

GATESHEAD SCHOOLS FORUM AGENDA

Thursday, 6 December 2018 at 10.00 am 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 27 September 2018.
3	De-Delegation EMTAS 2019 /20 (Pages 7 - 10) Jenny Edwards, Care Wellbeing and Learning
4	De-Delegation Primary Behaviour Support and Fair Access (Pages 11 - 16) Jeanne Pratt, Care Wellbeing and Learning
5	De-Delegation Trade Union Facility Time and Maternity Credits (Pages 17 - 18) Carole Smith, Corporate Resources
6	Dedicated Schools Grant - Quarter 2 Monitoring (Pages 19 - 22) Claire Reid, Corporate Resources
7	Growth Funding and Schools Block Top Slice (Pages 23 - 26) Carole Smith, Corporate Resources
8	Special Schools Formula Update (Pages 27 - 30) Carole Smith, Corporate Resources
9	Date and Time of Next Meeting 10 January 2019, 10am, Dryden Centre

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GATESHEAD METROPOLITAN BOROUGH COUNCIL

GATESHEAD SCHOOLS FORUM MEETING

Thursday, 27 September 2018

PRESENT

Ken Childs (Special Schools Governor) (Chair)

Councillor Chris McHugh	Elected Member Representative
Steve Haigh	Secondary Academy Headteachers
Peter Lague	Trade Union Representative
Mustafaa Malik	Primary Headteachers
Ethel Mills	PVI Sector Representative
Andrew Ramanandi	Primary Headteachers
Domenic Volpe	Maintained Secondary Headteachers
Allan Symons	Primary Governors
Steve Williamson	Pupil Referral Unit Representative
Councillor Gary Haley	Elected Member Representative

IN ATTENDANCE:

Carole Smith

Gateshead Council

APOLOGIES:

Denise Kilner, Sarah Diggle, Julie Goodfellow, Christine Ingle, Michelle Richards, Clive Wisby, Matthew Younger and Chris Toon

29 MINUTES

The minutes of the previous meeting held on Thursday 5 July 2018 were agreed as a correct record.

30 ANALYSIS OF LOCAL AUTHORITIES SCHOOLS BLOCK FUNDING FORMULA

The Forum received a report for information produced by the Department for Education (DfE) on the values and funding factors used by all other local authorities (LAs) in England. The report also provided a summary of work carried out on benchmarking Gateshead's mainstream school's formula against national data and regional and statistical neighbours for 2018/19 and the national funding formula (NFF).

The Forum were advised that the new model outlined within the report has been adopted by most local authorities.

The report provided the Forum with a summary of funding analysis for the following:

- Benchmarking of funding factors
- Basic per pupil entitlement
- Current free school meals

- Ever6FSM
- Looked After Children
- English as an additional language
- Mobility
- Overall Pupil-Led Factors

RESOLVED:

- (i) The Forum noted the contents of the report.

31

SCHOOL FUNDING UPDATE

The Forum received the report to update on the information the Department for Education (DfE) published in July and September 2018 providing details on the Schools Block, Central Schools Services Block and High Needs Block of the Dedicated Schools Grant (DSG). It was also noted that the DfE have also published the teacher's pay grant methodology with school level allocations to be published later in the year.

An overview of the main DSG announcements was provided from the report. It was highlighted that the secondary low prior attainment factor will have specific weighting applied for year's 7, 8 and 9 due to Key Stage 2 standards. It was also noted that local authorities will continue to manage their growth funding locally using the DfE approved process but that it is unknown how much growth funding each local authority will receive.

The Forum were provided with a summary of illustrative Gateshead funding from the report and were advised that not all details or calculations have been released and the information within the report was based on 2017/18 data (excluding premises and growth factors using 2018/19 APT).

An update on the Teachers Pay Grant was provided. It was noted that the DfE will allocate funding to schools based on an amount per pupil weighted for the different sectors. A comment was made that the increase in teachers' pay contributions will have a large impact on schools.

RESOLVED:

- (i) The Forum noted the contents of the report.

32

MAINSTREAM SCHOOL FUNDING REVIEW

The Forum received a report to update on the first meeting of the Mainstream School Funding Review Group, sub group of Schools Forum for 2019/20 mainstream school budgets.

It was highlighted that the funding aims propose to phase the changes required over the next two funding periods (2019/20 and 2020/21). A discussion took place on the impact on staffing as a result of the reviews noting that a variety of factors could influence the future of the review including increases in the national living wage.

Further detail of Phase 2 and Phase 3 funding factors was provided within the

appendix of the report.

RESOLVED:

- (i) The Forum approved the funding aims and principles to be used for the calculation of 2019/20 mainstream school budgets with the extended timeframe to 2020/21 and the use of the new phase 2 funding factors as a starting point for the calculation of mainstream school budgets for 2019/20.

33 EARLY YEARS INCLUSION FUND

The Board received the report to provide an update on the outcome of the Early Years Inclusion Fund consultation.

A summary of the proposed changes that were consulted on was provided from the report. These were:

- Extending the inclusion fund entitlement to all 2-year olds accessing provision
- Increasing the maximum award per single child from £200 to £500
- Increasing the maximum award for a group of children from £500 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

The Board were advised that responses from the consultation that ran from 5 to 20 July 2018 were largely positive. It was suggested within the report that due to this result changes to the Inclusion Fund have been implemented and included in the new Provider Agreement sent out to all settings in time for the autumn term (as agreed in July's Schools Forum).

RESOLVED:

- (i) The Forum noted the contents of the report and requested retrospective approval for the changes to the Inclusion Fund.

34 FUNDING COMMUNICATION WITH SCHOOLS AND GOVERNORS - DISCUSSION

The Forum were provided with the opportunity to discuss how best to communicate the funding issues facing schools to parents. The overall consensus of those present was that the letter should be short, simple and honest about the problem.

It was agreed that a draft letter would be sent to members of the Forum for feedback.

35 DATE AND TIME OF NEXT MEETING

1 November 2018 at 2:00pm (*Subsequently cancelled*)

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Item 3**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 2017 so they can consider de-delegation for the financial year 2019-20.

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.

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 10.1% (January Census 2017) to 10.91% (January Census 2018).

The Census data shows that 6.98% of pupils are identified as having a first language that is other than English (up from 6.54% January Census 2017), with over 90 different languages spoken as first language. The highest recorded numbers continue to be Polish, Arabic, Kurdish and Chinese.

Analysis suggests there continue to be difficulties with data collection and coding processes which impact on the accuracy of the statistics. For example, in one setting, 278 parents failed to provide ethnicity data and another school had 115 pupils coded as 'other' for first language. Discussions are now taking place with the data and SIMS teams with a view to standardising data collection procedures to improve the quality of data.

The service consists of:

- Staff worker (FTE 0.5) who supports educational outcomes for pupils from Gypsy, Roma and Traveller communities
- Equality and Diversity staff member (FTE 0.2) who supports wider issues including community cohesion, monitoring and responding to reported hate crimes
- 3 EAL specialist teachers (FTE 2.0)
- 2 bilingual/EAL specialists (FTE 2.0)

September 2017-October 2018

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 whole school 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 currently 10 schools accessing this service.

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

The role of EMTAS has evolved over the past year; whilst individual pupils continue to be supported as and when appropriate, many more schools and settings are accessing support and guidance at a whole-school level.

- 8 schools have made referrals for 15 individual pupils
- 16 training sessions have been delivered to Teaching Assistants, Teachers, and whole staff in 12 settings
- the EAL audit continues to be updated and used to identify development needs, and a new early-years audit tool has been developed and used with 2 settings
- there are currently 75 Gypsy, Roma & Traveller (GRT) pupils in Gateshead who are known to EMTAS and the worker supports pupils in 6 primary schools as well as providing regular site visits
- the drop-in session for Secondary age pupils who are home educated is held fortnightly at Dryden Centre and is regularly attended by five students
- three Secondary schools and Academies have an SLA with EMTAS for weekly visits and two additional Secondary settings are accessing the Service this academic year. Students performed well in their Heritage exams in the summer; 12 students sat GCSE's in 5 languages and achieved 4 A*, 4 A and 4 B grades
- 6 EAL lead training sessions were delivered over the year, though numbers attending were low. Staff continue to find it difficult to attend meetings held at the end of, or during, the school day.
- 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 phone advice and guidance to schools around hate crime/racism and other issues. The reporting of hate crimes has altered and there are ongoing discussions with partner agencies about how schools and settings can be best supported in reporting and responding to incidents.

Multicultural, faith awareness hate crime activities and advice have been delivered in 30 schools to both students and to staff.

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

Student volunteers from Newcastle University are providing translations of documents as and when requested.

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) and recently hosted the regional meeting attended by 30 staff from neighbouring authorities which focused on 'Assessment and Monitoring of EAL pupil progress'.

The Refugee Integration Officer has been in post since April 2018 and has supported pupils in Gateshead schools and settings. The work supports that of other Services including Education Support Service, learningSkills and Gateshead Housing Company.

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 was reviewed for 2018/19 and the intention is to use the same methodology for 2019/20.

The not all the 2019/20 factor values are at the National Funding Formula (NFF), however the EAL factor value is at the NFF level of £515 per primary pupil, and therefore proposed to maintain the de-delegation levels from 2018/19 of £3.00 for all maintained mainstream primary school pupils with an additional amount of £245.00 for each primary EAL pupil. It is anticipated that the patterns of funding and de-delegation will be similar to 2018/19.

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 £3.00 for every maintained mainstream primary pupil and £245.00 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

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Item 4

TITLE OF REPORT: De – Delegation Behaviour Support and Fair Access

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, last year 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.

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 2019/20 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. At the request of Headteachers in September 2018 a Rapid Response Service was developed to meet the needs of children in 'crisis'. 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 and since April 2013, the special needs support assistants' element of the team has been subject to a buy back arrangement.

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

Since 2013 funding has also been provided from the High Needs Block for the two teacher posts (to maintain consultancy and guidance for all primaries).

Referrals to the team continue to rise; in the academic year 2017/18 the team worked with 90 children, which is an increase on the 81 from the previous academic year.

During the 2017/18 academic year 70% of primary schools received input from the team, which is an increase from 67% of schools the previous year. Comments from schools included:

We had first class support last year. The children supported benefited greatly from 1:1 and it was great for staff to know that help and understanding was just a phone call away. Thank you.

The guidance and advice given by the Primary Behaviour Support Service this year has been of great benefit to some of our most vulnerable pupils. The intervention provided has allowed individuals to build up strategies to help them to make better choices as well as having the opportunity to explore their feelings and emotions.

'Primary Behaviour Support has always responded promptly and supportively to every request, from immediate advice on the phone to support sessions in school and reports for EHCP (sometimes at very short notice). Many thanks to the team. You are often key to enabling us to do our jobs and meet the needs of children with difficulties.'

Advice and support has been provided in a number of areas including

- a. Behaviour management, advice and assessment
- b. Bereavement
- c. Anger management
- d. Self-esteem, emotional support, friendship
- e. Social skills
- f. ADHD

The team worked with 114 children during the 2017/18 academic year. Of the 68 cases which were closed at the end of the academic year;

- a. 50 returned to School Support - ***this means that 74% of the closed cases showed sufficiently improved behaviour to require no further action***
- b. 2 returned to school action following a managed move
- c. 7 returned to school action with a single plan
- d. 3 were placed in Bede ARMS
- e. 4 were placed in specialist provision (Eslington School)
- f. 1 moved out of borough and into a specialist EBD provision
- g. 0 were permanently excluded
- h. 1 went out of borough

Of the remaining 42 cases which remained open at the start of the 2018/19 academic year:

- g. 19 remained open as work was still ongoing (Referred less than two terms previously)
- h. 6 were open for monitoring purposes only and are expected to close at October half term
- i. 3 were long running complex cases and required continuing support
- j. 3 were waiting for an EHCP and required continued support
- k. 11 new referrals in July 2018 to begin assessment in September

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

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.

The teaching assistant who was agreed on a 1-year fixed term contract has a skill set based in mental health. She has brought a therapeutic dimension of support into the team. A qualified children and young person's psychological wellbeing practitioner she can offer low intensity cognitive behaviour therapy for children as well as anxiety assessment and programmes including: exposure work, behavioural activation for low mood, parent led CBT for anxiety in young children, OCD, low mood and conduct issues. Within the short time she has been with the team she has been able to use her knowledge and skills to carry out new assessments and therapeutic work which the team could not previously offer. This has meant that several children have already benefitted from her work with them and have made considerable progress.

Staff have also worked with schools to identify a number of additional areas of support for the academic year 2018/19 which include:

- l. The establishment of a behaviour network which meets termly
- m. The development of a series of 'tip' sheets on specific areas for concern including supporting:
 - i. Pupils with concentration problems

- ii. Young children with challenging behaviour
- iii. Pupils with low self esteem
- iv. Pupils in Y6
- n. The piloting of a 'rapid' response service

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 2018.

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.

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

In 2017/18 academic year there were 155 referrals to the primary Fair Access Panel which is a steady increase from 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 two 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 2017/18 academic year 78 pupils had been referred to the FAP EP; of these 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 28 children were in the following areas:

- o. Social communication difficulties (8)
- p. Social, emotional and mental health difficulties (9)
- q. Speech, language and communication difficulties (3)
- r. Learning difficulties (various) (6)
- s. Sensory impairment (1)
- t. Poor attendance (1)

Of these 28

- a. 6 EP assessments are underway, including 4 cases where the child is undergoing an Education, Health and Care Needs Assessment.
- b. 12 children have remained in their mainstream school placements; their needs have been identified and being met within school.

- c. 3 children had their needs identified and met within mainstream primary school and have now transferred to mainstream secondary school.
- d. 2 children have remained in their mainstream school placements with additional support funded through an Education, Health and Care Plan.
- e. 1 child transferred to a specialist provision as a result of the recommendations made following an Education, Health and Care Needs Assessment.
- f. 3 children moved out of authority before or during their assessment and so assessment could not be completed.
- g. 1 child was referred late in Year 6 and so assessment was not possible prior to moving to secondary school.

Types of support/intervention from the educational psychologist included:

- h. Initial home visits made with members of the Fair Access Team to assess need
- i. On-call facility should EP input be needed at short notice
- j. Initial observations and assessment
- k. Advice to schools and staff
 - i. SEN needs
 - ii. Behaviour
 - iii. Anxiety
- l. Transition
- m. Training
 - i. Behaviour
 - ii. Attachment
 - iii. Anger management
- n. Problem solving workshops
- o. Attending TAF/review meetings
- p. Preparing resources to support children

Referrals continue to rise steadily in this academic year 2018/19 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 2017/18 whole cluster training has been delivered to schools on:

- a. Staff mental health
- b. Foetal Alcohol Spectrum Disorder
- c. Supporting Mental Health and Resilience in children
- d. Refugees and Asylum Seekers
- e. Inclusive Behaviour Management Strategies
- f. Using Play Therapeutically
- g. Introduction to Cognitive Behaviour Therapy (CBT) (for anxious children)
- h. Social interventions

The feedback from the training was overwhelming positive; in total 464 people attended the training between September 2017 and July 2018.

Training for this academic year is a rolling programme based upon feedback from schools. To date schools have requested further interactive workshops on the following topics:

- An introduction to Cognitive Behavioural Therapy (for anxious pupils).
- Social interventions.
- Using play therapeutically.
- Inclusive behaviour management strategies.
- Staff mental health and wellbeing.
- 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 cluster based, at no costs to schools and schools can send as many staff as they wish to the sessions.

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 2018.

Proposal

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

Proposed de-delegation values are: -

- | | |
|--|--|
| • Fair Access Educational Psychologist | £5.00 per pupil (primary only) |
| • Primary Behaviour Support (5 TA's) | £4.00 per pupil (primary only) |
| • Primary Behaviour Support (5TA's) | £26.00 per low prior attainment pupil (primary only) |

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

CONTACT: Jeanne Pratt

ext. 8644

Item 5**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.

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-delegation for TUFT and Maternity Credits and enable mainstream school budgets to be calculated.

CONTACT: Carole Smith

TITLE OF REPORT: Dedicated Schools Grant Revenue Monitoring Quarter 2 2018/19

Purpose of the Report

To inform Schools Forum of the latest revenue monitoring position for Dedicated Schools Grant (DSG) at the end of the quarter 2 2018/19.

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** 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 section 251.

The quarter 2 report for 2018/19 is included at Appendix 1. This shows a projected outturn of £100.480m against the budget of £99.001m, resulting in a projected over spend of £1.479m.

The over spend relates primarily to the High Needs Block:

- Spending on top-ups and additional place funding within special schools is projected to be £0.7m above budget;
- Spending on top-ups within mainstream schools and academies (including ARMS) is projected to be £0.6m over budget, although spending is in line with the previous financial year; and
- Spending on the independent sector is projected to be £0.35m above budget but in line with previous years.

Action planning is in place within the Council to attempt to reduce spending on the High Needs Block in the current year. However, it is expected that DSG reserves will be required to meet the final overspend which will require approval from Schools Forum.

At 31 March 2018, DSG reserves totalled £1.156m. The DSG funding settlement update received in July 2018 (to account for the January census for Early Years 17/18 funding) provided for a further £0.644m, thus increasing reserves to £1.8m. If the overspend for 2018/19 remains at the current level and reserves are used, the reserve balance will reduce to £0.321m to carry forward into 2019/20, subject to any further decisions made at Schools Forum.

A Task & Finish review is underway within the Council to examine all areas of High Needs spending to establish how it can be reduced to bring it in line with the budget allocation; any proposals will be brought to Schools Forum.

Proposal

To note the content of the report and, in principle, approve the projected overspend be met from DSG reserves in 2018/19, subject to the final outturn reported post-March 2019.

Recommendations

That Schools Forum:

- notes the contents of the report
- approves, in principle, the use of DSG reserves to fund the projected overspend in 2018/19.

CONTACT: Claire Reid ext 3613

2018/19 DSG Revenue Monitoring Quarter 2

DSG Area	Total Approved Budget £'000	Outturn £'000	Variance £'000	Comments/Notes
Maintained Schools Budget Share	72,233	72,233	0	
DEDELEGATION				
Contingencies	0	12	12	Funded from DSG Reserves
Behaviour support services	216	216	0	
Support to UPEG and bilingual learners	226	226	0	
Staff costs – supply cover	180	192	12	
HIGH NEEDS BUDGET				
High Needs Budget (including special schools, PRU and Additional Support Top-ups)	15,003	16,581	1,578	Special schools +£0.7m, maintained schools' & academies' top-ups £0.6m, independent sector +£0.35m, staff slippage +£0.04m, alternative provision -£0.15
EARLY YEARS BUDGET				
2,3 and 4-year-olds funding to PVI's	9,411	9,555	144	+£0.26m 3 & 4-year-olds, -£0.11m other: 2-year-olds, staffing, DAF, IF
CENTRAL PROVISION WITHIN SCHOOLS BUDGET				
Contribution to combined budgets	413	413	0	
School admissions	137	137	0	
Servicing of schools forums	116	116	0	
Termination of employment costs	528	309	-219	PRC
Other Items	155	107	-48	CLA / MPA Licences top sliced from DSG for all school licences
Statutory/ Regulatory duties	383	383	0	ESG top slice agreed by Schools Forum
TOTAL DSG	99,001	100,480	1,479	Appropriated from DSG reserve

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Item 7

TITLE OF REPORT: Growth Funding and Schools Block Top Slice

Purpose of the Report

The purpose of the report is to update Schools Forum on the estimated Growth Funding that Gateshead will receive and to approve the proposal to topslice the Schools Block (SB) of the Dedicated Schools Grant (DSG) to support the High Needs Block (HNB) of the DSG. This report is supported by information in Item 6.

Background

As part of transition to a national funding formula (NFF) the Department for Education (DfE) has changed the methodology for calculating the growth funding factor. Previously this was just part of our overall funding allocation and it was a local decision on how much to allocate towards the growth fund and how to distribute this fund to schools. It will still be a local decision on how to distribute growth funding to schools.

The initial estimate provided by the DfE was for growth funding for 2019/20 was £35,000 as this was the amount detailed in the 2018/19 authority proforma tool (APT). With the introduction of the new growth funding methodology the DfE has provided local authorities (LAs) with a tool to estimate the amount of growth funding they will receive. The calculation is based on pupil number movements at middle super output area (MSOA) level, and only increases in pupil numbers are used to calculate the estimated funding.

Primary pupil growth has been estimated at 117 pupils and secondary pupil growth at 285. The increase in secondary pupil numbers is inflated by the movement of pupils from Thomas Hepburn to other Gateshead secondary schools. Pupil movements at MSOA are included in appendix 1.

The estimated amount of funding is £398,008 (appendix 2). We only have 2 primary schools eligible for growth funding with an estimated allocation of £35,000 each. This will leave a surplus of growth funding of £328,008.

As the growth funding is outside the primary and secondary units of funding, if the estimated growth funding is allocated through the mainstream formula it has the potential distort mainstream funding and Gatesheads transition towards the NFF.

With the October pupil numbers an estimate of the SB of the DSG has been undertaken. The estimated SB for 2019/20 including the additional growth funding above requirements is £110,186,670 which is an increase of £1,277,892m. A 0.5% top slice of the SB DSG is estimated at £550,933 which is just £222,925 more than the unrequired growth funding.

Proposal

It is proposed that Schools Forum notes the estimated growth fund allocation from the DfE and notes the estimated demands for growth funding, and approves the 0.5% top slice of the SB of the DSG. If Schools Forum approves the top slice then all schools will be consulted on the top-slice proposal.

Recommendations

That School Forum notes the estimated growth fund allocations from the DfE and approves the top-slice of the SB to support the HNB for 2019/20.

For the following reason(s):

To enable Gateshead to apply to the Secretary of State to disapply the Schools and Early Years Finance Regulations and move funding from the SB to the HNB of the DSG.

CONTACT: Carole Smith

Appendix 1

Pupil Movement at MSOA

Middle Super Output Areas (MSOA) [b]	Oct17 Primary NOR [c] = all primary pupils in the MSOA & LA 2016 (Table A [h])	Oct17 Secondary NOR [d] = all secondary pupils in the MSOA & LA 2016 (Table A [i])	Oct18 Primary NOR [e] = all primary pupils in the MSOA & LA 2017 (Table B [j])	Oct18 Secondary NOR [f] = all secondary pupils in the MSOA & LA 2017 (Table B [j])	Primary Growth [g] = [e] - [c]	Secondary Growth [h] = [f] - [d]	Primary Eligible Growth [i] = [g] if positive, zero otherwise	Secondary Eligible Growth [j] = [h] if positive, zero otherwise
390Gateshead 011	303	0	297	0	-6	0	0	0
390Gateshead 010	705	0	716	0	11	0	11	0
390Gateshead 028	259	0	250	0	-9	0	0	0
390Gateshead 003	725	0	731	0	6	0	6	0
390Gateshead 020	415	923	419	1010	4	87	4	87
390Gateshead 021	603	1204	578	1215	-25	11	0	11
390Gateshead 026	848	1263	861	1245	13	-18	13	0
390Gateshead 025	379	0	381	0	2	0	2	0
390Gateshead 013	391	646	384	739	-7	93	0	93
390Gateshead 002	988	774	979	834	-9	60	0	60
390Gateshead 024	605	0	582	0	-23	0	0	0
390Gateshead 009	782	0	773	0	-9	0	0	0
390Gateshead 004	667	0	665	0	-2	0	0	0
390Gateshead 005	349	1218	374	1217	25	-1	25	0
390Gateshead 019	960	0	959	0	-1	0	0	0
390Gateshead 012	555	0	539	0	-16	0	0	0
390Gateshead 015	1151	1022	1137	1027	-14	5	0	5
390Gateshead 014	137	0	143	0	6	0	6	0
390Gateshead 001	399	0	407	0	8	0	8	0
390Gateshead 007	420	0	414	0	-6	0	0	0
390Gateshead 008	493	0	494	0	1	0	1	0
390Gateshead 016	990	0	1031	0	41	0	41	0
390Gateshead 018	468	413	455	194	-13	-219	0	0
390Gateshead 017	419	1278.5	419	1307	0	28.5	0	28.5
390Gateshead 023	514	0	505	0	-9	0	0	0
390Gateshead 022	277	0	245	0	-32	0	0	0
390Gateshead 027	198	0	193	0	-5	0	0	0
Total							117	284.5

Appendix 2

Growth factor values																			
Primary unit value	£	1,370																	
Secondary unit value	£	2,050																	
New school lump sum	£	65,000																	

Transitional funding levels																			
Floor rate (% of schools block DSG)		-0.5%																	
Cap rate (% of 2018-19 growth allocation)		50%																	
Scaling rate		50%																	

	Growth factor calculation before the application of floor protection, capping and scaling									Application of floor protection, capping and scaling							Illustrative total growth allocation	
LA name [a]	Observed primary growth [c] = sum of positive primary growth for all MSOAs in the LA (Table C [i])	Observed secondary growth [d] = sum of positive secondary growth for all MSOAs in the LA (Table C [j])	ACA (pupil weighted for fringe LAs) [e]	Allocation for primary growth [f] = [c] * [e] * £1,370	Allocation for secondary growth [g] = [d] * [e] * £2,050	Number of new schools [h] (Table B [h])	ACA weighted number of new schools (based on school location for fringe LAs) [i] = sum of ACAs for all new schools in LA (Table B [m])	Allocation for new schools [j] = [i] * £65,000	Total growth allocation before the application of floor protection, capping and scaling [k] = [f] + [g] + [j]	2018-19 growth allocation [l]	2018-19 schools block [m]	Change in growth funding as % of SB DSG [n] = ([k] - [l])/[m]	Growth allocation after applying floor [o] = [l] - Floor rate * [m] if [n] < Floor rate, [k] otherwise.	Increase allowed by cap [p] = Cap rate * [l] if positive and growth increasing, zero otherwise	Increase allowed by scale above cap [q] = ([k] - [l] - [p]) * Scaling rate if growth is over the cap, zero otherwise	Increase allowed by cap and scaled [r] = [p] + [q]	Illustrative total growth allocation, following floor protection, capping and scaling [s] = [o] if growth decreasing, min([o], [l] + [r]) if growth increasing	Change to 2019-20 growth funding as % of SB DSG [t] = ([s] - [l])/[m]
Gateshead	117	284.5	1	160290	583225	0	0	0	743515	35000	108908778.7	0.006506	743515	17500	345507.5	363007.5	398007.5	0.00333

6 December 2018

Report 8**TITLE OF REPORT: Special Schools Funding Review**

Purpose of the Report

To update Schools Forum on the work that the Special Schools Funding Review (SSFR) group have been undertaking this financial year. This is a sub-group of Schools Forum with the specific purpose to review the special schools funding formula. This report builds on Schools Forum report from February 2018.

Background

The group comprises of all special head teachers and heads of school with input and technical support from a range of officers from Corporate Finance, Educationgateshead, Special Educational Needs and Disabilities Service and other officers as required.

The current special school's formula is based on work that was undertaken approximately ten years ago and had a phased introduction over 3 years from 2009/10. The pupil based elements were based on the relative needs of children over 5 specialties with 4 levels of need in each specialism. The group developed a range of descriptors that described the "typical" pupil in each speciality for each level of need.

The original formula has been tweaked several times to conform with changes in funding regulations, school developments and pressures.

For the 2018/19 formula the special categories were reduced from 5 to 3 deleting the categories of Sensory Physical and Medical and Communication and Interaction leaving Social Emotional and Mental Health (SEMH), Cognition and Learning (C & L) and Autistic Spectrum Disorder (ASD).

The group worked on reviewing the banding descriptors which details the needs and behaviours of pupils within each specialism and each banding. These were re written, reviewed and agreed by the group.

The next task was to review the staffing requirements of each banding level to determine the levels of relative needs of each pupil. This information is then used to calculate the relative needs of each of the bands. Many meetings have been held to determine this and many models produced.

The model that was chosen and agreed by all the special heads was model 2 as this was least worst option for all schools.

The table below sets out the relative weightings between the different bands.

	Level 1	Level 2	Level 3	Level 4
SEMH - Primary	3.810	2.889	1.630	1.000
SEMH - Secondary	3.810	2.593	1.630	1.000
ASD	3.810	3.013	2.259	1.449
Cognition/Learning	3.503	3.013	1.630	1.037

When modelling is undertaken the current year budget is used as a basis and for comparison to understand the probable impact on all schools.

Using the above weightings resulted in the below banding values.

	Level 1	Level 2	Level 3	Level 4
SEMH - Primary	£10,715.03	£6,283.78	£223.14	-£2,807.58
SEMH - Secondary	£10,715.03	£4,858.08	£223.14	-£2,807.58
ASD	£10,715.03	£6,878.55	£3,253.85	-£648.35
Cognition/Learning	£9,238.09	£6,878.55	£223.14	-£2,628.83

A comparison between the current and proposed banding values is detailed in appendix 1.

To protect special school budgets the minimum funding guarantee (MFG) of minus 1.5% will be applied, to make the formula affordable a capping factor will be applied of 3%. These are applied to the individual special school budget and which is divided by the pupil numbers to give an amount per pupil. Therefore, no school can lose more than 1.5% per pupil or gain more than 3% per pupil.

The table below shows the impact on schools as if the formula had been introduced 2018/19.

School	Pupil No.	Estimated 2018/19 Funding	£	Movement	After MFG & Capping	Movement	% Change
DRYDEN	55	£1,259,254	1,349,862	£90,608	£1,297,031	£37,778	3.00%
ESLINGTON	60	£1,230,899	1,273,623	£42,724	£1,267,826	£36,927	3.00%
FURROWFIELD	73	£1,906,163	1,928,664	£22,502	£1,928,664	£22,502	1.18%
GIBSIDE	139.6	£2,947,417	2,826,940	-£120,476	£2,903,206	-£44,211	-1.50%
HILLTOP	115	£2,038,708	2,005,994	-£32,714	£2,008,128	-£30,581	-1.50%
THE CEDARS	169	£2,549,649	2,547,496	-£2,153	£2,547,496	-£2,153	-0.08%
Total	611.6	£11,932,090	11,932,580	490	11,952,351	20,261	

Proposal

It is proposed that Schools forum notes the contents of the report and the work that the SSFR group have undertaken in reviewing the special schools funding formula and approves the new banding values for the calculation of 2019/20 special school budgets.

Further work is to be carried out on nursery age weighted pupil unit allocation and the allocation of fixed costs for each school.

Recommendations

That Schools Forum approves the new banding values for use in calculating 2019/20 special school budgets.

For the following reasons: -

- To enable Special School budgets to be calculated
- To keep Schools Forum informed of the ongoing work of the group

Carole Smith Ext. 2747

Appendix 1

Proposed banding values

	Level 1	Level 2	Level 3	Level 4
SEMH - Primary	£10,715.03	£6,283.78	£223.14	-£2,807.58
SEMH - Secondary	£10,715.03	£4,858.08	£223.14	-£2,807.58
ASD	£10,715.03	£6,878.55	£3,253.85	-£648.35
Cognition/Learning	£9,238.09	£6,878.55	£223.14	-£2,628.83

Current banding values

	Level 1	Level 2	Level 3	Level 4
SEMH - Primary	£10,264.74	£3,962.02	£699.13	-£1,685.87
SEMH - Secondary	£10,264.74	£3,962.02	£699.13	-£1,685.87
ASD	£13,735.33	£7,931.91	£4,248.51	£700.16
Cognition/Learning	£9,196.55	£3,589.59	-£458.07	-£2,799.08

Difference in banding values

	Level 1	Level 2	Level 3	Level 4
SEMH - Primary	£450.29	£2,321.76	-£476.00	-£1,121.70
SEMH - Secondary	£450.29	£896.06	-£476.00	-£1,121.70
ASD	-£3,020.30	-£1,053.36	-£994.65	-£1,348.51
Cognition/Learning	£41.54	£3,288.97	£681.21	£170.25