained centrally.

The decision would apply to all maintained schools in that phase and would mean that the funding for these services was removed from individual school budgets before they are issued to schools. There can be different decisions for each phase.

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

Primary Behaviour Support Team

The Primary Behaviour Support Team work with primary schools, mainly, but not exclusively on early intervention in the area of behaviour. The team consists of 5 special needs teaching assistants and two teachers; 4 of the teaching assistants are on permanent contracts and 1 is on a year fixed term contract.

The team work principally with primary aged children in their school setting offering direct intervention and support with children alongside consultancy for primary Headteachers and teaching staff. This work includes assessment of pupils' needs, strategies, whole class modelling, small group and individual support and training for staff where this is identified as a need.

The work of the team is non-statutory. Since April 2013 funding has been provided from the High Needs Block for the two teacher posts (to maintain consultancy and guidance for all primaries) and the special needs support assistants' element of the team has been subject to a buy back arrangement.

The buy-back was calculated based on a 100% uptake by the primary schools.

Currently a large number of schools access support from the team. During the 2018/19 academic year 68% of primary schools accessed support, including recently 2 of our Jewish schools who were provided with advice and guidance from our teaching staff.

Comments from Headteachers include:

During the past year we have benefitted from excellent support through the Behaviour Support Team. Referral was straightforward, observation thorough and supportive, direct work was arranged quickly and the resilience of support staff little short of incredible.

We had rapid intervention for a very vulnerable pupil. The support for the pupil, family and our school was first class. Consequently, the pupil is still with us and thriving.

We had a child in KS1 last year who was really struggling with routines in school due to really bad experiences out of school. Response from behaviour support was rapid and the little boy received 1 to 1 support for 2 half days a week. He made excellent progress with the 1 to 1 support which was eventually removed in the Summer term due to the progress made!

Advice and support have been provided in the following areas:

- a. Behaviour assessment and management – acting out, withdrawn, aggression, noncompliance, refusals,
- b. Social skills
- c. Bereavement
- d. Self –esteem and anxiety
- e. Anger management
- f. Friendship problems

- g. Advice with issues such as ADHD or Attachment difficulties
- h. Emotional support

In addition, a number of information brochures for schools have also been developed in the areas of:

- Supporting pupils with concentration problems
- Supporting young children with challenging behaviour
- Supporting pupils with low self esteem
- Supporting pupils in Y6
- Supporting primary children with relationship difficulties
- Helping parents and carers to understand challenging behaviour in schools
- Supporting primary children with sensory modulation needs in schools
- Supporting vulnerable students including students in care

A further brochure on Adverse Childhood Experiences (ACES) is currently being developed.

During 2018/19 academic year, the team worked with 84 children. Of the 50 cases which were closed at the end of the 2018/19 academic year;

- a. 74% returned to School Support - ***this means that 74% of the closed cases showed sufficiently improved behaviour to require no further action***
- b. 3% were managed move
- c. 10% returned to school action with a single plan
- d. 4% were placed in Bede ARMS
- e. 2% moved out of borough
- f. 0% were permanently excluded
- g. 7% specialist provision

Of the remaining 34 cases which remained open at the start of the 2018/19 academic year:

- i. 12 were ongoing and referred less than two terms previously
- j. 8 were monitoring only and expected to close by October
- k. 3 were long running complex
- l. 2 were awaiting EHCP
- m. 9 were new and referred only in July

Staff also provided transition support in the summer term for Y6 children to aid in their successful transition to secondary school. Of the 7 children worked with, 6 have made successful transitions into secondary school and 1 is struggling even with support. Further work on transition will be undertaken by the team during the 2019/20 academic year. This work is being undertaken in partnership with schools and with HINT.

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

Previously staff have worked with schools to identify a number of additional areas of support for the academic year 2018/19 which included:

- The establishment of a behaviour network which meets termly; the areas discussed have included:
 - The work of and referrals for Primary Behaviour Support Intervention
 - Systems and paperwork (SEN, FAP, exclusions etc
 - Transition into secondary school
 - Good practice from other primary schools
- The development of a series of 'tip' sheets on specific areas for concern
- The piloting of a 'rapid' response service-in discussion with HT it was agreed however at the end of the summer term 2019, that due to the rapid response given to all referrals to the service a 'specialist' rapid response service was not required

A more detailed breakdown of the work of the Primary Behaviour Support Team can be found in the annual report which was sent to schools in September 2019.

Primary Fair Access Educational Psychologist (FAP EP)

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

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

Following the introduction of the Primary Fair Access Protocols in June 2014, in November 2014 Schools Forum agreed to de-delegate funds for an Educational Psychologist to work to the primary Fair Access Panel.

In 2018/19 177 referrals to the primary Fair Access Panel which is a steady increase from the 155 referrals to the Panel in 2017/18, the 143 referrals made in 2016/17, the 102 children referred in 2015/16 and the 60 children referred in 2014/15.

Over the past several years there has been a steady increase in the need for EP assessments for the children placed by the panel. Headteacher have stated...

'We simply would not have had the time available at short notice for the school EP to assess him in the way that the FAP EP could...'

"EP's work undoubtedly affected X's ability to settle in and be accepted socially."

By the end of the 2018/19 academic year 99 pupils had been referred to the FAP EP; of these 20 were referred in the 2018/19 academic year, 28 were referred in the 2017/18 academic year and 29 had been referred during the 2016/17 academic year. There continues to be a year on year increase in the number of referrals made to the FAP EP.

The primary needs of these 20 children were in the following areas:

- n. Social communication difficulties (4)
- o. Social, emotional and mental health difficulties (7)
- p. Speech, language and communication difficulties (1)
- q. Learning difficulties (various) (5)
- r. Sensory impairment (3)

Of these 20

- 1. Child's need identified and being met in mainstream school (7)
- 2. Child's needs identified and being met in mainstream school. Child transferring to secondary school (2)
- 3. Education, health and care needs assessment planned / underway (5)
- 4. Moved out of authority during assessment (1)
- 5. Assessment ongoing (5)

Types of support/intervention from the educational psychologist included:

- s. Initial home visits made with members of the Fair Access Team to assess need
- t. On-call facility should EP input be needed at short notice
- u. Initial observations and assessment
- v. Advice to schools and staff
 - i. SEN needs
 - ii. Behaviour
 - iii. Anxiety
- w. Transition
- x. Training
 - i. Behaviour
 - ii. Attachment
 - iii. Anger management
- y. Problem solving workshops
- z. Attending TAF/review meetings
- aa. Preparing resources to support children

Referrals continue to rise steadily in this academic year 2019/20 and because EP time is allocated on a weekly basis, this time is now used in a variety of ways. The time is being used to assess needs prior to a child coming to the panel as well as allowing EP's to be more proactive in supporting the needs of FAP children. This means using this time to provide direct support both to the child, while building up staff skills as well.

In 2018/19 training has been delivered to schools on:

- a. An introduction to Cognitive Behavioural Therapy (for anxious pupils).
- b. Social interventions.
- c. Using play therapeutically.
- d. Inclusive behaviour management strategies.
- e. Supporting staff wellbeing and resilience.
- f. Attention Deficit Hyperactivity Disorder (ADHD).

- g. Attachment.
- h. Autism Spectrum Disorder (ASD).
- i. Bereavement and loss.
- j. Bespoke training packages were also delivered to individual schools in relation to the needs of the children they received via the Primary Fair Access Panel.

The feedback from the training was overwhelming positive; in total 220 people attended the 19 training sessions between September 2018 and July 2019.

Training for this academic year is a rolling programme based upon feedback from schools. To date, schools have registered a preference for further interactive workshops. Topics for this academic year are:

- Managing strong emotions.
- Adverse Childhood Experiences (ACEs) and resilience.
- Using LEGO therapeutically.
- An introduction to restorative approaches (offered in a training as opposed to workshop format due to the content).
- Bespoke training packages can also be requested by schools in relation to the needs of children they receive via the Primary Fair Access Panel.

This training is hosted authority wide at no extra cost to schools and schools can apply to send as many staff as they wish to the sessions, although the preferred practical workshop format limits the number of attendees at such sessions to 20. These sessions are being repeated several times across the year in an effort to meet demand.

A more detailed breakdown of the work of the Primary Fair Access EP can be found in the annual report which was sent to schools in September 2019.

Proposal

In 2019/20 Schools Forum agreed to de-delegate additional funding for a 5th Teaching assistant. The additional post could not be recruited into so it is proposed that the funding for this TA is rolled forward for 2020/21 and the funding rates reduced to reflect the cost of funding 4 TA's for 2020/21. This will be reviewed again during 2020/21.

It is proposed that Schools Forum de-delegate funding for 2020/21.

Proposed de-delegation values are: -

- Fair Access Educational Psychologist £5.00 per pupil (primary only) (same as 2019/20)
- Primary Behaviour Support (5 TA's) £2.00 per pupil (primary only) (2019/20 £4.00)
- Primary Behaviour Support (5TA's) £20.00 per low prior attainment pupil (primary only) (2019/20 £26.00)

These amount could change if the data in the updated APT is significantly different to 2019/20 APT data.

Recommendations

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

For the following reason(s):

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

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

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Item 4

TITLE OF REPORT: **Funding for Pupils with Emotionally Based School Avoidance (EBSA)**

Purpose of the Report

The purpose of this report is; to bring to the attention of School Forum the increasing number of children and young people who are unable to access their educational provision due to Emotionally Based School Avoidance (EBSA) to invite School Forum to consider a range of options to address the issue.

Background

Nationally UK literature reports that between 1 and 2% of the school population are absent from school due to emotional reasons (Elliott, 1999, Gulliford & Miller, 2015). This can often present as ongoing anxiety or Emotionally Based School Avoidance (EBSA) and with support these issues can be managed within a mainstream school setting.

Over the past few years Gateshead has seen an increasing number of children and young people who are refusing to attend school due to EBSA. This is not just a mainstream school issue, as we also have children and young people with an Education Health Care Plan (EHCP) who are refusing to attend their special school placement as well as children and young people who have been taken out of school to be home educated due to mental health/anxiety issues.

This issue is complex and multi-layered, Kearney and Silberman's (1990) review of the literature indicates that there tends to be four main reasons for school avoidance:

- To avoid uncomfortable feelings brought on by attending school, such as feelings of anxiety or low mood
- To avoid situations that might be stressful; such as academic demands, social pressures and/or aspects of the school environment
- To reduce separation anxiety or to gain attention from significant others, such as parents and/or other family members
- To pursue tangible reinforces outside of school, such as going shopping or playing computer games during school time

Given the complexity of the issues, the approach to addressing the needs of children and young people with EBSA needs to be comprehensive and multi-layered. The attached paper (Appendix 1) sets out what we currently have in place and what work still needs to be undertaken to address the issues raised by EBSA.

A recent analysis of data suggests that during the 2019/20 academic year we will have at least the following numbers of pupils who have some type of EBSA, which is making attending school a challenge:

Y7=12

LINT	24 (already have TA support)
EHE	20
Home and Hospital Tuition	25
SEND	28
Total	134

These numbers are a conservative estimate. In addition, there are 348 pupils with an SEMH for autism (who often have linked anxiety issues).

During the academic year 2018-19 there were 21 pupils who received 1-1 tuition due to anxieties and we are currently projecting at least 25 pupils this year (2019-20 academic year) who will need 1-1 tuition to continue with their education.

A conservative estimate of costs during the 2018-19 academic year for pupils receiving 1-1 home tuition is approximately £192,060, of which 70% of these funds were paid for pupils receiving home tuition due to anxieties.

The number of pupils who go back into their educational placement following home tuition for anxiety related issues is limited. During the last academic year it was 4% of the number of pupils that were being home tutored e.g. 1 pupil who returned to their mainstream school.

In order to address the issue of the limited number of pupils returning to their education placement the Education Support Service has been successful in securing £33,000.00 of funding to pilot the use of 10 AV1 Avatars across primary, secondary and special schools as a bridge to support pupils back into formal educational settings.

The AV1 Avatar is a telepresence robot designed to help children and young people with long-term illness reconnect with school and their social lives. It acts as their eyes, ears and voice, representing them wherever they cannot physically be, whilst at hospital or at home. The robot cannot record, screenshots are forbidden, and it is a one-user devise.

However, given what we know about EBSA, it is felt that 1-1 and small group support would also be beneficial to aiding in the transition from home into the more formal educational setting of a school.

The proposal is that we employ 2 learning mentors to provide this 1-1 transitional support for pupils with EBSA. This would go alongside the AV1 Avatar pilot and the ongoing work to provide a comprehensive approach to supporting schools, pupils and their families as set out in Appendix 1.

Also at the end of appendix 1 are two links to online video's.

One of the learning mentors would be paid for out of the high needs block and 1 of the learning mentors would be paid for by schools/academies.

It is estimated that the cost of a grade H post with on costs, training and travel would cost approximately £50,000.

The benefit of both these posts to schools are:-

- Improved attendance as pupils are supported more effectively back into a school setting
- Possible reduction in school costs for alternative provision
- Schools supported with strategies and interventions to help the pupils transition back to school
- Future pro-active work with schools and pupils to prevent EBSA

Proposal

It is proposed that Schools Forum de-delegate funding for 20/21 and special schools and academies agree to buyback this service at the same rate.

There are a number of options for schools to consider:-

- Option 1 - All schools for KS2, KS3 and KS4 buy back – which will include all primary secondary special schools and Pru
- Option 2 - All primary only including special schools
- Option 3 - All secondary schools including special schools and Pru

The proposed de-delegation values are based on estimated pupil numbers for mainstream schools and May 19 for special schools and the Pru as this census is more reflective of pupil numbers as the some schools especially primary and the Pru fill up over the academic year are: -

- Option 1 £2.77 per pupil – All schools
- Option 2 £5.69 per pupil – All Primary schools
- Option 3 £5.40 per pupil – All Secondary schools

Individual school information for the three option are in appendix 3.

Recommendations

That School Forum provides feedback from all schools on the proposals, recommends an option and agrees to de-delagate for maintained mainstream schools for a Learning Mentor to support pupils with EBSA.

Academies and schools that cannot de -delegate agreed to pay towards the cost of a Learning Mentor to support pupils with EBSA.

For the following reason(s):

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

CONTACT: Jeanne Pratt

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Appendix 1

Emotionally Based School Avoidance (EBSA)

Nationally UK literature reports that between 1 and 2% of the school population are absent from school due to emotional reasons (Elliott, 1999, Gulliford & Miller, 2015). This can often present as ongoing anxiety or Emotionally Based School Avoidance (EBSA) and with support these issues can be managed within a mainstream school setting.

Over the past few years Gateshead has seen an increasing number of children and young people who are refusing to attend school due to EBSA. This issue is not just a mainstream school issue, we also have children and young people with an Education Health Care Plan (EHCP) who are refusing to attend their special school placement as well as children and young people who have been taken out of school to be home educated due to mental health/anxiety issues.

We know from work undertaken in West Sussex that any approach to meeting the needs of these pupils needs to be comprehensive and multi-layered. Much of the information in this paper has come from their work on EBSA.

Kearney and Silberman's (1990) review of the literature indicates that there tends to be four main reasons for school avoidance:

- To avoid uncomfortable feelings brought on by attending school, such as feelings of anxiety or low mood
- To avoid situations that might be stressful; such as academic demands, social pressures and/or aspects of the school environment
- To reduce separation anxiety or to gain attention from significant others, such as parents and/or other family members
- To pursue tangible reinforces outside of school, such as going shopping or playing computer games during school time

According to this model the avoidance of the uncomfortable feelings or situations described in the first two points could be viewed as negatively reinforcing the EBSA, whereas in the second two points, the EBSA could be seen as being positively reinforced by factors outside of school (Kearney & Spear, 2012).

For some children and young people, the distress may be obvious and display itself in their presentation and in chronic non-attendance. For others this may not be the case, with distress displayed as sporadic non-attendance or only able to attend school with high levels of support.

The onset of EBSA may be sudden or gradual, although the literature suggests there may be trends corresponding to transition phases in schools (King & Bernstein, 2001). Some children and young people may appear to recover quite quickly from the initial upsets of school which can mean that the 'legitimacy' of EBSA may be questioned. It is worthwhile noting that in looking at the models of anxiety, it is not unusual for the anxiety to quickly dissipate once the perceived threat has been removed (Thambirajah et al. 2008).

Contextual Information

A recent analysis of data suggests that during the 2019/20 academic year we will have at least the following numbers of pupils who have some type of emotionally based school avoidance, which is making attending school a challenge:

- HINT y6=25
 - Y7=12
 - LINT 24 (already have TA support)
 - EHE 20
 - Home and Hospital Tuition=25
 - SEND 28
- Total 134

These numbers are a conservative estimate. In addition, there are 348 pupils with an SEMH for autism (who often have linked anxiety issues).

The data indicates that is an issue that impacts on all schools, primary and secondary, academy or maintained, special or mainstream.

The **Education Inclusion Panel** (EIP) is the process by which Gateshead allocates a home tutor to work with a child or young person who is unable to attend their designated educational placement. The panel is a multi-agency panel with representation from education, health, including CYPS and 0-19 service, Early Help, Platform and social care. Their remit is to decide (with documentary support) the most appropriate provision for permanently excluded pupils and those who are unable to attend mainstream school due to medical reasons.

Once home tuition is agreed by EIP for those pupils who are medically unfit to attend mainstream school, pupils on average receive between 4 and 10 hours of home tuition per week, depending on their abilities to access the education on offer. Home tuition costs on average £192 per week; which equates to 6 hours of home tuition per week at £32 a session. This means that for full year the cost on average for home tuition is £7500 per child.

During the academic year 2018-19 there were 21 pupils who received 1-1 tuition due to anxieties and we are currently projecting at least 25 pupils this year (2019-20 academic year) who will need 1-1 tuition to continue with their education. The number of pupils who go back into their educational placement following home tuition for anxiety related issues is limited. During the last year it was **4%** of the number of pupils that were being working with.

During 2018-19 a further 9 pupils were supported with home tuition with medically related issues (spinal surgery etc). These pupils are also socially isolated from school and their peers. These pupils usually return to school once their medical issues have been addressed so home tuition is for a much shorter period overall, 12 weeks on average, but there are more hours of tuition allocated per week e.g. 10 hours, so the cost is on average £3840 per child (10 hours per week x £32 an hour for 12 weeks).

A conservative estimate of costs during the 2018-19 academic year for pupils receiving 1-1 home tuition is approximately £192,060.

Given the complexity of the issues, the approach to addressing the needs of children and young people with EBSA needs to be comprehensive and multi-layered. The following sets out what we currently have in place and what work still needs to be undertaken to address the issues raised by EBSA.

Whole School Support and Training

Interventions and Strategies

Transitions

Individual Pupils

Whole school support and training

Whole School Support and Training

Work needs to be undertaken to provide schools with training and support to better understand the needs of pupils with EBSA as well as providing them with a range of strategies which they can use in schools to support these pupils.

Training for school staff should include:

- A better understanding of EBSA and links with anxiety
- Risk and resilience factors of EBSA and the role of the school
- The push and pull factors relating to EBSA
- How to identify EBSA in children and young people
- How to gather information and what information needs to be gathered
- How to work with the child/young person to gather their views on the issues and what needs to be done

What we already have in place:

- ELSA training for staff
- EP training and support
- Fair Access Panel EP training to primary schools on
 - ACE's
 - Attachment
 - Mental health resilience in children
 - Managing strong emotions
 - The development of social and emotional skills
- Primary Behaviour Support work on whole school support for behaviour management
- EYSF training for staff in the area of behaviour
- HINT training on whole school inclusive practice

- Supporting Successful Transitions of Pupils with Autism and social communication Needs (for reception class teachers)

What we need to do

- Work with schools to take ‘ownership’ of pupils with EBSA
- Further develop packages of support and training
- Develop an overarching strategy to support pupils with EBSA

Interventions and Strategies

Interventions and Strategies

Work needs to be undertaken with schools to provide them with interventions and strategies to meet the needs of children and young people with EBSA. These interventions should be chosen following careful analysis of the school avoidance behaviour. Kearney and Silverman (1990) describe four types of variables which can maintain school avoidance behaviour; often these variables can be involved at one time:

- To avoid something or situations that elicits negative feelings or high levels of stress
- To escape difficult social situations
- To get attention from or spend more time with significant others
- To spend more time out of school as it is more fun or stimulating

Strategies and interventions need to include

- Strategies for working with the child/young person
- Strategies for working with the parents

What we have in place

- Primary Behaviour Support to work with schools on whole school and individual behaviour management
- HINT works with schools on providing support for pupils with ASD
- Primary Fair Access EP who works with schools and individual pupils

What we need to do

- Continue to develop a range of strategies to support individual pupils

Transitions

Transitions

Periods of transition can be particularly difficult for children or young people with EBSA. Schools need to be supported to better understand the impact that transitions can have on children and young people and how they can better make adjustments to the transition process while also supporting children and young people to make adjustments to fit in with their new environment

What we need to do

Transition work is being undertaken this year by the Primary Behaviour Support Team with support from primary schools, with a view to providing strategies to aid primary -secondary transition. This work will link with the work being undertaken by HINT on transition as set out below

Development of transition arrangements for pupils with Autism and social communication needs which includes

- Multi-agency pre-transition planning mtg
- Flexible transition programmes
- Opportunity to develop peer relationships
- 'Secondary ready' skills set list
- Key worker support (see pilot proposals)

Individual work

Individual Pupils

Evidence and experience suggest that children and young people with ASD are at increased risk of EBSA. Given the increased risk of a child or young person with ASD experiencing high levels of anxiety which may lead to EBSA, it is essential that early attention and intervention is given to building the child's social skills, emotional literacy, resilience and their ability to self-regulate.

This process should also apply to anyone who schools have concerns about in relation to mental health issues and/or anxiety related concerns.

For work with individual children and young people for whom school-based interventions and strategies have not been effective, schools currently have access to support from HINT and educational psychology.

In addition, schools can refer to the Education Inclusion Panel (EIP) for access to home tuition while they are unable to access education.

Pilots

Pilot (AV1 Avatar)

The AV1 avatar is a telepresence robot designed to help children and young people with long-term illness reconnect with school and their social lives. It acts as their eyes, ears and voice, representing them wherever they cannot physically be, whilst at hospital or at home. The robot cannot record, screenshots are forbidden, and it is a one-user devise. See attached for more detailed information on the AV1 Avatar.

The cost of 1 AV1 avatar is £3,278.00, which is less than ½ the cost of what we are currently spending on 1 year of 1-1 home tuition.

We would like to purchase 10 AV1 avatars to pilot working with our schools and the families of our more socially isolated pupils to support them both while at home and also as part of the overall process to re-engage them back into their educational placement. The use of the AV1 avatar could potentially lead to an annual saving of 42,220.

We have been granted 33,000 out of ICT capital bid funding. We currently have 2 potentially 3 schools (primary, secondary and special) who are interested in the pilot and are also considering several home-educated pupils who we would like to move back into mainstream school

Pilot (EBSA Learning Mentors)

One of the issues we face with those children and young people who have EBSA and who either refuse to attend or who are removed from school to be home educated is how we provide tangible support for their transition back into a full-time educational setting. Discussions have recently been had with a view to piloting 2 transition support workers (EBSA-Learning Mentors) to provide this support. Appendix 1 is the draft job profile at a grade H (40,245-43,967) which includes on costs of

The proposal is that these 2 staff are paid; for one from the HNB and 1 by schools through a discussion with school's forum.

The staff would be allocated through the Education Inclusion Panel who would decide who would be allocated to which child, what the remit of the work they would do would be and for how long. As CYPS are members of EIP, by EIP overseeing the work of the EBSA LM, this might also highlight the issues currently being raised that information we get from CYPS doesn't include what they are doing about meeting the EBSA needs of the child or young person.

The EBSA LM would be line managed by the Education Support Service who oversee the management of EIP and the provision of home tuition for these children and young people. However, the workers could also provide link support for pupils identified as having transition needs by other teams e.g. HINT, EPS etc.

Future Actions

Future actions to include....

- Building on the good work of some schools, we need to work with all schools to ensure there is ownership of pupils with EBSA and that we can address the 'out of sight, out of mind' thinking that sometimes occurs in schools
- The development of an EBSA Strategy for schools and other services
 - Agree who would lead on the development and roll out of the EBSA strategy
 - Timeframe
 - What needs to be included in the EBSA Strategy (see document produced by West Sussex)
- The promotion of a resilience curriculum across schools
 - This links with permanent exclusions
 - Identify what a resilience curriculum looks like
- The piloting of the AV1 Avatar
 - Funding has been secured via the ICT Capital bid
 - Schools need to be identified
 - Criteria decided
 - 10 Pupils need to be identified (we currently have 3) identified
- EBSA LM pilot
 - Pilot needs to be agreed
 - Paper to school forum regarding funding
 - Appointing staff
 - Criteria for support agreed

- Pupils identified
 - Evaluation of project
- Discussions with CYPS regarding the information they provide when asking for a child to access home tuition
 - Letters need to be detailed about what CYPS are doing to support the mental health needs to enable them to better access their education provision
- Closer links with CYPS to ensure support is dovetailed
- Consider what options we have in place or need to develop, for those pupils who may never be able to access fulltime in a mainstream/special education environment?

Jeanne Pratt
Service Manager
Education Support Service

<https://www.noisolation.com/uk/av1/>

<https://www.noisolation.com/uk/news/av1-everton/>

Appendix 2

Gateshead Council – Learning and Schools Job Profile Grade H

Job Title: Learning Mentor

Responsible for: No line management responsibility

Responsible to: Team Manager

Purpose of the role: To work as a member of the Service, and in partnership with parents/carers and families, schools/settings, and other agencies to support children and young people who are struggling to access education
To facilitate equality of access and provide high quality mentoring support to maintain children and young people within their educational settings or to aid the transition back into educational/alternative settings

Main Duties:

1. To work with identified children and young people in order to help overcome barriers to learning related to anxiety by facilitating access to learning and extended school activities.
2. To manage a caseload of pupils who require intervention, support and monitoring. To write reports which identify appropriate strategies and educational advice under the supervision of Appropriate professionals involved with the children/young people
3. To work in collaboration with a range of services to develop and implement specialist Learning Plans to address the social, emotional and mental health needs of individual pupils.
4. To plan, develop and deliver learning activities with a focus on social, emotional and mental health aspects of learning and responding to individual pupils needs following identification by appropriate professionals. To inform, develop and enhance the practice of schools and alternative educational settings staff through specialist coaching and modelling and promoting specific strategies to secure the effective learning of anxious pupils
5. To support the young person in their transition from home into the school/alternative setting
6. To establish productive empathetic relationships with children and young people, challenge and motivate them, promote and reinforce self-esteem, build resilience, act as a role model and set high expectations.
7. To mentor children and young people, out of the classroom, in order to support them in achieving their social/emotional aspects of learning targets.
8. To support transition of pupils between key stages and across educational settings and collaborate with appropriate agencies on further education/career opportunities.
9. To support transition of pupils between key stages and across educational settings back into their mainstream/special educational placement and collaborate with appropriate agencies on further education/career opportunities.

10. To research and develop appropriate resources in learning in personal development.
11. To work closely with parents and external agencies informed to ensure continuity of approach between home and school for children and young people.
12. To work within a multi-agency framework to support inclusion and access in accordance with the relevant legislation, guidance and local policies.
13. To maintain all records required by schools, settings, and the Local Authority in order to enable monitoring of quality, delivery and outcomes.
14. To select and prepare specialist equipment and resources to support learning activities that meet children and young people's social, emotional and mental health needs.
15. To lead INSET to raise awareness in schools/settings
16. To attend and contribute to plan-do-review process for individual children and young people in order to report on progress of social/emotional interventions and plan future targets.
17. To advise schools/settings, on access arrangements for internal/external exams and assessments.
18. To support and build pupils confidence and resilience in attending out of school activities including out of hours as required.
19. To undertake training relevant to the role
20. To adhere to the policies and overall ethos of each school and setting worked in.
21. To build on the work of and work in partnership with existing mental health services and projects including CYPSS
22. To understand, attend appropriate training and operate in accordance with safeguarding and child protection requirements.
23. To conduct, as required, any other tasks deemed appropriate to the post.

Person Specification
Learning Mentor for EBSA

Essential

Knowledge:

- Understanding of the impact of social, emotional and mental health needs on learning and development and access to the curriculum.
- Good understanding of the principles of child development, learning processes and barriers to learning.
- Working knowledge of national/curriculum and other learning programmes and strategies including Post 16.
- Good understanding of special educational needs process
- Good understanding of social, emotional and mental health needs

Qualifications:

- Meet the Higher-Level Teaching Assistants Standards or equivalent qualification.
- Full driving license
- Training in relevant specialist skills

Experience of:

- Working with children and young people with social, emotional and mental health needs and/or social and communication difficulties (ASD)
- Working within an educational setting
- The different key stages
- devising/planning and delivering successful 1-1 and small group activities in the area of SEMH
- The effective use of ICT to maintain records and to support learning.

Desirable

Knowledge:

- Ability to extend desirable learning outcomes to suit individual children and young people.
- Relevant legislation/codes of practice relating to safeguarding children and young people.
- Experience of working with anxious pupils and pupils who are out of their mainstream educational setting
- Excellent literacy and numeracy skills

Qualifications:

- A recognised mental health qualification or similar qualification and/or experience
- Full first aid qualification

Experience of:

- Clerical duties, report writing
- Supervising groups of children
- Coaching and modelling to other staff
- Working across the different key stages
- Working in both mainstream and specialist (SEMH) provisions
- Working independently and as part of a team

Appendix 3

SchoolName	KS2 KS3 & KS4	KS3 & KS4	KS2 Only
Bensham Grove Community Nursery School			
Carr Hill Community Primary School	£472.56		£969.28
Kelvin Grove Primary School	£525.06		£1,076.98
South Street Primary School	£395.18		£810.57
Bede Community Primary School	£292.93		£600.84
Oakfield Junior School	£657.71		£1,349.05
LARKSPUR COMMUNITY PRIMARY SCHOOL	£187.92		£385.44
Oakfield Infant School	£0.00		£0.00
Ravensworth Tce Primary School	£450.45		£923.93
Kibblesworth Academy	£259.77		£532.82
Portobello Primary School	£317.80		£651.85
Birtley East Primary School	£339.91		£697.20
Dunston Hill Community Primary	£596.92		£1,224.35
Emmaville Primary School	£574.81		£1,179.00
High Spen Primary School	£270.82		£555.49
Swalwell Primary School	£262.53		£538.49
Winlaton West Lane Primary Sch	£627.31		£1,286.70
Greenside Primary School	£312.28		£640.52
Blaydon West Primary School	£243.19		£498.81
Front Street Community Primary	£638.37		£1,309.38
Highfield Primary School	£176.86		£362.77
Ryton Community Infant School	£0.00		£0.00
Ryton Community Junior School	£428.34		£878.59
Washingwell Community Primary School	£204.50		£419.45
Bill Quay Primary School	£315.04		£646.19
Falla Park Community Primary School	£353.73		£725.54
Brandling Primary School	£234.90		£481.80
Lingey House Primary School	£638.37		£1,309.38
THE DRIVE PRIMARY SCHOOL	£287.40		£589.50
White Mere Comm Primary School	£218.32		£447.80
Clover Hill Primary School	£337.15		£691.53
Crookhill Primary	£298.46		£612.18
Riverside Primary	£337.15		£691.53
Brighton Avenue Primary School	£447.69		£918.26
Lobley Hill Primary School	£616.26		£1,264.03
Wardley Primary School	£431.11		£884.25
Glynwood Primary School	£635.60		£1,303.71
Barley Mow Primary School	£268.06		£549.82
Windy Nook Primary School	£467.03		£957.94
Colegate Primary	£248.71		£510.15
Roman Road Primary School	£303.98		£623.51
Fellside Primary School	£334.38		£685.86
Fell Dyke Primary School	£425.58		£872.92
Caedmon Community Primary	£337.15		£691.53

Kells Lane Primary School	£660.48		£1,354.72
Chopwell Primary	£303.98		£623.51
Park Head Primary School	£458.74		£940.94
St Aidan's CofE Primary School	£312.28		£640.52
Harlow Green Primary School	£596.92		£1,224.35
Rowlands Gill Primary School	£389.65		£799.23
WHICKHAM PAROCHIAL PRIMARY SCH	£326.09		£668.86
Corpus Christi Catholic School	£303.98		£623.51
St Joseph's R C Primary School	£273.59		£561.16
St.Oswalds RC (Aided) Primary	£331.62		£680.19
St Peter's R C Primary School	£345.44		£708.54
St Anne's Catholic Primary School	£218.32		£447.80
St Joseph's Catholic Junior School	£317.80		£651.85
Birtley St.Joseph's Catholic Infant School	£0.00		£0.00
St Agnes' R C Primary School	£331.62		£680.19
St Joseph's R C Sch Highfield	£185.15		£379.78
St Mary & St Thomas Aquinas	£337.15		£691.53
Sacred Heart Catholic Primary School, Byermoor	£353.73		£725.54
St Philip Neri R C Primary Sch	£303.98		£623.51
ST JOSEPH'S CATHOLIC SCHOOL	£331.62		£680.19
St Mary's R.C. Primary School	£342.67		£702.87
St Alban's Catholic Primary School	£323.33		£663.19
Felling St.Augustine's R.C.P	£511.25		£1,048.63
St Wilfrid's R C Primary Sch.	£187.92		£385.44
Thorp Academy	£2,503.73	£4,885.68	
Heworth Grange School	£2,851.93	£5,565.14	
Grace College	£3,012.21	£5,877.91	
Lord Lawson of Beamish Academy	£3,495.83	£6,821.61	
WHICKHAM COMPREHENSIVE SCHOOL	£3,617.42	£7,058.89	
Kingsmeadow School	£2,230.14	£4,351.81	
Cardinal Hume Catholic School	£3,495.83	£6,821.61	
St Thomas More School	£3,357.65	£6,551.98	
Cedars School Sports College	£431.11	£506.90	£351.43
Furrowfield	£190.68	£372.09	
Gibside School	£234.90		£481.80
Hilltop Secondary MLD School	£281.88	£550.04	
Dryden School	£71.85	£140.21	
Eslington Primary	£151.99		£311.76
River Tyne Academy Gateshead	£254.24	£496.12	£0.00

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12 December 2019

Item 6

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

Purpose of the Report

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

Background

De-delegation is the process by which Schools Forum can agree for the LA to centrally hold funding for specific purposes.

Revenue funding arrangements for schools changed following the school funding review which commenced in 2013/14. It is now not permissible for LA's to hold budgets centrally for the provision of some services to schools. This previously centrally held funding has been delegated to schools on a per pupil basis.

However there are some areas that schools have the option for de-delegation.

These are:-

- a) Contingencies, (including support for schools in financial difficulties, new/closing/amalgamating schools, closing school deficits and growing schools)
- b) Behaviour Support Services
- c) Support for minority ethnic minority pupils or underachieving groups
- d) Free School Meals (FSM) eligibility
- e) Insurance
- f) Library and museum services
- g) Licences/subscriptions
- h) Staff costs – supply cover (long term sickness, maternity, trade union and public duties)

For each of these areas, it is for the Schools Forum members in the relevant phase (primary or secondary) to decide whether that service should be retained centrally.

The decision will apply to all maintained schools in that phase and will mean that the funding for these services will be removed from the formula before school budgets are issued. There can be different decisions for each phase.

Academies, special schools, the behaviour support service and nursery schools can buy back into these services if they wish to.

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

Maternity Credits

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

Trade Union Facility Time

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

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

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

The attached joint letter (Appendix 1) from the National Union of Head Teachers (NAHT), the National Education Union and the Association of with School and College Leaders (ASCL) supports the de-delegation for TUFT.

Proposal

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

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

Recommendations

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

For the following reason(s):

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

CONTACT: Carole Smith



Item 7

TITLE OF REPORT: Dedicated Schools Grant Revenue Outturn 2019/20

Purpose of the Report

To inform Schools Forum of the quarter 2 (October 2019) projected outturn position of Dedicated Schools Grant (DSG) for 2019/20.

Background

The DSG is made up of four 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 (HNB)** which includes special schools, alternative provision and top-ups to maintained schools and academies; and
4. **Central Services Schools block** which includes central functions carried out on behalf of schools, for example, licences, schools' admissions, pension costs.

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

The quarter 2 report for 2019/20 is included at Appendix 1, which shows a projected outturn of £102.431m against the budget of £101.761m; an over spend of £0.670m. The budget has been reduced from £102.020m to reflect the July DSG adjustments in relation to: Early Years funding based on updated census information; the import / export adjustment relating to the cross-border movement of children with SEN; and the recoupment in relation to academy conversions.

It is expected that the DSG reserve will be required to meet the final overspend. Schools Forum has agreed this in principle. There is an ongoing review of HNB spending in an attempt to be more aligned to the resources available.

The balance of the DSG reserve at 31 March 2019 was £0.816m. Agreeing to use the reserve to fund the projected £0.680m overspend, offset by an increase in reserve funding from the 2018/19 Early Years adjustment of £0.142m, will result in the reserve reducing to £0.288m at 31 March 2020. It should be noted that EY adjustment for the previous year can be a clawback of funding rather than additional funding depending on the hours or delivery.

Proposal

That Schools Forum notes the content of the report.

Recommendations

That Schools Forum notes the content of the report.

CONTACT: Claire Reid ext 3613

2019/20 DSG Revenue Monitoring Quarter 2

DSG Area	Central Services Budget £'000	Total Approved Budget £'000	Outturn £'000	Variance £'000	Comments/Notes
Maintained Schools Budget Share		73,067	73,067	0	
DELEGATION					
Contingencies		0	1	1	
Behaviour support services		270	270	0	
Support to UPEG and bilingual learners		235	235	0	
Staff costs		180	119	(61)	Maternity Credits & TU facilitator costs
HIGH NEEDS BUDGET					
High Needs Budget (including Special Schools, PRU and Additional Support Top-ups)	567	16,020	17,379	1,359	Special schools, maintained schools & academies top-ups +£0.129m Independent sector +£0.731m Alternative provision +£0.405m Staffing & other provision +£0.094m
EARLY YEARS BUDGET					
2,3 and 4 year old funding to PVI's	15	9,481	9,099	(382)	-£0.222m 3/4 year olds, -£0.053m 2 year-olds, -£0.95m other: staffing, DAF, IF
CENTRAL PROVISION WITHIN SCHOOLS BUDGET					
Contribution to combined budgets	142	421	416	(5)	
School admissions		142	142	0	
Servicing of schools forums		116	116	0	
Termination of employment costs		528	313	(215)	Premature Retirement costs
Pupil growth/ Infant class sizes		780	780	0	Funding allocated to schools re Thomas Hepburn
Other Items		165	138	(27)	CLA/ MPA Licences top sliced from DSG for all school licences
Statutory/ Regulatory duties		356	356	0	ESG topslice agreed by Schools Forum
TOTAL DSG	724	101,761	102,431	670	Appropriated from DSG reserve

	£'000
Reserves balance at 31 March 2019	(816)
Appropriation to reserve: July Early Years adjustment re 2018/19	(142)
Appropriation from reserve: in-year deficit	670
Projected reserve balance at 31 March 2020 (surplus) / deficit	(288)



12 December 2019

Item 8

TITLE OF REPORT: High Needs Block Spending Pressures

Purpose of the Report

To inform Schools Forum of the anticipated pressures on the Dedicated Schools Grant High Needs Block (HNB) and seek approval to top-slice 0.5% from the Schools Block to the HNB for 2020/21.

Background

The HNB has been under pressure for a number of years. Since the Special Educational Needs and Disabilities (SEND) reforms of 2014, HNB spending has increased from £20.5m in 2015/16 to an estimated £24.6m in 2019/20, an increase of 20%. The HNB moved from an underspend of £0.2m in 2015/16 to an overspend of £1.8m in 2018/19. For 2019/20, Schools Forum agreed to top-slice 0.5% (£0.551m) from the Schools Block to the HNB which has reduced the expected overspend on the HNB to c£1.4m.

Since the SEND reforms:

- Education, Health and Care Plans (EHCP)/ SEN Statements have risen from 852 in 2015 to 1,300 presently, an increase of 53%;
- Spending on HNB has increased by 20% since 2015 whilst DSG HNB funding has increased by 9% over the same period (excluding any top-slice from Schools Block) and includes additional responsibilities, eg post 16 SEND, which used to be funded by the Learning Skills Council;
- The number of children in special schools has risen placing significant pressure on the HNB - from January 2009 the number has increased from 358 to 641 in October 2019;
- Special schools have seen no increase in per pupil funding since 2013;
- Spending on the independent sector has risen from £2.3m to an estimated £2.8m in 2019/20, an increase in excess of 20%;
- The number of permanent exclusions is rising resulting in an increase in spending on Alternative Provision (AP), estimated at £0.6m in 2019/20 for children who are reviewed by the Education Inclusion Panel (EIP) but not placed in the Pupil Referral Unit (PRU);
- The budget for the PRU has increased from £1.8m in 2014/15 (at which point it would have included the above children now in AP) to an estimated £2.0m for 2019/20;
- DSG reserves have fallen from £3.4m at 01/04/2016 to an estimated £0.288m at 31/03/2020;
- The SEND team within the Council is under significant pressure dealing with the number of EHCP and ensuring the appropriate level of support is in place to meet children's needs;
- Although not funded from DSG, the Council has seen Home to School transport spending for children with SEND increase from £1.9m in 2015/16 to £2.4m in 2019/20, an increase of 26%;
- The historic commitments will be reduced by 20% in line with DfE policy and no local authority will lose more than 0.5% of its 2019/20 schools block allocation. This policy will result in an estimated reduction of funding of £0.19m.

It is assumed that there will continue to be an upward trajectory of demand for SEND. A multi-agency group is developing a SEND strategy for Gateshead which will drive future HNB spending and ensure appropriate resources are in place to deliver the strategy and meet the needs of children within the funding available. The Council's SEND team is restructuring to more effectively meet the challenges being faced around SEND.

Estimated financial implications for 2020/21

The HNB funding calculated on the current basis is expected to increase by £2.241m for 2020/21 to £25.130m. Funding beyond 2020/21 is unknown.

It is proposed that special schools' budgets are increased by 1.84% in line with mainstream schools to support them with increasing costs.

In previous years, overspends have been funded from DSG reserve - in the past most of the reserves were generated from underspends on the HNB. As reported elsewhere on the agenda, there is forecast to be minimal reserves remaining at 31/03/2020. Any underspends on Early Years need to be directed into settings via the Inclusion Fund.

Indications are that spending on HNB will continue its current trajectory without some intervention due to the increasing number of pupils requiring support and rising costs. The on-going pressures in 2019/20 after removing the one-off top-slice total £1.9m. Additional pressures anticipated for 2020/21 include: c£0.4m-£0.6m for special schools based on the 1.84% uplift and factoring in MFG, capping and an expected increase in pupil numbers; inflationary and demand pressures on the independent sector and alternative provision (both are expected to increase by c£0.25m in 2019/20) and SEND support.

The table below sets out the anticipated cost pressures for 2020/21 and illustrates the potential shortfall in funding on HNB despite the additional DSG funding:

	£m
Overspend in 2019/20 (reported at Q2)	1.359
One-off 0.5% top-slice in 2019/20	0.551
Increased budget for special schools (minimum)	0.400
Demand / inflationary pressures (independent sector, alternative provision, SEND support)	0.500
Total on-going annual cost pressures	2.810
Additional HNB funding in 2020/21	2.214
Potential shortfall in 2020/21	0.596

Proposal

That Schools Forum notes the content of the report and agrees to a top-slice of 0.5% from the Schools Block to the HNB for 2020/21.

Recommendations

That Schools Forum

- notes the content of the report;
- agrees to a top-slice of 0.5% from the Schools Block to the HNB for 2020/21.

CONTACT: Claire Reid ext 3613

Item 9

TITLE OF REPORT: Mainstream Schools Funding Consultation Results

Purpose of the Report

To bring to Schools Forum the results from the Mainstream Schools Funding Consultation. This builds on the reports on the proposed mainstream schools funding formula for 2020/21 and the consultation document and process.

Background

The DfE have introduced a national funding formula (NFF) to Local Authorities (LAs) for the Schools Block (SB), High Needs Block (HNB) and Central Schools Services Block (CSSB) from 2018/19. A NFF for the Early Years Block (EYB) was introduced in April 2017. Gateshead has been transitioning towards the NFF over the last 3 years.

With the implementation of a NFF to LAs and the increase of funding of at least 1.84% per pupil for all mainstream schools, a mainstream formula review was required to review Gateshead's current formula and help schools transition to the new NFF.

Consultation

The Schools and Early Years Finance Regulations and DfE Operational Guidance require LAs to consult with their schools on any proposed changes to local school funding formulas. The consultation ran from 18 November to 6 December.

The purpose of this consultation paper was to seek the views of schools on all these proposals, and whether these proposals are right for all pupils in Gateshead given constraints set by the DfE.

7 completed consultation documents were received by 6 December. Not all questions were answered by all schools.

Proposal

It is proposed that Schools Forum approves the proposed funding formula consulted on in appendix 2.

Recommendations

That Schools Forum

- Note the consultation responses and comments in appendix 1
- Approves the proposed formula as detailed in appendix 2

Appendix 1

2020/21 Consultation results		Totals		
Questions		Yes	No	Don't Know
Q1 Do you accept the proposal to top slice the Schools Block of the DSG by 0.05% to support the High Needs Block of the DSG?		6		1
Q2 Do you accept the proposed change to Primary AWPU rate?		7		
Q3 Do you accept the proposed change to KS3 AWPU rate?		5		
Q4 Do you accept the proposed change to KS4 AWPU rate?		5		
Q5 Do you accept the Current FSM proposed funding rate of £450 for both primary and secondary pupils?		7		
Q6 Do you accept the reduction in primary FSMe6 funding of £27.78 from £677.45 to £650?		6		1
Q7 Do you accept the funding of secondary FSMe6 being funded above the NFF rate?		3		2
Q8 Do you accept the reduction in secondary school FSMe6 funding of £33.33 from £1,058.33 to £1,025?		5		
Q9 Do you accept the proposed factor values for Primary IDACI Funding?		7		
Q10 Do you accept the proposed factor values for Secondary IDACI funding?		6		
Q11 Do you accept the proposed factor values for Primary Low Prior Attainment?		7		
Q12 Do you accept the proposed factor values for Secondary Low Prior Attainment?		5		
Q13 Do you accept that the proposed change to the EAL factors to maintain the NFF levels?		7		
Q14 Do you accept the proposal that the mobility factor funding should be above the NFF for qualifying mobile pupils?		6	1	
Q15 Do you accept the proposal not to have a LAC factor in line with the NFF?		7		
Q16. Do you accept the proposed change Primary Lump Sum value?		7		
Q17. Do you accept the proposed change Secondary Lump Sum value?		4		1
Q18 Do you accept the proposed method for allocating any funding not allocated to the lump sum factor?		6		
Q19 Do you agree with the proposal not to include a sparsity factor in Gateshead's formula?		7		
Q20 Do you accept the proposal to set a positive MFG value of up to 1.84% per pupil?		7		
Q21 Do you accept that the scaling facility is not used?		7		
Q22 Do you accept that the capping facility is not used?		7		
Q23 Do you accept the funding mechanism for Rates?		7		
Q24 Do you accept the proposal to implement the minimum funding levels per pupil of £3,750 for primary pupils?		7		
Q25 Do you accept the proposal to implement the minimum funding levels per pupil of £5,000 for secondary pupils?		6		
Q26 Do you agree the proposal top slice the mainstream schools to fund the growth fund at £150,000?		6		1
Q27 Do you accept the proposal not to amend the notional SEN calculation?		5		2
		165	1	8

General Comments

It is interesting that at secondary school level there is only one secondary school which has the same % increase in NFF model and the proposed Gateshead model. There are many mechanisms for funnelling money towards deprivation and whilst I do not in principle object to this STM is one of the poorest funded secondary schools in the region and it is very difficult to set a balanced budget, I would therefore prefer adjustments to the formula so that some of the money not allocated by the NFF comes the way of this school as well as others. Essentially the formula is fairly irrelevant to STM, our funding is determined by the minimum funding levels, without this safety net it would be impossible to deliver a proper curriculum, we are already delivering our curriculum with 15% fewer teachers than in 2010, with the same number of pupils and again setting a deficit budget. Less funding to deprivation and more through a general pupil numbers mechanism would be fairer.

Question specific comments

Q1

I am unsure about this as its taking money from the main block which could be used to impact on pupils and maybe alleviate issues which become necessary through the HNB.

Q6

This is a minimal amount and these children are being funded via pupil premium.

Q12

However secondary schools in Gateshead are at a disadvantage in that Y6 results for the LA are high which means they feel they don't receive as much as they should in this factor.

Q14

I think that we should use the NFF for disadvantage/deprivation in general.

Mobility is a huge challenge for some particular schools who require additional support

Q17

This is a significant drop initially but may allow greater amounts in other factors which provide an overall better deal

Q26

Any money taken from mainstream budget is being taken away from some to pay for others

Q27

I would to know how Gateshead's compares with other authorities. With a lower percentage of the AWPU allocated to SEN.

The Notional SEN calculation is a situation which does not support schools in providing SEN support. This is simply a number which is part of a full budget and is used to support staffing levels for all pupils.

Appendix 2 Proposed Authority Proforma Tool summary

Local Authority Funding Reform Proforma											
LA Name:		Gateshead									
LA Number:		390									
Primary minimum per pupil funding level		Secondary (KS3 only) minimum per pupil funding level		Secondary (KS4 only) minimum per pupil funding level		Secondary minimum per pupil funding level		Disapplication number where alternative MPPF values are used			
£3,750		£4,800.00		£5,300.00		£5,000.00					
Pupil Led Factors											
1) Basic Entitlement Age Weighted Pupil Unit (AWPU)	Reception uplift		No	Pupil Units		0.00					
	Description		Amount per pupil		Pupil Units		Sub Total				
	Primary (Years R-6)		£2,857.00		14,931.00		£42,657,967				
	Key Stage 3 (Years 7-9)		£4,018.00		5,386.00		£21,640,948				
2) Deprivation	Key Stage 4 (Years 10-11)		£4,561.00		3,238.00		£14,768,518				
	Description		Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total				
	FSM		£450.00	£450.00	2,948.00	1,437.77	£1,973,598				
	FSM6		£650.00	£1,025.00	4,255.72	2,744.90	£5,579,742				
	IDACI Band F		£210.00	£300.00	1,790.94	1,025.88	£683,861				
	IDACI Band E		£250.00	£405.00	1,758.13	959.17	£827,998				
	IDACI Band D		£375.00	£535.00	2,047.37	1,171.11	£1,394,311				
	IDACI Band C		£405.00	£580.00	565.33	307.48	£407,295				
3) Looked After Children (LAC)	IDACI Band B		£435.00	£625.00	1,118.18	527.57	£816,142				
	IDACI Band A		£676.11	£876.91	711.34	324.32	£765,346				
	Description		Primary amount per pupil	Secondary amount per pupil	Eligible proportion of primary NOR	Eligible proportion of secondary NOR	Sub Total				
	LAC X March 19		£0.00		187.90		£0				
	EAL 3 Primary		£535.00		821.14		£439,308				
	EAL 3 Secondary			£1,440.00		110.03	£158,440				
	Pupils starting school outside of normal entry dates		£1,500.00	£2,000.00	92.94	0.00	£139,415				
	Description		Weighting	Amount per pupil (primary or secondary respectively)	Percentage of eligible pupils	Eligible proportion of primary and secondary NOR respectively	Sub Total				
6) Prior attainment	Primary Low Attainment			£1,065.00	37.91%	5,659.71	£6,027,596				
	Secondary low attainment (year 7)		63.59%		18.69%						
	Secondary low attainment (year 8)		58.05%		17.41%						
	Secondary low attainment (year 9)		48.02%		18.06%						
	Secondary low attainment (years 10 to 11)				16.10%						
Other Factors											
Factor			Lump Sum per Primary School (£)	Lump Sum per Secondary School (£)	Lump Sum per Middle School (£)	Lump Sum per All-through School (£)	Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)		
7) Lump Sum			£114,400.00	£114,400.00			£8,627,667	7.58%	0.00% 0.00%		
8) Sparsity factor							£0	0.00%	0.00% 0.00%		
Please provide alternative distance and pupil number thresholds for the sparsity factor below. Please leave blank if you want to use the default thresholds. Also specify whether you want to use a tapered lump sum or the NFF weighting for any of the phases.											
Primary distance threshold (miles)	Primary pupil number average year group threshold						Fixed, tapered or NFF sparsity primary lump sum?	Fixed			
Secondary distance threshold (miles)	Secondary pupil number average year group threshold						Fixed, tapered or NFF sparsity secondary lump sum?	Fixed			
Middle schools distance threshold (miles)	Middle school pupil number average year group threshold						Fixed, tapered or NFF sparsity middle school lump sum?	Fixed			
All-through schools distance threshold (miles)	All-through pupil number average year group threshold						Fixed, tapered or NFF sparsity all-through lump sum?	Fixed			
9) Fringe Payments							£0	0.00%			
10) Split Sites							£0	0.00%	0.00%		
11) Rates							£1,519,112	1.33%	0.00%		
12) PFI funding							£2,653,691	2.33%	0.00%		
13) Exceptional circumstances (can only be used with prior agreement of ESFA)											
Circumstance						Total (£)	Proportion of total pre MFG funding (%)	Notional SEN (%)			
Additional lump sum for schools amalgamated during FY19-20						£0	0.00%	0.00%	0.00%		
Additional sparsity lump sum for small schools						£0	0.00%	0.00%	0.00%		
Exceptional Circumstance3						£0	0.00%	0.00%	0.00%		
Exceptional Circumstance4						£0	0.00%	0.00%	0.00%		
Exceptional Circumstance5						£0	0.00%	0.00%	0.00%		
Exceptional Circumstance6						£0	0.00%	0.00%	0.00%		
Exceptional Circumstance7						£0	0.00%	0.00%	0.00%		
Total Funding for Schools Block Formula (excluding minimum per pupil funding level and MFG Funding Total)						£113,477,557	99.70%				
14) Additional funding to meet minimum per pupil funding level						£343,299	0.30%	0.00%			
Total Funding for Schools Block Formula (excluding MFG Funding Total)						£113,820,855	100.00%				
15) Minimum Funding Guarantee						1.84%	£90,763				
Apply capping and scaling factors? (gains may be capped above a specific ceiling and/or scaled)							No				
Capping Factor (%)	Scaling Factor (%)										
Total deduction if capping and scaling factors are applied						£0		Notional SEN (%)			
MFG Net Total Funding (MFG + deduction from capping and scaling)						£90,763	0.08%	0.00%			
Total Funding for Schools Block Formula						£113,911,619		£13,976,513			
High Needs threshold (only fill in if, exceptionally, a high needs threshold different from £6,000 has been approved)						£0.00					
Additional funding from the high needs budget						£0.00					
Growth fund (if applicable)						£150,000.00					
Falling rolls fund (if applicable)											
Other Adjustment to 19-20 Budget Shares						£0					
Total Funding For Schools Block Formula (including growth and falling rolls funding)						£114,061,619					
% Distributed through Basic Entitlement						69.47%					
% Pupil Led Funding						88.45%					
Primary: Secondary Ratio						1:	1.26				