

GATESHEAD SCHOOLS FORUM AGENDA

Thursday, 10 December 2020 at 2.00 pm in the to be held virtually via Microsoft Teams

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 12 November 2020
3	Emotionally Based School Avoidance Update (Pages 7 - 10) Jeanne Pratt, Learning and Schools
4	De-delegation Primary Behaviour Support and Fair Access (Pages 11 - 18) Jeanne Pratt, Learning and Schools
5	De-delegation Ethnic Minority and Traveller Service (Pages 19 - 22) Jenny Edwards, Learning and Schools
6	Mainstream Consultation Results (Pages 23 - 28) Carole Smith, Resources and Digital
7	Date and Time of Next Meeting 7 January 2021 at 2pm

Contact: Rosalyn Patterson - email: rosalynpatterson@gateshead.gov.uk,
Tel: 0191 433 2088, Date: Thursday, 3 December 2020

This page is intentionally left blank

GATESHEAD METROPOLITAN BOROUGH COUNCIL

GATESHEAD SCHOOLS FORUM MEETING

Thursday, 12 November 2020

PRESENT:

Ken Childs (Chair)	Special School Governors
Andrew Fowler	Secondary Academies
Brendan Robson	Secondary Faith Academies
Alison Hall	Primary Maintained Schools
Paul Harris	Primary Maintained Schools
Denise Kilner	Nursery Sector Representative
Sarah Diggle	Primary Governors
Steve Haigh	Secondary Academy Headteachers
Christine Ingle	Diocese Representatives
Peter Largue	Trade Union Representative
Mustafaa Malik	Primary Headteachers
Andrew Ramanandi	Primary Headteachers
Michelle Richards	Special School Headteachers
Domenic Volpe	Maintained Secondary Headteachers
Adele Brown	Pupil Referral Unit
Councillor Sheila Gallagher	Elected Member

IN ATTENDANCE:

Carole Smith	Gateshead Council
Claire Reid	Gateshead Council
Steve Horne	Gateshead Council
Rosalyn Patterson	Gateshead Council
David Bailey	Observer

1 APOLOGIES

Apologies for absence were received from Elaine Pickering, Martin Flowers, Ethel Mills and Cllr Gary Haley.

2 MINUTES

The minutes of the meeting held on 1 October 2020 were agreed as a correct record subject to Paul Harris being noted as present at the meeting and the following amendment being made;

Item 6 – Mainstream Schools Funding

The following bullet points to be included in the third paragraph of this minute;

‘The funding aims were outlined as;

- Ongoing transition to a National Funding Formula
- Maximising MFG’

3 MAINSTREAM SCHOOLS FUNDING REVIEW

The Forum received a report on the second meeting of the Mainstream School Funding sub-group which met on 12 October. The sub-group discussed further modelling, increasing secondary free school meal ever6 factor to £41 above the NFF and primary mobility to £300 above the NFF.

The modelling showed this to be adverse to a small number of primary schools with high mobility and therefore would be funded at a higher rate. With these increases and the positive MFG, the formula was unaffordable.

The guiding principles are set for when the figures are received.

RESOLVED - That the Schools Forum noted the information contained in the report and the appendices.

4 GROWTH FUND

The Forum received the draft update Growth Fund Procedure for approval.

It was noted that the procedure was previously not fit for purpose for secondaries and therefore it has been simplified to support schools with significant in-year growth which is not immediately recognised by the lagged funding system.

The point was made that including intake of pupils from other Local Authorities would be unfair to include as this is out of school's control and is not part of the admission criteria, therefor disadvantaging some schools.

It was agreed to remove reference to 'children moving as a result of parental preference...on a non-standard date' as intake and PAN at the start of the year was felt to be fair.

- RESOLVED -
- (i) That Schools Forum reviewed the draft update Growth Fund procedure and agreed the suggested changes set out above.
 - (ii) That the Schools Forum approved the procedure, subject to the agreed changes, and approved the procedure to be sent to the DfE for compliance checking.
 - (iii) That Schools Forum agreed that payment of growth funding be retained locally to enable maximum flexibility.

5 DIRECTED REVISIONS AND UPDATES TO GATESHEAD'S SCHEME FOR FINANCING SCHOOLS AND PROPOSED CONSULTATION DOCUMENT

The Forum received a report on the directed revisions to Gateshead's Scheme for Financing Schools.

All maintained schools will be consulted on the proposed amendments.

Discussion was held around redundancy and retirement costs and it was noted that

this would be from the Local Authority budget, not the DSG.

RESOLVED - That the Forum reviewed the changes to the Scheme for Financing Schools and agreed for it to be sent out to all maintained schools for consultation.

6 DEDICATED SCHOOLS GRANT - QUARTER 2 MONITORING

A report was received on the quarter two projected outturn position of DSG for 2020/21.

As previously reported the DSG budget remains unchanged at £105.673m. The projected outturn for the year was £104.851m, an underspend of £822,000, which is a movement of £79,000 since quarter one.

Uplift funding for Early Years is being worked through and it is likely there will be some addition spend so the Early Years position will change.

DSG reserves at 31 March 2020 was £1.212m and the forecast is that this will increase to £1.836m at 31 March 2021.

RESOLVED - That the Schools Forum noted the report.

7 DATE AND TIME OF NEXT MEETING

The next meeting will be held at 2pm on 10 December 2020.

This page is intentionally left blank

TITLE OF REPORT: Annual update on work addressing the issue of Emotionally Based School Avoidance (EBSA)

Purpose of the Report

The purpose of this report is to update school forum on the work being done to support those children and young people who have Emotionally Based School Avoidance (EBSA)

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.

In January 2020 School Forum agreed to de-delegate funding for 1 EBSA-LM, to work into schools to try and support those children and young people who were increasingly in danger of not attending school due to Emotionally Based School Avoidance. Academies also agreed to provide funding via a SLA.

In addition the local authority agreed to fund a second EBSA-LM post to work with children and young people who were already not attending school.

Initially funding was agreed for the financial year 2020/2021. However in March 2020 COVID meant a delay in recruitment. In light of this a request was made to school forum to extend the funding to the end of March 2022, to which they agreed.

This report provide an update as of November 2020.

Current Situation

EBSA-LM

In September 2020, two EBSA-LM were appointed by an interview panel consisting of representation from education, primary and secondary schools, RTA, HINT, EPS, Early Help and CAMHS. One person took up post mid Oct and one person took up post end of Nov 2020. Given the high calibre of candidates, the panel agreed to appoint one person for 3 days a week instead of a full time post.

In October we became aware that one of the people employed was pregnant and due to COVID restrictions would be unable to work in schools from 28 weeks of pregnancy (end of Jan 2021). We have decided that this person will spend the time not in school on developing resources and a website for schools, parents and pupils to use.

Following discussions with HR, we have been able to approach one of the unsuccessful candidates, who has agreed to a secondment to cover this position from 28 weeks of pregnancy (end of Jan 2021).

Referral forms and criteria for allocation have been agreed by the Education Inclusion Panel which is the process by which the EBSA-LM will be allocated. Secondary pastoral deputies rotate membership of this panel, to ensure a school voice is present when decisions are being made.

We are putting staff on THRIVE training in order to provide both a baseline measurement as well as strategies that can support our pupils with EBSA.

AV1 AVATARS

We currently have 10 AVATARS to deploy into schools. We have had marked success with the one AVATAR used prior to COVID, in engaging a child with an EHCP who had refused to enter their special school, who prior to COVID was visiting school and engaging with his classmate.

We have deployed a further 3 AVATARS into RTA.

EBSA Strategy and Good Practice Guidance

The EBSA Strategy has been finalised, having been written and consulted upon across a wide range of services. It has been sent to all primary, secondary and special schools.

The Good Practice Guidance has been written and is currently being added to in relation to strategies that can be used by schools and parents to support children and young people with EBSA. It is envisaged that this too will be in school by the end of the Spring term 2020.

Dedelegation

Due to delays and underspend in these unprecedented times, it is proposed to carry forward the projected underspend from 20/21 to 21/22 and therefore no dedelegation or buyback is required for 21/22.

Proposal

It is proposed that Schools Forum notes the contents of the report and agrees to carry forward the projected underspend to 21/22 to support this project.

Recommendations

That School Forum notes the contents of this report and approves the carry forward of the projected underspend to support this project.

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

ext. 8644

This page is intentionally left blank

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 five teaching assistants to work alongside the two teachers in the 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 2021/22 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 five specialist behaviour teaching assistants and two teachers.

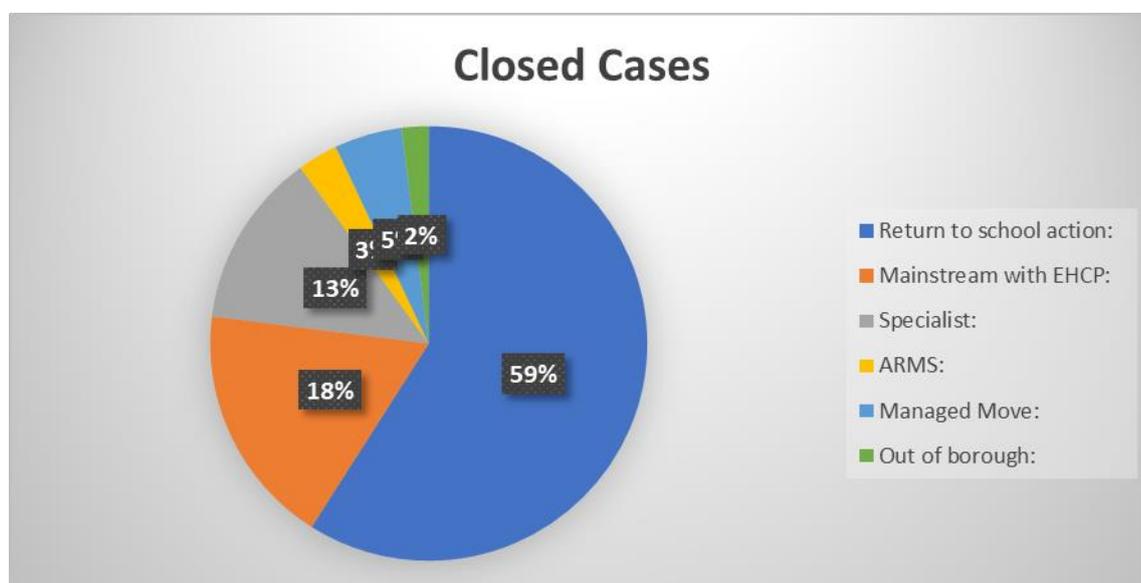
The team work principally with primary aged children in their school setting offering direct intervention and support with children alongside consultancy for primary Headteachers and teaching staff. This work includes assessment of pupils' needs, strategies, whole class modelling, small group and individual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

Over the past few years a large number of schools have accessed support from the team, including two of our Jewish Schools.

Due to COVID it is difficult to compare year on year data. The table below shows that following input from the Primary Behaviour Support Team 59% of children worked with returned to school action and 18% continued in mainstream with an EHCP. 13% of children went into specialist provision which is a fraction above percentages for the year before (11% 2018/19) with 3% going to Bede ARMS



Due to COVID and the 'closure' of schools to all but the most vulnerable children and those of key workers, there were also less referrals to the service than in previous years. In 2019/20 a total of 55 children were referred, before the 23rd of March 2020. Broken down by year group, we again see high numbers of referrals in year one and less in Reception in comparison to the very high numbers of Reception referrals in recent years. We had fewer Y6 referrals as well which may represent efforts by the team and schools to identify children earlier so their needs can be addressed.

Whilst life has been very different due to COVID 19, the team has continued to work to support primary schools in various ways including:

- Three staff who worked within two of our specialist provisions with the vulnerable children there who continued to attend school. (Eslington and Hilltop)
- Staff have continued to be available through telephone, email or through TEAMS for advice and support.
- Attendance at EHCP and other meetings via TEAMS
- Attendance at SEN panel via TEAMS and the July FAP meeting which took place at Dryden.
- Completion of reports, behaviour plans and risk assessments for individual pupils taking into account COVID guidelines
- Written advice to help schools manage the emotional needs of children as they return to schools post COVID and to assist in ensuring smooth transitions to secondary schools for children in year 6 during extraordinary circumstances.

The team have also developed new information leaflets for schools on a range of topics including: -

- Advice for supporting children and young people back into school during the Covid-19 pandemic
- Stages of childhood development in the primary years
- Supporting pupils in year 6
- Transition from primary to secondary school
- Supporting transition during extraordinary circumstances.
- Understanding the developmental changes in 10 and 11 year olds
- Support for primary schools to understand Adverse Childhood Experiences (ACES)
- Managing anger: recommendations for teachers and parents
- Supporting children with separation anxiety disorder in school
- Supporting children with foetal alcohol spectrum disorder (FASD) in school
- Creating a sensory friendly classroom to support learning
- Restorative justice in schools
- Promoting positive lunchtimes
- The role of the key adult in school

These can be found on the Education Support website alongside existing leaflets which have been developed in previous years and include:

- Supporting vulnerable children with challenging behaviour, including children in care
- Supporting children with low self esteem
- Supporting children with concentration difficulties
- Supporting children with relationship difficulties
- Creating an effective classroom climate to support young children with challenging behaviour
- Helping parents and carers understand challenging behaviour in school

Now in its second year, the Primary Behaviour Network met on two occasions last year, one of which was online. The network was developed to share good practice among schools and keep abreast of training and developments in the area of behaviour and social and emotional issues. Last year, the themes were Adverse Childhood Experiences (ACES) and Girls with Autism. Network meetings will continue to be delivered online until such time as the COVID situation has resolved itself.

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.

A more detailed breakdown of the work of the Primary Behaviour Support Team can be found in the annual report which was sent to schools in October 2020.

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 (PFAP).

The workload and responsibilities relating to this post have been distributed within the Psychological Service so that most EPs have taken on work relating to referrals coming through from PFAP. In addition to direct work with pupils and teachers (individual assessment with children, consultations with teachers and parents/carers, training for staff in specialist areas, problem solving discussions with groups of staff about individual needs, group work with children, therapeutic work with individuals, attendance at meetings, etc.), the workload and responsibilities of the PFAP EP include:

- Reading panel papers and attending the Primary Fair Access Panel meeting each month;
- Coordinating the PFAP EP on-call rota;
- Preparing a monthly update document which is distributed to all primary schools with the minutes of the panel meeting to offer an update on PFAP EP work;
- Liaising with colleagues from the Education Support Service and from within the Psychological Service regarding casework that comes through from PFAP;
- Home visits to explore the needs of individual children whose paperwork clearly indicates a significant level of SEND (including children at risk of permanent exclusion) prior to these children coming to PFAP, and referral on to SEND systems where appropriate; and
- Development and coordination of various training packages for primary schools relevant to the PFAP remit.

To the end of academic year 2019-2020, the PFAP EP had accepted **112** individual pupil referrals overall. During academic year 2020, **12** referrals were still ongoing from

academic year 2018-2019 and **13** new referrals were initiated, totalling **25** active cases with the PFAP EP this academic year. A greater number of referrals would have been expected this academic year had the COVID-19 restrictions not been in place.

The primary needs of these children have been loosely categorised in the table below. However, please note that it is difficult to categorise very complex children into one category of need only and particularly as some are still undergoing assessment in order to identify and meet their needs.

Area of Need	Number of Children
Social, emotional and mental health	6
General learning	2
Social communication	3
Physical / sensory / medical	1
Speech, language and communication (including EAL)	1

The outcomes of each referred case this academic year are summarised in the table below, although a number of cases are still ongoing and so their overall outcome is yet to be established.

Outcome	Number of Children
Child's need identified and being met in mainstream school.	1
Child's needs identified and being met in mainstream school with an Education, Health and Care Plan.	2
Education, Health and Care Needs Assessment planned / underway.	2
Parents removed child from education.	1
Assessment ongoing.	7

In recognition that all primary schools have contributed funding to the PFAP EP post, but that children coming through the panel tend to be clustered within certain geographical areas (meaning that schools in some areas are rarely required to admit children through the panel, so haven't needed to access PFAP EP time) the panel agreed, in January 2016, to roll out a training programme in key areas identified as relevant to children coming through the PFAP process. To date, **102** training sessions with **over 2,000** attendees have been offered across the authority covering the topics of:

- Bereavement and Loss;
- Attachment;
- Autism Spectrum Disorder (ASD);
- Attention Deficit Hyperactivity Disorder (ADHD);
- Foetal Alcohol Spectrum Disorder (FASD);
- Staff Mental Health and Emotional Wellbeing;
- Promoting Positive Mental Health in Children and Young People;
- Supporting Asylum Seekers and Refugees;
- Introduction to Cognitive Behavioural Therapy;
- Using Play Therapeutically;

- Inclusive Behaviour Management;
- Social Interventions;
- Adverse Childhood Experiences (ACEs) and Resilience;
- Managing Strong Emotions;
- Using LEGO Therapeutically; and
- Introduction to Restorative Approaches.

A virtual training programme has been created for academic year 2020-2021 to enable all schools to continue to access training via PFAP EP time but in a safe and convenient manner given current COVID-19 restrictions. The topics currently available in virtual format are:

- Adverse Childhood Experiences (ACEs) and Resilience;
- Managing Strong Emotions;
- Bereavement and Loss; and
- Trauma Informed Practice.

It is hoped that, as a result of the ongoing training programme, all of our primary schools will feel better equipped to meet the needs of individual pupils with complex needs, regardless of whether or not they have come through the PFAP system.

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 2020.

De-Delegation

The projected outturn at the end of 2020/21 for FAP is to budget due to the reduction in primary pupil numbers (estimated drop of over 250) it is proposed that there is a slight increase of £0.50 per primary pupil. For Behaviour Support there is a projected underspend on the budget and therefore it is proposed that this underspend is carried forward enabling the rates to be reduced from £2.00 per pupil to £1.00 per pupil and a reduction of £5.00 on the lower prior attainment factor from £20.00 per factor to £15.00 per factor.

Proposal

It is proposed that Schools Forum de-delegate funding for 2021/22.

Proposed de-delegation values are: -

- Fair Access Educational Psychologist £5.50 per pupil (primary only)
(2020/21 £5.00)
- Primary Behaviour Support (five TA's) £1.00 per pupil (primary only)
2020/21 £2.00)
- Primary Behaviour Support (five TA's) £15.00 per low prior attainment
pupil (primary only) (2020/21 £20.00)

These amount could change if the data in the updated APT is significantly different to 2020/21 APT data.

Recommendations

That School Forum approves the de-delegation of funds for 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

This page is intentionally left blank

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 2019 so they can consider de-delegation for the financial year 2021-22.

Background

The Ethnic Minority and Traveller Achievement Service (EMTAS) have continued to 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 12.1%% (January Census 2019) to 12.78% (January Census 2020).

The Census data shows that 8.16% of pupils are identified as having a first language that is other than English (up from 7.76% January Census 2019), with over 90 different languages spoken as first language. The highest recorded numbers continue to be Polish, Arabic, Kurdish and Chinese.

EMTAS worked with the Data and SIMS teams to produce a standard data collection form which was adopted by some schools. Analysis once again indicated inconsistencies in data collection and coding that affects the accuracy of the statistics. These have been followed up with individual settings to offer guidance and improve accuracy of information provided.

The service consists of:

- Higher Level Teaching Assistant (HLTA) (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 incidents
- Three English as an Additional Language (EAL) specialist teachers (FTE 2.0)
- Two bilingual/EAL specialists (FTE 1.5)
- An EAL Inclusion Officer has been appointed on a fixed-term year's contract and will be in post in January 2021. The post-holder will work alongside colleagues in EMTAS and Education Support Service to provide additional support for families with EAL to engage with education. Feedback by Headteachers identified EAL as an additional barrier to engagement/access to learning during

lockdown. It is proposed that the post-holder will be based in those schools with the highest proportion of families with EAL.

September 2019-October 2020

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 accessed 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. 12 schools access this support.

Since September 2020 the team has offered virtual consultations and meetings to schools, with visits booked to deliver essential services including assessments and support for individuals.

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

Between September 2019 and March 2020:

- 26 schools made referrals for advice and support
- A further 23 training sessions were delivered to Teaching Assistants, Teachers, and whole staff in 19 Primary and Secondary settings
- Training was also delivered centrally for Gateshead school staff, including joint training with Literacy Consultants
- The drop-in session for Secondary age pupils who are home educated moved to Felling Library
- Three Secondary schools and Academies have an SLA with EMTAS for weekly visits; others buy-in to the service for assessment and advice sessions
- Headteachers and EAL leads have access to information and resources are on the EGHub, a secure website.
- Resources specific to the potential impact of COVID-19 on families with EAL were developed and shared with settings

Resources and training are now being shared and delivered on-line and on-going communication is via Teams, phone calls and emails.

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 10 schools to both students and to staff, together with training for student teachers in three institutions.

Staff attend Fair Access Panel and Pupil Placement Panel meetings and provide assessment, advice and support for children and young people placed through these processes.

EMTAS continue to deliver training and guidance to staff and students at Northumbria and Newcastle Universities, and remote training is now being delivered for Universities and 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.

The 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 and has continued to rise each subsequent year. The 2021/22 factor values are not yet known, however it is anticipated that they will be at National Funding Formula level of £550 per EAL child and increase of £15 from 2020/21,

It is 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 the years from 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.

This page is intentionally left blank

TITLE OF REPORT: Mainstream School Funding Consultation Results and Other Updates

Purpose of the Report

To bring to Schools Forum the outcome of the Mainstream School Funding consultation on the mainstream school funding factors and funding options, and to update Schools Forum on other funding developments.

Mainstream School Funding Consultation

Any changes to the school funding must be consulted on with Schools Forum and all schools. The consultation period ran from 23 November until 7th December.

Four consultation responses were received, and a summary of the responses and comments are in appendices 1 and 2 respectively.

The vast majority of the questions received a positive response, with only two negative responses and one “don’t know”.

Growth Funding

Earlier growth funding was estimated by using October 2019 census and removing year 6 and year 11 data and adding reception and year 7 admissions data. The October 2020 census data is now available, and this has been used to update the estimated growth fund. The movement in pupil numbers is not as great as originally estimated and the updated estimated growth fund is now £608,093 which is a reduction of £244,354 from the original estimate of £832,447.

New Free School

The new free school has still not been announced by the DfE. Recent correspondence with the DfE provided no further clarity so the school has been removed from modelling to enable maximum funding to all other mainstream Gateshead schools.

Free School Meal Numbers

The number of pupils down as eligible for a free school meal (FSM) has increased by approximately 17% from October 2019 to October 2020. The approximate split between the primary and secondary pupils is a 15% increase in primary FSM pupils and 22% increase in secondary school FSM pupils. This increase will put pressure on funding. To model the pressure, the number of FSM pupils per school was calculated as a proportion of the total pupil number and the APT was updated with these new proportions. This increased the funding for the FSM factor by £484,497

from £2,436,793 to £2,921,290. The increase in FSMe6 numbers does not seem to be significant, and the data for this factor is more difficult to access as deprivation pupil premium is used as a proxy.

Because there is a fine balance between minimum funding guarantee (MFG), minimum per pupil funding (MPPF) and capping and scaling, if capping and scaling are removed and MFG is at the lowest allowable amount of 0.5%, the modelled formula is not affordable. The estimated funding needed to raise MFG from 0.5% to 2% is approximately £100,000 which is achievable if scaling is set at 100% and capping is set at 3.6%.

Proposals

Mainstream School Funding Consultation

It is proposed that the recommendations set out in the mainstream school funding formula consultation are implemented as far as possible when the updated APT and the December DSG Settlement are received.

Growth Funding

It is proposed that the reduction in the estimated value of growth funding is noted by Schools Forum.

New Free School

As the DfE is yet to inform Gateshead LA of the opening of the proposed new free school, it is proposed that the school is not included in the APT. If it is later announced that the free school will open in September 2021, it is proposed that the funding for the school is dealt with via the Growth Fund.

Free School Meal Numbers

It is proposed that Schools Forum notes the potential impact of the increase in free school meal numbers and that if the combination of capping, scaling, MFG and MPPF does not make the formula affordable then changes to funding factor values will need to be made.

Recommendations

It is recommended that Schools Forum: -

- Approves the proposals set out in the mainstream school funding formula consultation as far as possible when the updated APT and DSG settlement are received later this month
- Notes the revised lower estimate of growth funding
- Notes the revised position for planning for the new free schools
- Approves the proposal to deal with any possible opening of a new free school in September 2021 via the Growth Fund.
- Notes the probable impact of the increase in FSM numbers on the affordability of the mainstream funding formula

For the following reasons: -

- To enable mainstream school funding allocations to be calculated within DfE timescales.
 - To maximise funding to all Gateshead mainstream schools
-

CONTACT: Carole Smith ext. 2747

Appendix 1 Consultation Results

Mainstream School Funding Consultation 21/22 Responses													Results		
	Yes	Don't Know	No	Yes	Don't Know	No									
Q1 Do you accept the proposal to try and have the highest MFG possible whilst maintaining an affordable formula			X	X			X			X			3	0	1
Q2 Do you accept the scaling factor of 100%?	X			X			X			X			4		
Q3 Do you accept the capping of gains at the highest percentage to enable the formula to be affordable?	X			X			X			X			4		
Q4 Do you accept the proposed change to Primary AWPU rate?	X			X			X			X			4		
Q5 Do you accept the proposed change to KS3 AWPU rate?	X			X			X			X			4		
Q6 Do you accept the proposed change to KS4 AWPU rate?	X			X			X			X			4		
Q7 Do you accept the Current FSM proposed funding rate of £460 for both primary and secondary pupils?	X			X			X			X			4		
Q8 Do you accept the reduction in primary school Ever6 FSM funding of £22 from £597 to £575?	X			X			X			X			4		
Q9 Do you accept the reduction in secondary school Ever6 FSM funding of £41 from £922 to £881?	X			X			X					X	3		1
Q10 Do you accept the proposed NFF factor values for Primary IDACI Funding?	X			X			X			X			4		
Q11 Do you accept the proposed NFF factor values for Secondary IDACI funding?	X			X			X			X			4		
Q12 Do you accept that the proposed increase to the NFF rates for EAL factors?	X			X			X			X			4		
Q13 Do you accept the proposal that the primary mobility be moved towards the NFF value and is reduced by £300 to £1,200?		X		X			X			X			4		
Q14 Do you accept the proposal that the secondary mobility factor be moved to the NFF value?				X			X			X			3		1
Q15 Do you accept the proposed NFF factor values for Primary Low Prior Attainment?	X			X			X			X			4		
Q16 Do you accept the proposed NFF factor values for Secondary Low Prior Attainment?	X			X			X			X			4		
Q17. Do you accept the proposed change to the NFF factor for Primary Lump Sum value?	X			X			X			X			4		
Q18. Do you accept the proposed change to the NFF factor for Secondary Lump Sum value?	X			X			X			X			4		
Q19 Do you accept the funding mechanism for Rates?	X			X			X			X			4		
Q20 Do you accept that any DfE allocated growth funding be held centrally in the Growth Fund for distribution to qualifying schools?	X			X			X			X			4		
Totals													77	1	2

Appendix 2 Comments

Q1 Do you accept the proposal to try and have the highest MFG possible whilst maintaining an affordable formula and minimising capping?

Whilst we would wish all schools to be as well funded as possible, minimising capping should be the first priority. i.e. allow gains at the highest possible amount before setting the MFG (within overall affordability). This is consistent with the original intent of the MFG and is still the wording in the schools revenue operational guide, "155. Local authorities will continue to set a pre-16 MFG in their local formulae, to protect schools from excessive year-on-year changes and to allow changes in pupil characteristics (for example, reducing levels of deprivation in a school) to flow through." When it was first introduced it was to limit reductions in funding, whereas now it is used to set a minimum increase (after the increases for pensions and pay). Capping increases means that schools whose demographics have significantly shifted will have a limit placed upon the funding they receive for the children they have actually got (depriving pupils of the funding they need). To do this at the expense of increases for schools where the needs of pupils have reduced on average seems perverse.

Q3 Do you accept the capping of gains at the highest percentage to enable the formula to be affordable?

The formula has to be affordable, so if increases exceed the affordability then they will need to be capped. If all increases are affordable then MFG should be maximised (between the limits of +0.5 and +2.0).

Q8 Do you accept the reduction in primary school Ever6 FSM funding of £22 from £597 to £575?

would prefer no reduction but understand this may not be possible

Q9 Do you accept the reduction in secondary school Ever6 FSM funding of £41 from £922 to £881?

Better than having a reduction of £82

Whilst we understand the need for moving closer to the NFF rate we would prefer to remain at the current rate and not see a reduction. With the deprivation of students in the North East being one of the highest it is vital that we have the funding to ensure we are fully able to support these students in closing the gap.

Q13 Do you accept the proposal that the primary mobility be moved towards the NFF value and is reduced by £300 to £1,200?

It is not clear why the value needs to be above the NFF value.

Better than a £600 reduction

This page is intentionally left blank